



The 8th Global Regional Centres of Expertise (RCEs) on Education for Sustainable Development Conference took place from 26 to 29 November 2013 in Nairobi, Kenya.

Hosted by RCE Greater Nairobi, the meeting brought together 200 participants from 56 RCEs across the world, in addition to more than 100 public participants.

The full list of participants can be accessed via the RCE Global Service Centre.

Session 1: Opening Ceremony (Plenary Session)

Prof. Olive Mwhiki Mugenda, Vice Chancellor of Kenyatta University, delivered welcoming remarks on behalf of RCE Greater Nairobi. He noted that the world had reached a critical time for promoting sustainable development. The theme of the conference – ‘Promoting Sustainability through Collaboration and Diversity’ – was timely as the world is facing unprecedented challenges, such as climate change, while progress in international negotiations remains slow. The window of opportunity might be closing so all countries of the world must work together, both rich and poorer countries. It would be important that the Global RCE Conference cover these critical issues.

She highlighted how there are the moment more than a hundred RCEs, and the RCE community continues to grow, These RCE networks constitute the global learning space on ESD that translates global policies into local actions. Higher education institutions can take leading roles - in research and knowledge innovation on ESD, and in providing a pool of expertise on ESD. The RCEs have to be applauded for their critical roles in delivery of ESD in their respective communities.

Kenyatta University was proud to be the coordinator of RCE Greater Nairobi. The RCE addresses eight thematic areas including issues of urbanization and rapidly growing regional population, while recognizing the reality that economic success alone cannot reduce poverty. The three pillars of sustainability – economic, environmental and social considerations - must be addressed. Kenyatta University was aware of the challenges facing the wider community and it was committed to using RCEs in its strategic response. The university covers critical sustainability issues as reflected in its offerings – some examples include offerings in the field of environment studies, offering sustainability courses, having a postgraduate programme in sustainable urban development, as well as in addressing the importance of the youth sector.

Mr. Kazuhiko Takemoto, Director of the UNU-IAS ESD Programme and Director of the Global RCE Service Centre, emphasized that the year 2014 is important as it commemorates the end of UN Decade on Education for Sustainable Development (DESD 2005-2014). The outcomes of the 8th Global RCE Conference in Nairobi will feed into the 9th Global RCE Conference in Okayama, Japan; outcomes from the Okayama conference will then contribute to the discussions at the World Conference on ESD in Aichi/Nagoya. This is the roadmap to 2014 and beyond. Mr. Takemoto underlined UNU’s commitment to serving the RCE community as it has done in the past and shared with utmost pleasure the news that the Government of Japan was expected to continue its generous support beyond 2014. Mr. Takemoto then acknowledged the presence of the representatives of the Ministry of the Environment of Japan who were in attendance. In conclusion, Mr. Takemoto invited representatives of the newly acknowledged RCEs – RCE Middle Albania (Albania), RCE Murray-Darling (Australia), RCE Buea (Cameroon), RCE Quebec (Canada), RCE



Euroregion Tyrol (Italy), RCE Greater Pwani (Kenya), RCE Nyanza (Kenya), RCE Hohhot (People's Republic of China), RCE Kunming (People's Republic of China), RCE Inje (Republic of Korea), RCE North Sweden (Sweden), RCE Uppsala (Sweden), RCE West Sweden (Sweden), RCE Dar Es Salaam (Tanzania), RCE Greater Eastern Uganda (Uganda), RCE Greater Manchester (UK), RCE Scotland (UK) RCE Lusaka (Zambia), and RCE Mutare (Zimbabwe) – to receive their Certificates of Acknowledgement.

Professor Judi Wangalwa Wakhungu, Cabinet Secretary of the Ministry of the Environment, Water and Natural Resources of Kenya, followed those remarks by highlighting the importance of forging strategic partnerships to put in place appropriate SD and ESD strategies. Kenya has launched its second medium-term plan focusing on devolution, socio-economic development, and promoting key flagship programmes such as green growth and waste management.

Kenya was working to finalize its national sustainable development policy and green growth policy, and it has responded to the UNDESD by developing and implementing a national ESD strategy. RCEs, among others, provide platforms in formal and informal settings and several actions have been initiated by the RCEs in the country. Universities have engaged in change projects and programmes, including in the areas of biodiversity, solid waste, eco-school programmes, community engagements, and other interventions. The Kenyan Constitution of 2010 promotes sustainable development, and all curricula harmonize sustainable development.

The National Environment Management Authority of Kenya (NEMA) must be commended for spearheading the RCE movement nationally – the country boasts five existing RCEs and four potential ones. Kenyan RCEs engage in flagship activities, with interventions conducted through collaborative projects. The UNDESD is coming to an end and it would be prudent to take stock of RCE achievements at this time. The RCEs' roles are important in implementing the ambitions of The Future We Want document produced at Rio+20, and to extend the ESD goals beyond the Decade. The resolutions reached at the 8th RCE Global Conference will contribute to the World ESD Conference in Japan in 2014.

Following a brief overview of the conference programme, Zinaida Fadeeva (UNU-IAS) delivered an RCE progress report on behalf of the Global RCE Service Centre, reminding participants of the 120 RCEs currently in existence worldwide, including 45 in the Asia-Pacific region, 25 in Africa, 17 in the Americas and 33 in Europe; she also noted the 18 candidate RCEs under consideration.

Ms. Fadeeva briefly outlined highlights from the various regions. In Africa, RCEs showcased their ESD activities through workshops, events and regional conferences; she also noted their increased interaction with policymakers and the implementation of the Capacity Development Programme for African RCEs. For the Americas, Ms. Fadeeva underlined the priority actions for Americas RCEs in the lead-up to the DESD (i.e. youth, prioritizing thematic issues, messaging, common objectives, teacher training networks and collaborative projects), while highlighting some of the major conferences and achievements of the network throughout the year. She highlighted the various activities of the European RCEs, including clusters and projects and also shared examples of collaborative activities from the Asia-Pacific region.



After giving a brief rundown of communications achievements, as well as progress on the RCE Recognition Awards and RCE Assessment, Ms. Fadeeva laid out the ways forward to be discussed throughout the conference and beyond, including identifying successes and challenges in the assessment of the RCEs towards 2014; enhancing capacity building and research activities on priority thematic areas; strategic engagement with relevant policy processes and networks; and developing an overall plan of action based on the Tongyeong Declaration to feed into the post-DESD Global Action Programme

Keynote Speech

Elizabeth Maruma Mrema, Deputy Director of the Division of Environmental Policy Implementation at UNEP, delivered the first keynote speech of the conference. Last month UNEP hosted the South-South Cooperation Expo that included delegates from more than 100 countries; there, the discussion turned to cooperation, including partnerships such as RCEs. The RCE movement, in response to the UNDESD, should be lauded as it has demonstrated the growing importance of ESD.

She asked where the world stood since the Stockholm Conference in 1972 and what the avenue had been from 1992 to 2002 and 2012. It was important to recognize that societal transformation required a change in attitudes of people by way of moving towards sustainable production and consumption. Environmental Education (EE) and ESD should target societal transformation. The Tbilisi Conference in 1977 led to probably the most definitive statement on EE and since then EE has broadened to ESD.

The UNDESD seeks to transform policy into practice and improve the quality of life of people. Historical development has illustrated the importance of sustainable development and ESD, which is reflected in The Future We Want document of Rio+20. The document also spells out the role of higher education institutions. At Rio+20, the Higher Education Sustainability Initiative (HESI) was launched and the important roles of higher education institutions were further articulated through various reports. There is a need to reorient education to ESD.

What UNEP has done embodied the mainstreaming of EE through youth and higher education. The 2004 Bali Strategic Plan also called for an increased role for higher education. In this regard, UNEP launched the Global Universities Partnership on Environment for Sustainability (GUPES) with memberships across all continents. GUPES aims at mainstreaming EE/ESD in curricula. GUPES is an ideal platform for UNEP to enhance collaboration with universities.

UNEP has spearheaded the development of the 'Greening University Toolkit', which views universities as sustainability knowledge bases. UNEP has been able to reach out to large segments of society through this effort. Now UNEP is promoting green economy and in this transition the ambition is to reduce ecological footprint. In conclusion, the UNDESD has raised awareness and has promoted the integration of sustainability in many spheres.

Overall, the speakers at the opening ceremony highlighted four key points: 1. That they share the importance of the conference theme, which is 'Promoting Sustainability through Collaboration and Diversity'; 2. It is important to recognize and enhance the role of higher education institutions in ESD; 3. It is important to recognize and enhance the role of RCEs beyond UNDESD; and 4. That the outcome of the 8th Global RCE Conference was expected



to provide input to the World ESD Conference in Japan in 2014 and contribute towards shaping and implementing the post-2014 Global Action Programme on ESD.

Session 2: 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 1.

Session 3: Thematic Discussions Part I (Breakout sessions)

Participants broke into four separate groups to discuss Sustainable Consumption and Production, Traditional Knowledge and Biodiversity, Higher Education and Disaster Risk Reduction. The full reports from the rapporteurs of each breakout session are included in Annex 2.

Session 4: Thematic Discussions Part II (Breakout sessions)

Participants broke into four separate groups to discuss Climate Change, Health and Sanitation, Teacher Education and Better Schools, and Youth. The full reports from the rapporteurs of each breakout session are included in Annex 3.

Session 5: Reporting Session (Plenary Discussion)

RCE members reported back to the plenary sessions on the details of the Continental and Thematic Discussions held in the previous three sessions.

Session 6: Keynote Speech II (Plenary Session)

Speaking on the subject of “Transformative Learning and Research within RCEs”, Prof. Rob O'Donoghue (RCE Makana) noted how transformative learning and research were necessary initiatives within RCEs. In education for sustainability, a whole-institution approach that embraces societal, economic, environmental and cultural dimensions was imperative. Transformative learning implied changes to practical, intellectual and political processes of reorientation. The question was how RCEs were transforming modern education to enable transformative learning, which entails the application of the paradigm of global citizenship and sustainability.

In mediating transformative learning, it was necessary to mix communication, individual competencies, community learning and social innovation. There were three lenses for learning in ESD – holistic, critical envisaging of alternatives, and transformative engagement. Overall, RCEs should engage in innovations and change processes from business-as-usual to sustainability situations in their ESD activities.

Session 7: Parallel Sessions

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

Session I: Policymakers Roundtable Discussion

Chaired by the Director of the ESD Programme at UNU-IAS alongside Mario Tabucanon (UNU-IAS), the Policymakers Roundtable Discussion featured members of both national and local governments, as well as RCE members and UN agencies. See Annex 4 for the full notes from the rapporteur.

Session II: RCE Award: ESD Good Cases Presentation



Thirty-nine Good Practice cases were presented in three parallel sessions on “Creating Sustainability Awareness through Formal and Informal Events”, “Transformative Learning and Curriculum Change Process”, and “Community Development and Sustainable Local Livelihoods”, respectively. The final assessment from the sessions is included in Annex 5.

Session 8: Operational Discussions (Parallel sessions)

Participants broke into three groups to discuss operational issues, including Fundraising, Communications and Outreach, and Cross-Continental Inter-RCE Collaborations. The full reports from the rapporteurs of each breakout session are included in Annex 6.

Session 9: Strategic Discussions Part I (Parallel sessions)

Participants broke into three groups to discuss strategic issues, including Capacity Development, Research and Development, and Public-Private Partnerships. The full reports from the rapporteurs of each breakout session are included in Annex 7.

Session 10: Strategic Discussions Part II (Parallel sessions)

Participants broke into three groups to discuss strategic issues, including Governance and Coordination, RCE Assessment and Evaluation, and Engagement with International SD/ESD Processes. The full reports from the rapporteurs of each breakout session are included in Annex 8.

Session 11: Reporting Session (Plenary Discussion)

RCE members reported back to the plenary sessions on the details of the Operational and Strategic Discussions held in the previous three sessions.

Session 12: Keynote Speech III (Plenary Discussion)

Alexander Leicht, Chief of Section of ESD at UNESCO gave a brief overview of the increased presence of ESD on national and international levels, while highlighting some major challenges, such as moving from pilot projects to changes in policy, from small to large scale and from the margins to the mainstream. Mr. Leicht also gave a brief overview of the Global Action Programme to scale up ESD, within the context of the post 2015 agenda. The goal of the Programme is to mobilize education and learning to accelerate progress towards sustainable development by reorienting and enhancing the role of education and learning.

While listing out a variety of key principles and definitions, he noted five areas of priority action, including: advancing policy, transforming learning and training environments, building capacity of educators and trainers, empowering and mobilizing youth and accelerating sustainable solutions at the local level. To successfully launch the Programme, it would be important to identify “Lead Partners” in each of the five areas of action. These partners would help in the implementation of the Programme, which would be done through a global coordination mechanism. The ESD Programme Framework was expected to be launched and commitments for its implementation made at the World Conference on ESD in November 2014 in Aichi-Nagoya, Japan.

Following the Keynote Speech from Mr. Leicht, a panel discussion was held featuring Alexander Leicht, UNESCO, Zinaida Fadeeva, UNU-IAS, Won J. Byun, (Asia-Pacific), Tichaona Pesanayi (Africa), Roger Petry & Salvador Garcia (Americas) and Detlev Lindau-Bank (Europe). The panellists were asked to discuss four key questions and their remarks are summarized below.



1. In what ways can individual RCEs contribute to the implementation of the post-2014 Global Action Programme on ESD at the local level, and what are the challenges and roadblocks to be overcome in order to achieve such meaningful contributions?

- RCEs need to take seriously the background statement about the need to provide meaningful and relevant education
- RCEs are critical in generating self-reflective communities that are able to collectively ask the question “what is meaningful and relevant for us (and for our planet)”: giving “live meaning” implies human well-being and “relevance” implies timeliness and the ability to do
- Not a narrow view of development where individuals train for labour demands set by others but where communities take active role in charting their development paths taking into account long term consequences
- Sustainable development requires higher level reflection that leads to “changes in the way we think and act”
- RCEs need to create pointed, strategic interventions in local communities and regions that force reflection at critical junctures in their local development paths—systematic patterns of unsustainable development generate these points for critical reflection at all levels; RCEs can capitalize on these
- RCEs need to identify local capacities and strengths to reflect, collaborate, and act, and learn from these actions

2. What are the challenges and roadblocks to be overcome?

- RCEs need to critically provide both encouragement (i.e. courage) and global local examples from other RCEs that may (or may not) work locally: a need to share stories of people between RCEs who are both making mistakes but also being successful and creating geographic/organizational spaces, “living laboratories” for these innovations to occur
- Need to overcome passivity and ideas for guidance that reinforce individuals’ and organizations’ decision-making power (a gentle leadership yet one that is persistent)
- Need to recognize this is a new paradigm of knowledge that is intentionally associated with action and processes and that draws upon all previous knowledge: indigenous/traditional, scientific (social and natural), engineering, humanities (e.g., ethics, philosophy), fine arts, experiential and cultural learning

3. How can the global network of RCEs effectively collaborate in delivering ESD in the framework of the Global Action Programme including engagement with regional and international policies and synergies with other networks?

- International policies need to be responsive to local policy formation (whether in government, business, NGOs, cooperatives, professional organizations, Higher Education etc.)
 - o All organizations need their policies to be transformed and aligned regionally and globally for ESD (policies are what can make SD a “conscious goal” of organizations)
 - o International responsiveness, reformulation, and transmission, is an iterative and educational process: a cycle that RCEs can provide
- RCEs can act to facilitate delivery of programmes for ESD at a regional/local level where organizations recognize the need for flexibility in how this delivery takes place; includes key conventions arising from the UN’s SD agenda (Climate Change, Biological Diversity, and Desertification)



- UN agencies and conventions can see RCEs as an important presence of the entire UN system within local communities and active promoters of the values of the UN including SD, ESD, and global citizenship
4. What are the priority areas that RCEs should be working on in the context of the Global Action Programme on local communities?
- Post Decade countries are being asked what they will be doing in the new Global Action Plan and RCEs can offer to help countries take leadership on how they might act; RCEs are responsible to remind national governments of the Decade
 - Also a need to ensure that regional offices of UN agencies are also made aware of RCEs and their role in advancing SD
 - Need to identify strategic tipping points for action within respective RCE communities that create game-changing conditions for sustainability that drive further systemic changes
 - New livelihood practices and patterns of SCP
 - Transformative/disruptive technologies and combinations of technologies providing competitiveness for the poor, SMEs, alternative enterprises (co-operatives, credit unions)
 - Changes in culture: especially led by indigenous cultures, youth, elders, faith organizations, artists, cultural organizations and developing a culture of “all people as educators for SD”
 - Identify supportive structures within our communities or globally that have a structural interest in these transformations occurring

In addition to these four questions, panellists also issued a caution regarding the framework, namely that the 5 areas for action (Policy Support, Whole-institution approaches, Educators, Youth, and Local Communities) are to each have “key partners” for each of the five priority action areas. There is a temptation perhaps to slot the RCE movement into one of these, which would be a loss since RCEs have been very successful in all of these areas. As such, RCEs would need to be mindful of strategic regional approaches that address more than one of these targets. Finally, RCEs are also a scholarly network with a central goal of research into ESD and we have to resist being slotted in a way that hampers our curiosity and freedom to investigate the most promising solutions to ESD, whether or not they fall within these 5 categories.

Session 13: Closing Ceremony

A summary of issues discussed at the conference was presented by the Global RCE Service Centre. The keynote presentations supported the conference theme ‘Promoting sustainability through collaboration and biodiversity’. They supported the increasing role of higher education in sustainability and, in this regard, the increasing role of RCEs in the next decade and beyond. Transformative learning and research within RCEs implies change.

The continental discussions were focused on important issues. The Asia-Pacific RCEs discussed collaborative initiatives and projects in line with the Global Action Programme on ESD. The African RCEs discussed inter-RCE collaboration, capacity development, visibility and mentorship. The RCEs of the Americas discussed communication and networking, the virtual youth conference, and an open access ESD journal. The European RCEs discussed exchanging experiences and enhancing communication, sharing ideas, building partnerships, increasing visibility and improving collaboration. All these issues are pertinent to the successful functioning of RCEs.



The thematic discussions focused on: vocational schooling and training for Sustainable Consumption and Production; knowledge documentation, integration into formal education, involvement of youth for Traditional Knowledge and Biodiversity; contributions of higher education institutions to ESD and stronger collaboration in the Rio+20 framework for Higher Education; inventory of experiences and capacities, building resilience through schools and youth, and learning cases for Disaster Risk Reduction; awareness, capacity development, livelihood, and collaboration of key stakeholders for Climate Change; documentation of good practices, strategic involvement of HEIs, a focus on water-related issues, TK, biodiversity, resources for health, nutrition and well-being for Health and Sanitation; collection of success stories, establishing common quality criteria, and sharing materials for Teacher Education and Better Schools; and forming an RCE Youth Network and for each RCE to have youth representative for Youth. These were among the important issues discussed in the thematic sessions.

The operational and strategic discussions – on fundraising, communications & outreach, cross-continental/inter-RCE collaboration, capacity development, research & development, public-private partnership, governance & coordination, assessment & evaluation, and engagement with international SD/ESD processes – also produced useful outcomes.

The policymakers' roundtable highlighted the imperative need to engage policymakers in ESD and RCEs while recognizing different models of engagement, such as leadership models, enabling and facilitative models, and supportive models. It is also important to involve various stakeholders early on in policymaking processes and policy implementation, as well as the need to involve local government authorities and grassroots organizations. The need to engage politicians and not just current policymakers was also acknowledged.

RCE flagship projects were recognized and a number of them received awards. In conclusion, RCEs were expected to contribute to the implementation of the Global Action Programme on ESD post-2014, and participants were reminded of the road from Nairobi to Okayama to Aichi/Nagoya for the Final Document on RCEs' Action Programme on ESD as input to the World Conference on ESD.

The 8th Global RCE Conference was then officially closed.



Annex 1 Continental/Regional Discussions

Africa Meeting:

This session provided RCE delegates with an opportunity to share their achievements and challenges with a view to exploring ways of consolidating collaborative efforts in ESD research and capacity development. Tichaona Pesanayi (RCE KwaZulu Natal) and Abel Atiti (Global RCE Service Centre) facilitated the session. More than 60 delegates from 17 acknowledged RCEs and four candidate RCEs were in attendance. Various RCE delegates shared projects they were working on to address local sustainable development issues.

2003 Highlights

Abel reported that since the 7th Global RCE Conference seven new RCEs from Africa had been acknowledged. These are: RCE Lusaka (Zambia), RCE Mutare (Zimbabwe), RCE, Greater Pwani (Kenya), RCE Nyanza (Kenya), RCE Greater Eastern Uganda, RCE Greater Dar es Salaam (Tanzania) and RCE Buea (Cameroon). All these RCEs except one (RCE Mutare) were represented at the meeting. It was pointed out that the African RCE network is still expanding with four RCE candidates (Central Kenya, Harare, Mount Kenya East and Greater Kampala) having applied for RCE acknowledgement status in the year.

In 2013 African RCEs increased their visibility and showcased their ESD activities through workshops, events and regional conferences such as:

- Kakamega Workshop – attended by RCEs from East Africa
- Third African RCE continental meeting in Abuja – attended by 14 RCEs
- Environmental Education Association of Southern Africa Conference in Malawi – attended by RCEs from southern Africa

There was also increased interaction with policy makers, e.g. participation of Governor of Niger State in the 3rd African RCE meeting in Abuja.

Capacities of African RCEs to deliver ESD were strengthened through the implementation of the Capacity Development Programme for African RCEs during the Kakamega workshop. Capacity development processes focused on improving transformative learning processes, strengthening governance and coordination mechanisms with reference to *Ubuntu* philosophy, and sharing of community-engaged research case studies. Through RCE Makana, there has been contribution to ESD series publication (e-book) that will be used to supplement capacity development programme.

Reference was made to African continental online discussions that took place prior to the Conference in which community members deliberated ways of consolidating collaborative efforts in ESD research. Issues related to mobilization of adequate resources to implement ESD Projects and how to actively engage policy makers in RCE activities were discussed.

RCE success stories and challenges

RCE delegates present shared success stories based on the projects. For instance, a delegate from RCE Minna shared highlights from a project on waste management. The project focuses on the research and application of used baby nappies to transform the environment and improve livelihood security. RCE Kano shared insights from a project that aims to empower women through use of alternative and innovative energy sources. RCE



Greater Nairobi is actively involved in the implementation of the ESDA (ESD for Africa). RCE Pwani has successfully established a botanic garden.

A delegate from RCE Greater Nairobi (Dorcas Otieno) reported that a publication and CD on faith based ESD have been produced. The RCE has also developed an ESD policy and an orientation manual for curriculum developers. Youth related activities are being successfully implemented by WWF and Wildlife Clubs of Kenya

RCE Makana in collaboration with SADC Centre has been actively involved in the production of an e-book on African heritage. The RCE has implemented a youth volunteer programme on waste and food gardens. RCE Kakamega-Western is in the process of developing its website, and is actively involved in the conservation of Kakamega Forest.

RCE Buea in Cameroon is working with schools and communities and plans to develop a green charter whereas RCE Mau Ecosystem Complex is engaged in tree planting. RCE Mau Ecosystem Complex is working with Egerton University to mainstream climate change into the university curriculum. RCE Greater Eastern Uganda undertakes research in indigenous knowledge.

A delegate from the National Universities Commission (NUC), Nigeria expressed the need to engage more universities in the RCE work. Delegates from South Rift (potential RCE in the Masai Mara area of Kenya) reported implementation of various community-engaged activities that are aimed at empowering the Masai people. There are efforts to brand the Maa culture through the Mara Discovery project and research.

Securing funds to run collaborative projects remains a huge challenge for many RCEs in Africa. One delegate asked whether African RCEs are represented at the Ubuntu Committee of Peers. Prof Goolam Mohamedbhai (Regional Advisor for RCE Community) who was present confirmed to the delegates that he is the African representative on the Committee. He clarified the role of the Ubuntu Committee and emphasized that all regions are treated equally. He went on to advise RCEs present to strengthen their governance and coordination mechanisms. It is important for RCE coordinators to practice participatory leadership. He further advised RCEs to embrace ideas of mentorship and assessment. RCEs need to record their achievements for the purpose of widespread sharing.

Action Points for Implementation in 2014

A number of actions were suggested for collaborative implementation in 2014 as follows:

1. Implement exchange visits across RCEs
2. Conclude the capacity development materials.
3. Increase visibility of African RCEs by seeking support from African Union and writing joint funding proposals
4. Implement mentorship programme for new RCEs, for example, RCE Nyanza to be mentored by RCE Mau Ecosystem Complex.
5. Implement a collaborative research project.
6. RCE Kano (Nigeria) to host the 4th African RCE Meeting in 2014. The RCE had expressed its interest to host the event during the 3rd African RCE meeting in Abuja.

Elections

Tich took the delegates through the process of electing a new coordinator to replace Dick Kachilonda who had requested prior to the conference to step down after tenure of three



years. Dr Husaini (RCE Minna) proposed that David Onga're (RCE Greater Nairobi) become the new coordinator. He further proposed that Ali Bukar (RCE Kano) assists David in coordinating African RCEs. The two proposals were unanimously endorsed.

Americas Meeting:

Participants

In Nairobi:

Roger Petry (RCE Saskatchewan) roger.petry@uregina.ca
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Via Skype:

Lyle Benko (RCE Saskatchewan)
Dawn Gaymer (RCE Grand Rapids)
George Hartwell (RCE Grand Rapids)
Ryan Huppert (RCE Grand Rapids)
Ziole (RCE Curitiba-Parana)

Note: due to complications with the Skype connection, only Lyle Benko was eventually able to connect. Lyle provided some report of the discussions of those who wanted to connect by Skype.

1. Welcome and Election of co-chairs/facilitators and recorder(s)

Salvador Garcia and Roger Petry, as co-chairs, welcomed participants and Kim Smith acted as meeting recorder.

2. Introduction of new RCEs and RCE updates:

Consider your answer to the question "What is working in your RCE?" Highlight 1 or 2 successes (you are welcome to provide a short summary page of your RCE's highlights to share with other RCEs)

- (1) David Zandvliet: noted that his RCE's "Environmental Learning Dissemination Program" had been selected for an RCE award at this conference.
- (2) Eduardo Sacayon: RCE Guatemala is training university professors and wanting traditional knowledge to be incorporated into western university
- (3) Kim Smith: the RCE Greater Portland just completed their application to become an RCE and has close to 100 partners and over 200 individual members.
- (4) Alfredo Ortega: RCE Western Jalisco has produced radio programs and organic food educational materials teaching people to raise their own food
- (5) Chuck Hopkins: regional helper/advisor for the Americas for the UNU



- (6) Jon Yee: As the RCE Saskatchewan youth coordinator 2 months ago presented to the UN Inter-Agency committee to profile RCEs at a meeting in New York
- (7) Teresa Salinas: Representing RCE Lima Callao, she is happy to be in Kenya and support partnerships among the Americas. She provided a presentation of the 2nd RCE Conference of the Americas held in Lima in February, 2013. See PowerPoint notes below.
- (8) Salvador Garcia: RCE Western Jalisco has incorporated Agenda 21 into the university and working to develop a bank of 3000 volunteers to participate in new sustainability projects with the municipality and educators; also doing more promotion of the RCE using the media; also using local volunteers to develop new projects
- (9) Roger Petry: RCE Saskatchewan is working to develop eco-museums in the province that identify cultural and natural assets of communities for advancing sustainable development.
- (10) Marco Espinosa: working on environmental educational conferences over last 5 years; RCE Bogota is leading Columbia on the Decade on ESD; also working with environmental/sustainability networks, both globally and in Latin America, such as GUPES.
- (11) Unni Payyappalli: outlined the 8 people working in the Global RCE Service Centre: 3 relating to policy and research with Unni working on traditional knowledge; recently published two books (one on SCP and one on traditional knowledge with input from the RCE community)
- (12) Ziole (through e-mails sent to Roger): RCE Curitiba-Paraná, Brazil was glad to be able to attend and support the 2nd Conference of the Americas. An ESD publication is now available from RCE Curitiba. Roger indicated the document was too large to post on Americas site with Roger's account, so **Ziole will forward publication to Anna Dirksen for posting**. Also, information on a youth conference being hosted by RCE Curitiba-Parana is posted on the Americas site.
- (13) Lyle Benko: document prepared of RCE Saskatchewan's activities that are working well, such as an RCE recognition report and event-planning form, can be used as a possible templates. **Lyle has posted them on the portal.**

3. *Follow-up action items from Americas Meeting at 7th Global RCE Conference (Tongyeong, S. Korea; September 2012) and 2nd RCE Conference of the Americas (Lima, Peru; Feb. 2013) including potential improvements in collaboration/logistics, e.g.:*

- a) *Focus on regular (quarterly?) communication (Skype/video/phone conferences) for follow-up on action items and possible virtual continental meetings*
- b) *Sharing more information through the UNU-IAS Portals and publications*

2nd RCE Conference of the Americas Report

Teresa Salinas, RCE Lima-Callao representative, highlighted the II RCE Conference of the Americas meeting held in Lima early this year. She recalled how ambitious this activity was. Having the II RCE Conference of the Americas meeting as central, a package of three additional activities under the named "America Proposes" was launched. The 1st Fair on ESD Good Practices, the II International Encounter on EDS and the II Youth Meeting for EDS complemented and strengthened this RCE Meeting.

Teresa recalled the II RCE Conference of the Americas brought together more than 50 participants from six RCEs across the Americas, in addition to more than a dozen special guests from UNESCO, UNICEF, *Deutsche Gesellschaft für Internationale Zusammenarbeit*



(GIZ) GmbH, the government of Peru and other local partners, among them Peruvian indigenous leaders.

The II RCE from the Americas Meeting was an opportunity to debate and draft proposals to help create a framework of action for the region and to better define the role of ESD in a number of thematic areas, to establish strategic guidelines for the RCEs to the end of the UNU Decade on Education for Sustainable Development (DESD 2005-2014) and beyond.

The objectives of the RCE from the Americas Meeting were:

- To identify ESD good practices in the Americas.
- To learn some lessons in the DESD in the Americas implementation.
- To draft an ESD plan for 2015-2020 in the Americas.
- To promote the RCE movement in Peru and the Americas.
- To include in this movement international cooperation agencies (UNU, UNESCO, UNICEF, etc.).

II RCE Americas Agreements

1. To explore creating a Partnership or similar organizational mechanism that will enable the RCEs to work together on mutually agreed upon future projects and share the progress, findings and the resources/expertise so developed (courses, fairs, youth encounters, etc.) and in doing so, also commit to:
2. Promote the participation of students and teachers in future RCE events and meetings. Hopefully at least, one student will accompany each RCE delegation in all the global and regional meetings. Students should be transparently chosen by their RCE from secondary schools, institutes or universities, etc.
3. Include one or more leaders from the private, governmental, non-governmental, and public sectors and other institutes and universities of the RCEs are to attend further meetings of the RCEs of the Americas.
4. Prioritizing inclusion and equity in all our RCE actions to improve well being throughout the Americas.
5. Innovating in a synergistic manner to demonstrate both collective and competitive approaches of attaining an active, productive and sustainable life with social cohesion.
6. Guaranteeing that the values, principles and practices of ESD are increasingly put into the core operations of private, public, governmental and academic sectors within our regions and beyond.

Ongoing RCE Lima-Callao project proposed to the RCE Americas community

I. “Biodiversity and Intercultural knowledge” Diploma.

Objective

To equip students with an intercultural vision able to understand and value both the scholar knowledge and indigenous knowledge referred to biodiversity regeneration and sustainable use of such a biodiversity.

Scope

A post-graduate semi-virtual Diploma program oriented to the trans-disciplinary exercise of knowledge dialog referred to cultural and biological diversity. Lectures, debates, readings, group work and research-action are some of the teaching strategies employed.

Funding

By GIZ, United Nations Environmental Program – UNEP and Ricardo Palma University.



II. 2nd Fair on ESD Good Practices.

Objective

- To present successful cases on ESD implementation.
- To explain what ESD means for each individual project/organization and the behaviour changes promoted/accomplished by this individual project/organization.
- Create awareness and link people to successful experiences developed in our countries and encourage a greater ESD movement at national level.

III Andean Traditional Medicine System Diploma.

Objective

Equip students with tools to better understand a wider definition of health within an intercultural dialog and introduce students to some specific regional and cultural health practices still alive in Peru.

IV. Teachers training in ESD sponsored by UNESCO

Objective

To educate and train teachers in ESD philosophical, methodological and good practices via a virtual platform. UNESCO is already working with this and has about 500 teachers connected.

Additional Discussions

Salvador shared that RCE Western Jalisco helped start the first recycling program in all of Mexico. He wants to see greater recognition of the RCEs, with more local participation and enterprise.

A teacher training was completed, through OPEDUCA.

Salvador suggested having a fair/festival of projects and good practices, at the next Americas Conference, building on the one held in Lima.

Interest in having a database of good ESD practices of the Americas on an Internet platform, such as the UNU portal. **Lyle noted that he has posted a reporting template for meetings and event-planning, as well as details on awards, based on RCE Saskatchewan's 2013 Recognition Event.**

Alfredo will put together a reporting template (translated in Spanish and English) for sharing actions and to document specific projects and will contact Unni regarding putting this virtual space together on the UNU portal. Unni and Alfredo will provide the e-mail addresses for America RCEs to input data.

We discussed the creation of an NGO for RCEs in the Americas. Chuck explained that it is not meant to be an "uber-structure" above the RCEs, but more of a legal entity in order to obtain and manage funding from organizations in the Americas to develop new RCE projects, similar to the EU model. Recognizing the different conditions and realities between North and South Americas, in terms of social and environmental conditions and language, we have a desire to collaborate on some projects. We have a need for a secretariat to organize meetings and events. How best to coordinate? **It was noted that Teresa Salinas, George Hartwell, and Norman Christopher are working to investigate and draft potential terms and conditions, including legal status, for such an organization. This will be discussed at the 3rd Continental Conference of the Americas. Unni will develop**



a letter of support from the UNU, which can be used to ask for funding for joint projects.

Some concern was expressed by RCEs as to the amount of work involved to create such an organization (given the time needed to manage one's own RCE even where not incorporated), with suggestions to meet needs through existing partnerships. Eduardo noted that in addition to creating an NGO for securing funds, we can also look at other ways that existing UN and ESD organizations can help RCEs in Latin America to network and develop new RCEs, such as existing pan-university organizations in which RCE members are a member that could act as a body to assist in RCE collaboration (e.g. Global Universities Partnership for Environment and Sustainability (GUPES), UNEP, Environmental Information Network (Latin American Network). Chuck and Jon both encouraged more collaboration with UNESCO offices, particularly with national branches, although these are not very strong in Latin America and not possible for the United States, given that it is not a member of UNESCO. Can also look at Environment Canada and explore models like NEMA in Kenya. **Marco will work to see if any of these might be willing to assist in networking of RCEs in the Americas to our mutual advantage.**

Jon and Kim noted difficulties with receiving accreditation/nominations for attending UN events due to a lack of an incorporated body that can nominate RCE attendees. **Jon and Kim, working with Unni, will make a request that UNU-IAS develop a process to help nominate RCE members for specific UN events upon request from an RCE. Unni also indicated the possibility of creating a UNU letter of support for attending events.**

Concern was expressed about having the Americas combined and a question was raised about whether we should be separated into Latin America and North America, given the language difference. There are more Spanish-speaking members than English-speaking members, so the Spanish-speakers are put at a disadvantage when all meetings are held in English.

Follow-up to this meeting: it was decided that within 3 months of this meeting, **2 separate Skype/teleconference meetings would be held, one in Spanish and one in English. Marco (RCE Bogota) will organize the Spanish meeting. It is requested that RCE Grand Rapids host an English meeting in this time period (please confirm).** All RCEs in the Americas will be invited to both. We will create a list of questions and topics, so we will be discussing the same issues. Agenda items will include the upcoming meeting of Americas (workshops, discussion topics and fair) and follow-up action items from this meeting. Beyond just sharing information, we emphasized the need for action and transformation.

Possible further follow-up projects to discuss at upcoming meetings/conference:

- Developing a diploma in waste management, a diploma in traditional knowledge, a diploma for sustainable cities, universities, and communities, and a diploma on intercultural knowledge and biodiversity (including input from NGOs and governments of different levels) **Contact Teresa to get involved.**
- Networking regarding the possibility of museums (e.g. RCE Western Jalisco) in involving systems to increase motivation of citizens for ESD and build relationships: a need for action and transformation

4. Virtual Youth Conference on Water Presentation (RCE Grand Rapids)



Due to technical difficulties with Skype, Grand Rapids representatives were unable to report on last year's youth conference on water. Lyle Benko noted that some of the information is posted on the Americas website, but that the file is too big for posting. He emphasized the benefits student gain from engagement and recommended using the model for other RCEs. **We will need to provide a link to the document on the Portal. RCE Grand Rapids is planning a follow-up virtual youth conference on food security in March, 2014. RCE Guatemala, RCE Western Jalisco, and RCE Saskatchewan would like to participate. Unni will also have an invitation in the next RCE Bulletin for RCEs in the Americas to participate.**

5. Identification of multilateral and bilateral opportunities for collaboration of RCEs in the Americas

Possible Activities: exchanges/regional visits, living laboratories, research/policy collaboration, curriculum development, diplomas/accreditation, teacher training, public/popular education (cities and rural), youth engagement

Possible Issue Areas and Themes: a) Indigenous/Traditional ways of knowing & ESD b) climate change, c) water, d) biodiversity, e) poverty reduction/livelihood, f) health/nutrition, g) waste management, and h) emerging issues

David (RCE British Columbia) proposed project to create an ESD open access journal with RCE support. Currently he has sponsorship, library support, ISSN number to create a journal, and \$50,000/year in in-kind support, for journal management and web service space. This international journal will include diverse research, with a range of focuses, voices, and research methods, with articles made open to practitioners by creating extended, concise, informative abstracts in "jargon-free" accessible language. Domain name is currently registered: "eco-thinking.org". The structure exists, but he needs journal articles, editorial assistants, reviewers, and an editorial board; and also sees value in having UNU supporting an open access ESD journal. Desire would be to translate articles into multiple languages, so we will need help with translation. Kim indicated she has student interns that could assist with some editing and that RCE Greater Portland would be interested in submitting articles. Salvador noted the importance of having these kinds of articles in both languages and involving students. RCE Western Jalisco has previously worked with Wisconsin mobilizing volunteers and increasing exchanges between researchers and students. David will involve students for translations and translating research from academic language, to make accessible for practitioners. One possibility is to interview the authors. This will allow a form of praxis, with academic contributions and practitioner research. **Alfredo, Marco, Kim, and Roger expressed interest in supporting this endeavour.**

6. Next Continental Conference of the Americas

Possible dates, opportunities for participation, and suggested workshops. RCE Western Jalisco (Mexico) has offered to host this conference and suggested the following workshops:

Development of Educational Resources

Organic food production (Urban and Rural Areas)

Radio Program Production

Developing ESD Videos

Preparation and publication of environmental songs

Making puppets and theatre scripts

3rd RCE Conference of the Americas to be hosted by RCE Western Jalisco (Mexico), near Guadalajara, in last week of July, 2014.



The goal is to increase capacity and determine ways to support concrete and specific activities. Examples include:

- Increasing curriculum development, diplomas, and accreditation of programs (Lima Callao and traditional knowledge; Germany can help develop a diploma in Waste Management; Greater Portland has examples of Green Certificates)
- Possibility of exchange of experiences between RCEs; how to improve this in RCEs in the Americas
- Workshops in Mexico; vocational education resources
- Developing strategies for organic food production (very close to agenda of Zinaida and UNU-IAS on SCP and clean production)
- Develop multi-media tools to address different topics and audiences (including politicians)
- Using living laboratories
- Sharing Research
- Policy collaboration and how to do this sharing
- Teacher Training
- Popular education and working with indigenous people; invite local RCE members to participate
- Traditional knowledge; working around collaborative work for ESD; future of education for First Nations; Greater Portland member organization Wisdom of the Elders is organizing curriculum for youth on traditional knowledge
- Communication strategies (e.g. proposed journal, radio experiences, database of good experiences)
- Workshops on making puppets and theatre scripts, focused on different topics; working with children plays/theatre
- Producing or replicating the resource fair to share best practices
- Focus on a new sustainable lifestyles opportunities afforded by activities taking place in Western Jalisco region (expect a lot; e.g., first recycling programs in all of Mexico)

We need to focus on a few of these topics, to be practical and concrete.

Possible use of “America Propone” logo from Lima for next Conference in Mexico, representing all the peoples of the world. Some concern was expressed about the colours representing different regions. Decided to discuss as a topic at next Spanish and English meetings.

Salvador, Eduardo, and Teresa will work on a description of fair component so RCEs can see how they might participate, such as posters, displays, and industry tables. All RCEs to discuss how their members can focus on specific topics from above and also those raised at Lima Callao meeting at Spanish and English meetings. Organize by groups, with 3-4 people per RCE who are interested and experienced in workshop topics.

RCEs are encouraged to have a youth delegate as part of each of our delegations, with multiple individuals from each RCE. Jon to draft a letter, with Unni, that youth can use to help raise funds describing benefits of attending this conference and will then circulate it to RCEs. Chuck recommended groups like Kiwanis, Lions, and Rotary, for funding.



7. Strategic Directions re. 2014 in Japan and Post Decade Guidance to UNU, UN, and RCE Movement

Consider opportunities and threats facing our RCE movement, how to capitalize on these opportunities, and how to transform threats into opportunities

- The World Summit and Global RCE Conference will be held in Japan, in November, 2014
- Chuck: As we approach the Post-Decade era, countries are being asked what they will be doing to support the forthcoming Global Action Programme. RCEs can offer to help countries increase visibility and take leadership as to how they might act on 5 main areas of action: advancing policy; transforming learning and training environments; building capacity of educators and trainers; empowering and mobilizing youth; and accelerating sustainability solutions at the local level.
- Marco (Columbia): RCEs are responsible for reminding national governments of the goals and outcomes of the Decade for ESD, as most governments forgot the Decade. Suggested that the UN send documents to government officials to remind them of the Decade and future goals, as we move forward.
- Chuck noted that the Minister of Education, Minister of Environment, and National Commission of UNESCO in each country will receive an invitation for 3 people to attend the 2014 World Summit. This is an opportunity for RCEs to approach their respective governments. There is a need for our governments to get involved in ESD to mobilize RCEs further in the Americas. It was recommended that we receive copies of these letters to our governments, so we will know to address officials.
- Suggestion to have a Nairobi Statement about the post-decade, as an addition to the Tongyeong Declaration, which is viewed as a process for moving forward. This Declaration should be brought to our Education Ministers.
- Question of whether UN agencies in their regional offices know about RCEs—a need to do outreach and make them aware of the possibilities to engage and support our efforts. **The UNU-IAS can help us develop a shared message.**
- Need to encourage more RCE development in Latin America.
- Roger and Salvador to report ideas from our Americas meeting in Session 12.

8. Meeting adjourned 1:00 p.m.

Asia-Pacific Meeting:

There were 18 RCEs and one candidate RCE represented at the continental discussion. The Asia-Pacific RCEs revisited the issues discussed at the 6th Asia-Pacific RCEs Meeting held in Kitakyushu, Japan in October 2013. It covered discussions on Youth, Community, Schools, Biodiversity and Disaster Risk Reduction and discussed common challenges that they face in the course of implementing the activities.

The meeting also discussed collaborative initiatives, one of which is the Sejahtera Project led by RCE Tongyeong. The project develops a platform for collaboration on ESD for interested RCEs in the Asia-Pacific region. The meeting then organised small breakout sessions to discuss the Asia-Pacific potential contributions to the implementation of the Global Action Programme on ESD focusing on Policy Support, Whole-Institution Approaches, Training, Youth, and Local Communities.



European Meeting:

The European meeting proved to be a good exchanging platform to share future avenues of collaboration and set up potential actions to be implemented during 2013-14 and beyond the end of the DESD. It was attended by 1/3 of the total RCEs in Europe as well as two RCE candidates, a representative of UNU IAS and the European advisor.

The agenda included an update of the three recent European meetings held in Barcelona, Kerkrade and Saint Petersburg in 2013. One of the key issues pointed was the case of “dormant” RCEs. It was agreed by partners that this is a challenge and that we need to work closer to enhance communications. Another important point was made regarding the global RCE assessment and reporting. It was acknowledged that engaging in this self-assessment process is a good opportunity for RCEs to discuss and improve the quality and impact of activities and networking.

The meeting was followed by a lengthier discussion on future actions which could be implemented in cooperation with all European RCEs as well as potential forms of regional coordination and collaboration. Several RCEs shared the projects in which they are involved and invited other RCEs to engage in specific activities and meetings. A conclusion was that there was the need to create a space where RCEs could exchange their programmes but also to network with other RCEs that are working in similar areas.

The group agreed on working on three main action fields in the near future:

1. EXCHANGING EXPERIENCES AND ENHANCING COMMUNICATIONS
 - Developing a European RCE interactive map (RCE Graz-Styria)
 - Further use of UNU communications tools (bulletin and online platform) to enhance regional engagement (all)
2. SHARING OF IDEAS AND BUILDING PARTNERSHIPS
 - Setting up an online Market Place focused on thematic ESD areas (UNU IAS/RCE Denmark)
 - Organizing a Webinar series on hot ESD topics relevant to the RCE global/European community (RCE Severn/RCE Scotland)
3. INCREASING VISIBILITY AND IMPROVING COORDINATION
 - Drafting a proposal for a European RCE unique selling points (RCE Wales/RCE OM)
 - Informing European policy developments (RCE Lithuania/UNU-IAS)
 - Applying for an INTERREG C project which could fund a European coordination office (RCE OM/European Advisor)

The group pointed out that it is more efficient to meet online to discuss European matters. RCEs are encouraged to join all range of conferences and meet face to face to continue exchanging experiences and building partnerships as well as showing that we are active as a group.

The UNU IAS representative clarified the roles of the European advisor and coordinators. The group agreed that the current coordinators should continue to facilitate European discussions.



Annex 2 Thematic Discussions Part I

Sustainable Consumption and Production Discussion:

This thematic discussion which took a workshop format was dedicated to vocational training. 30 very motivated RCE-members and members of society came together to reflect on a project idea regarding vocational training and schooling. Facilitator Jos Hermans explained that a group of persons within the UNU-community had created a project plan to give more focus and emphasis to promoting and supporting practical training and short courses for people in regions around the world.

The background for this consideration is twofold:

1. On the one hand we see that young people, after having finished primary school, still run a considerable risk of being dropped out of regular education. This asks for more attention to keep these boys and girls in the school system, particularly those who are probably not pre-destined to go to university at a later stage. It is of great importance that these youngsters be kept in school to prepare them for a job as craftsman, instead of being put back in society where they will have a hard chance to survive with no diploma's or skills whatsoever.
2. On the other hand however we see the tendency that more and more young people from regions in the world where there is no university have but one ambition (if they are talented or less talented) and that is to go to the nearest big city, try out their chances in a university surrounding and finally stay in the city, with or without graduate diploma, thus having left their home region. Consequently these home regions get depopulated.

To bring new stimuli in these regions and preserve them from falling back in their development IAS has adopted an idea by Jos Hermans et al to carry out a Research & Development called "Sustainable Vocational Schools. Purpose of this project idea is to create a method of working with which:

- Can be analyzed how regions in the world can determine their educational needs for vocational training
- Can establish a vocational school or training centre which is in line with the previously determined needs
- Can find local/regional/national support to assist them in their endeavours

During the workshop the method of working was motivated and explained by Jos Hermans and discussed by all attendees. After 2 hours of intensive discussion there appeared to be a unanimous support to follow up the idea. Examples, role models and potential candidates from all over the world were presented, though mostly from Africa.

It was announced that after the conference the project leaders will go on the search for finding:

- Potential colleagues for the project group
- Potential role models
- Potential candidates for new school initiatives.



Traditional Knowledge and Biodiversity Discussion:

The discussion started with an overview of RCE learning experiences including the recent publication on the theme. This was followed by a presentation on the African Heritage book and case studies from Africa. The following points were discussed:

- Diverse approaches and processes of engagement with traditional knowledge and biodiversity should be documented through a participatory process to make it available for the network.
- Approaches to curriculum are diverse ranging from specialist TK curricula to co-integrating with knowledge of the wider knowledge of present day.
- Traditional knowledge is always available in mother tongue, is available in the community and continues to contribute widely in many important sectors such as agriculture, health and so on.
- Because knowledge is reproduced through a balance of mediation and practice, the new generation produces and holds knowledge that is responding to changing circumstances and needs
- Elders recognize this from their own experiences and they seldom exercise an ultimate authority, but work in communities to come up with best ways of knowing and doing things together.
- The state should support recognition of knowledge and its openness to the commons with recognition to the communities as custodians and they should benefit.

Three action points:

1. Process of working with traditional knowledge and ecosystem services to be documented with the stakeholders so that knowledge is accessible
2. Various approaches of integration of TEK into formal education to be collected and studied in order to prepare capacity development modules
3. Focus on areas such as involvement of youth from RCEs in TEK discussions; improving local livelihoods by strengthening biocultural resources through portal discussions and capacity building programs

Higher Education Discussion:

The discussion explored the idea of scalability of sustainability initiatives in the science-society interface. Delegates were offered with the opportunity to identify the demand, challenges and potentials of scaling local and regional sustainability initiatives at the science-society interface. Abel Atiti (UNU-IAS), Marlene Mader (RCE Graz-Styria) and Pablo Fuentenebro (UNEP) facilitated the discussion. The discussion kicked off with the sharing of summary of the pre-conference online discussions.

Summary of the pre-conference online discussion at the RCE portal

In preparation for the conference we aimed at identifying the demand, challenges and potentials of scaling sustainability initiatives at the HE-society interface by focusing on following questions:

- What do you see as the most pressing sustainability challenges in your respective region where scaling can play a role?
- What opportunities/potentials do universities have to engage with society in order to meet these challenges?
- What is your experience in science-society collaborations? What worked well, what didn't?
- Do you know any project or initiative in the science-society interface that has been scaled-up? Where do you see potentials for scaling?



Numerous RCEs contributed to this online discussion at the RCE portal. For more information visit: <http://rce-network.org/portal/content/join-now-8th-global-rce-conference-higher-education-discussion-group>.

Input presentation by Pablo Fuentenebro from UNEP EET (Environmental Education and Training section)

Pablo shared the work of UNEP with reference to engagement with higher education and especially the work of GUPES (Global University Partnership for Environment and Sustainability). This was followed by a discussion about possibilities of collaboration. GUPES as university network is being used to scale down UNEP initiatives as well as scale up local university projects. More information, e.g. about a Toolkit on Greening Universities: <http://www.unep.org/training>.

Workshop on how to institutionalize successful initiatives between higher education and society

Objectives of the workshop:

- To identify the role and possibilities of HE institutions within the RCE network and how they can enable the scalability of regional sustainability initiatives
- To identify institutional practices how HE institutions or surrounding policy environments implement successful ESD initiatives
- To identify further conditions that are required for institutionalizing RCE/ESD initiatives at HE institutions

A brief presentation on global sustainability strategies (i.e. Global Action Programme on ESD, Rio+20 The Future We Want, Rio+20 Treaty on Higher Education) highlighted their call for a transformation, more structured knowledge sharing in the HE area as well as up-scaling of ESD actions and initiatives. This presentation was followed by a discussion in small groups on initiatives HE institutions have undertaken in collaboration with society. Following questions were addressed:

- How has your initiative been institutionalized at your university or surrounding policy environment?
- What conditions will (furthermore) be required for institutionalizing ESD initiatives in the HE – community interface?

Action steps and announcements:

- Through a workshop report the contributions, on how HE institutions within the RCE network can enable the institutionalization of sustainability initiatives, will be analyzed. The report shall build the basis for further research on framework conditions that can support the scaling of co-operations between higher education and community.
- Call for stronger collaboration and joint activities: e.g. in the framework of the Rio+20 Treaty on Higher Education, <http://hetreatyrio20.com/>, or in doing publications together, e.g. in the newly established open access journal 'Eco-thinking' by RCE British Columbia/Simon Fraser University, for academics as well as practitioners.

Disaster Risk Reduction Discussion:

There were sharing of experiences that RCEs learned from actual disasters and their aftermaths. RCE Cebu and RCE Northern Mindanao of the Philippines spoke about their experiences in light of the recent super typhoon Haiyan that struck the central region of the archipelago. Some of the salient features of the discussion were:



- Resilience needs to be looked at in terms of '*prevention and mitigation*', '*preparedness*' and '*rehabilitation*'.
- The key stage in DRR is preparedness, but since it is not a priority at the policy level, awareness and preparedness might be very poor.
- Early warning systems need to improve; frameworks need to be taken right down at the grassroots/community level by involving schools through formal and informal education.
- Development needs to be re-thought by reinforcing existing infrastructure and strictly avoiding the no-go zones/hazard prone areas, communication failures need to be addressed, stronger enforcement mechanism needs to be put into place, policy should be pro-public and a genuine wish to save people by taking timely action.

Subsequently, RCEs discussed how they can work together and come up with effective preparedness and response systems. Some of the collaborative action points, especially in light of and contributions to the implementation of the post-2014 Global Action Programme on ESD included:

- Inventory of RCEs already engaged/those interested in DRR highlighting skills, capacities and expertise so as to create a pool of ready-to-tap data base on members working on disaster management needs to be compiled. The database template needs to be created
- Design and implement awareness, education, outreach, training and capacity building measures. Target and media groups to include educational institutes (schools/colleges/youth groups/social service groups), local community members and elected government officials. Some of the initiatives that can be taken are from workshops, curriculum interventions, mass campaigns through popular media, capacity building, training sessions, development of relevant resource material, mock drills etc.
- Develop learning case studies that are classified into preparedness, response and rehabilitation. Important to create a pool so as to enable sharing of learning and good practice.



Annex 3 Thematic Discussions Part II

Climate Change Discussion:

The discussion explored ideas for the global climate initiatives and considered initiatives such as campaigning, engagement with international and regional policies, youth actions and capacity development. Two questions guided the deliberations: 1) what are the needs of your regions in terms of education and learning to address climate change? 2) What additional capacities does your RCE require to satisfy these educational needs? 38 RCE delegates attended the session. The delegates shared actions necessary for documenting RCE activities and also best practices for greater knowledge sharing on climate change education.

Regional needs in terms of education and learning to address Climate Change

These were identified as follows:

1. Identify sustainable models of behaviour
2. Need for an awareness campaigns, advocacy for the whole community, publicity at all levels (RCE Mau and others) – UNU will send invitation for the UNFCCC Alliance campaign
3. Holistic understanding on the cause-effect of climate change; example of harmful practices
4. Capacity development for transformative actions, especially for the educators and for the communities
5. Establishing of capacity development institutions
6. Integration of traditional wisdom into actions; adaptation and mitigation knowledge
7. Climate change into the curricula at all levels AND the whole school approach
8. Work with media
9. Need for motivation (around benefit of action)
10. Effort for engaging with policy makers and their capacity development
11. Civic voluntarism for CC actions
12. Livelihood activities under the CC conditions and towards greener development, education towards transformation of the ‘traditional’ sectors – documentation and measuring the benefits of actions. Specific emphasis on the traditional technology and its interplay with modern technologies.
13. Need for baseline studies
14. Literacy and adequacy of translation of the materials
15. Documentation of real experience
16. Overcoming ‘anti-climate’ groups

Additional capacities RCEs (and RCE partners) require to satisfy their learning and educational needs

1. Need for collaboration on climate issues, among key stakeholders including NGOs
UNU will put a “market place’ on the RCE Portal and suggest webinar for information exchange (‘climate Clinique’)
2. Action oriented research as a strategy for capacity development
3. Opportunity for climate compatible development research
4. Community resilience plan



5. Information and data between scientific and policy communities; working closely with policy makers (data, etc.)
6. Teachers training
7. Data on climate
8. Integration of TK with other knowledge forms
9. Strong case/project for funding from the private sector (innovative project)
10. Curricula
11. Policies for 'greener' development
12. Exchange programme
13. Documentation of the RCE practices
14. Clarifying and empowering people to take actions (at all levels and in all sectors)
15. Funding and other resources
16. Administrative support and operations in place
17. Rapid reactions from educational sector to address emergency situations
18. Sustaining actions beyond events
19. 'Translation' of international experience into local realities.

Prioritized actions for joint implementation

1. Need for an awareness campaigns, advocacy for the whole community, publicity at all levels
 - Participation in the UNFCCC Alliance campaign on education for climate change
2. Capacity development for transformative actions, for the educators, policy makers and communities
 - Actions to be explored at the portal
3. Livelihood activities under the CC conditions and towards greener development, education towards transformation of the 'traditional' sectors – documentation and measuring the benefits of actions. Specific emphasis on the traditional technology and its interplay with modern technologies.
 - Documentation of ESD practices on the ESD and livelihood under pressure of climate change is agreed
 - Further exploration on follow up actions, e.g. measuring, capacity development, etc. is to be explored at the RCE Portal
4. Need for collaboration on climate issues, among key stakeholders including NGOs
 - UNU will put a "market place" on the RCE Portal and suggest webinar for information exchange ('climate Clinique')

Health and Sanitation Discussion:

The session started with a summary of RCE network's learning experiences in health and sanitation. Following this, a presentation was made on RCE Western Kakamega's experience of improving health and livelihood security in the region through a community based intervention. RCE Bangalore shared experience of their work with schools in Bangalore city for improving sanitation. The discussions focused on three major themes such as biodiversity, traditional knowledge and health; Sanitation and Water. Other topics such as healthy food, diagnostic technologies, south-south cooperation, health promotion,



role of higher education institutions were also discussed. A proposal was made by the service centre team to have a series of webinars on climate change and health as well as traditional knowledge and health for interested RCEs involving UNU-International Institute of Global Health (IIGH). The proposed RCE publication on health and sanitation was also shared and RCEs were invited to contribute articles for the publication. RCEs expressed interest both to participate in the webinars as well as to contribute to the upcoming publication.

Action points

1. Document RCE good practices and prepare a learning contributions database which could contribute to capacity development programs
2. Strategic involvement of higher education institutions in research and development
3. Enhance focus on water related issues as well as traditional knowledge and biodiversity resources for health, nutrition and wellbeing

Teacher Education and Better Schools Discussion:

This discussion which attended by 42 delegates was used to highlight how RCEs are promoting the integration of principles, values and practices of sustainable development into teacher education programs in their regions. Participants shared case stories on how their RCEs are contributing to quality teacher education in their contexts. Reference was made to pre-conference online discussions found at: <http://www.rce-network.org/portal/content/join-now-8th-global-rce-conference-teacher-education-discussion-group>.

Online discussion summary

Some of the points raised during pre-conference online discussions include:

- How to improve teacher knowledge through capacity building and collaboration in research (RCE Kano)
- Teacher Education for School Water and Sanitation Education? RCE Kunming working on a project named "Based on Human Value Water, sanitation education" supported by national Ministry of Education. The project involved the teacher training.
- Co-learning and teacher education (RCE Denmark)
- Making teacher education more cross-cultural and global.
- How to share and collaborate young teacher students opinions and perspective on ESD during their education and at the same time make it in a global perspective
- Focus on student exchanges.
- RCE Denmark working on a cross-cultural Exchange project between TTC in Denmark and TTC in Kenya in the perspective of "Co-learning"
- Addressing issues related to indigenous peoples in the curriculum and teaching materials (quality and quantity) for delivery (RCE Greater Western Sydney)
- Bachelors Degree (2015) on Socially Sustainable Development and a Major in the Masters of Social Science (2014) on Development, Security and Sustainability. Teaching materials.
- Issues related to science education – quality and teaching materials



Participant deliberations

Delegates discussed questions on who is a teacher and how to become a teacher. It was reported that there are many forms of education. To some extent, everybody can be a learner and an educator, depending on the situation. When talking about teacher education, there is need to concentrate on pedagogy and teacher qualification. The teacher is not only a provider of knowledge, but also a facilitator in spiritual development and life-skills. Therefore, a teacher should have complex competences to fulfil her/his role. In a nutshell, mainstreaming ESD requires relevant professional development of teachers.

RCE delegates shared their experiences on how they are contributing to quality teacher education in the regions. There is a focus on the main characteristics for ESD process, e.g.

- Learning situations should be close to the daily life of children/students and consider cultural context
- Learning materials (description of activities) suggested by teacher trainers should be adjusted to school curriculum
- Learning outside classroom is important for ESD

In terms of ESD content research by RCE Makana highlights the importance of special knowledge on SD in order to develop critical thinking based on scientific knowledge. It is important to remember about this limitation in competence-based projects on teacher education. Citizenship education should be an integral part of the ESD. It is desirable to involve teams of teachers into development of materials.

The issue of 'ESD teacher' as a professional field was discussed at length. For instance, how we can define an expert/qualified teacher in ESD? Is it to agree on international standards for an ESD teacher? It was pointed out that teacher candidates are not the best graduates. How can we attract the best school leavers for the career of teacher? Is it possible to develop a module on ESD to be used in teacher training globally?

An ESD teacher needs to first of all demonstrate a personal lifestyle compatible with SD. International exchange of teaching practices was recommended with reference to experiences from Austria-Egypt or Kenya-Germany cooperation.

To contribute to better schooling school administrators need to understand and support SD/ESD. In many areas teachers are examination-oriented. Understanding of quality in teaching should include also competences for life. School should demonstrate examples of sustainable living by sustainable management of resources (water, electricity), waste management, impact on social life, etc. Coherence between teaching and practice is an important factor.

Action Points for Implementation in 2014

1. Collection and documentation of stories of successful positive change (Action RCE Makana). EE and ESD currently are concentrated on problems, but not on opportunities. School could be a place for positive change to be used in wider community and at home.



2. Define common quality criteria for teacher education on ESD through sharing of teacher training manuals and materials on ESD (e.g. forthcoming UNESCO Teachers Manual). What content of such manual could be? It would be reasonable to collect information about existing publications, for example by the UNESCO, by RCEs (Action: RCE Minna). Expert support/consultancy for teachers could be used in addition to training and publications.
3. Development and collection of on-line materials and e-learning modes at the RCE Portal. (Action: RCE Graz-Styria).

Youth Discussion:

There was a brief recapitulation of past discussions on Youth including the following five strategies:

1. To provide more platforms for Youth participation
2. Formal education to recognize Youth participation in RCE activities.
3. Communication between Youth members at both Intra and Inter RCE level.
4. RCEs to encourage Youth involvement in the private sector towards Youth training and capacity building.
5. RCEs to involve media in promoting Youth activities in the Community.

In an open discussion, participants deliberated a number of issues, among them:

- The Youth agreed to use the RCE Portal to discuss ideas on projects that they would like to work on. However members noted with concern that a good number of Youth especially from Africa do not get access to internet and may not be able to access RCE portal. It was further proposed that a local network was necessary for purposes of information dissemination.
- Projects to be RCE specific as different regions had different priorities.
- Some loose guidelines to be developed to guide the Youth on their undertakings.
- Members noted that social media (face book, twitter) was a very good tool for information dissemination among Youth and could reach many.
- Youth urged themselves to take research projects seriously and identify projects that would solve societal problems having in mind ESD.
- The Youth proposed incentives in order to help initiate projects. This could be in the form of competition and prizes for best projects. The approach in these competitions should be a win-win approach.
- There was unanimous agreement to form the Global RCE Youth network to coordinate its affairs with some regional coordination; structures should go up to local levels.
- There was an urge to include more non-English speaking nations in the discussion on the portal.
- There was a need to involve learning institutions from all levels of education i.e. Primary, Secondary, and tertiary institutions in ESD.
- As a way of actualizing the RCE Global Youth network, Jonathan Yee was given the mandate to come up with a concept paper that would provide a clear framework on how the RCE Global Youth network would operate. He was further tasked to contact the four RCEs that were nominated in the 7th RCE Conference to nominate one person so that they could form an interim committee of five people to coordinate Youth affairs. The document is to be ready by the 25th of December 2013 and to be circulated on the RCE portal.
- It was further proposed that once the Global Youth network is ready, its leadership should adopt a bottom-up approach to decision-making.



After discussions, the following conference questions were responded to as follows:

Question 1

Can RCEs collaborate on an international project that involves youth and how can RCEs agree on such a project?

RESPONSE

The youth deliberated and agreed that it is indeed possible for RCEs to collaborate with youth on projects especially from identification all the way to implementation.

Question 2

What is a collaborative and inclusive way to create a cohesive project throughout the Global RCE Network of 120 RCEs?

RESPONSE

Involving and incorporating a youth in RCE boards and decision making process especially adopting a bottom-up approach

Question 3

Can RCEs be used as a tool to provide research and training to youth regarding sustainable development for specific specialized needs and issues; what kind of structure would be recommended to share this local training and knowledge to other RCEs and the public?

RESPONSE

The youth agree that RCEs can be used as a tool to provide research and training as majority are in tertiary institutions and their researches can be geared towards solving societal problem. The kind of structure recommended is to have an RCE Global Youth Network from the local to the global level.

RECOMMENDATIONS AND WAY FORWARD

1. Youth recommend the establishment of a Global RCE Youth Network to coordinate Youth affairs within the entire Global RCE Network.
2. A Concept paper containing the framework of the Global RCE Youth Network to be prepared by Jonathan Yee by 25th December 2013 and posted on the RCE portal.
3. The RCEs that had been selected in the 7th RCE Conference representing the four regions to be informed to nominate a representative to start working on actualization of RCE Global Youth Network
4. To have a Youth representative on all RCE boards.



Annex 4 Policymakers Roundtable Discussion

The 7th Global RCE Conference with Policy Makers' dialogue was historic in Tongyeong. It discussed how to link RCE activities with policy leaders, which contributed to the development of the Tongyeong Declaration on RCEs and ESD that includes policy support.

At this Roundtable Discussion, we draw attention to the Global Action Programme that has been developed under the leadership of UNESCO and adopted by UNESCO General Conference and being sent to the UN General Assembly for approval. A good basis for moving forward on ESD, Policy Support is one of the five priority areas of Global Action Programme on ESD.

The RCEs have important role in scaling up of ESD in all areas including policy and identifying good practices for policy.

National Governments

Dr. Peter Sale Sarki, Niger State Ministry of Lands and Housing:

RCE Minna is the child of the Niger State Government and the government is central to the RCE concept and a founding supporter of the RCE. There are powerful policy makers of the state: 4 commissioners in water, environment, tertiary education, and 3 mayors from the grassroots level. The government recognizes the importance of domesticating the RCE concept from the national to the grassroots level.

As to the policy relating to ESD, the government focuses on access and quality of education at all levels, and free education at all levels with emphasis on girl child education. The policy is also on developing programs with specialized teacher education with emphasis on producing quality teachers. Government has keyed into this concept and is keen on enhancing RCE activities, having key interest in RCEs and education for sustainable development. RCE Minna hosted a conference and showed universities were brought on board aiming at the same goal, prominent among them was the Vice-Chancellor of University of Minna and other Higher Education representatives.

Mr. Kazuhiro Yoshida, Director and Ms. Yuko Kimura, Deputy Director, Environmental Education Office, Ministry of the Environment, Japan:

Focusing on DESD which started in 2005, MoEJ has been implementing activities with the viewpoint of ESD, cooperating to build a sustainable society, in two topics: one is about Environmental Education Law and one is about projects from our office. The EE Law was enacted in 2003 and amended in 2011. Main points were promotion of collaborative activity and enhancement of EE in schools. Education policy was also changed in 2006 which amended the basic act on education. The year 2011 put EE and ESD ideas in education policy action.

There have been various activities supported by EE law. The Global Environment Outreach Centre (GEOC) collects and gathers information materials for training human resources, exchanges of information and mutual communication



Domestic products for ESD include developing capacity building for sustainable regional development, realizing and connecting ESD projects and registering domestic ESD activities on a website, also organizing ESD forum for those engaged in registered ESD projects to encourage mutual learning.

First project was RCE and the second project was ProSPER.Net for promotion of ESD in post-secondary education. Also included is the environmental cooperation between Japan, China, and Korea.

The World ESD Conference in 2014 will be organized with UNESCO and Japanese Government with not only Ministry of Environment but also other Ministries to celebrate actions for SD beyond the Decade.

***Dr. Ayub Ndaruga, Director of Environmental Education and Public Awareness,
National Environment Management Authority, Kenya:***

Kenya constitution 2010 identifies SD as a national value to be mainstreamed. Chapter 4 of the Constitution gives a right to everyone to a clean and healthy environment; gives education a better focus of Education on ESD. Document generated on formal education to rationalize education in Kenya; University has its own Act, Basic Education its own Act; also have an environmental policy being finalized. Also the ESD policy (2012) and this document is going for final approval.

Parliament has established a basic education act and Section 42.d, and the National Education Board stipulates it making prescriptions for ESD. ESD policy for Kenya and the curriculum development has been moved to the institutional level at universities along with a desk established for ESD with investments over the next 5 years. Also working on a draft curriculum with ESD is a major aspect. Priorities are customization of national ESD policies, mainstreaming of ESD.

Sustainability targets for country cover a national requirement and these must be implemented and reported back to central target. Eight sustainability targets are available on website and report to President every quarter. Building capacities of these institutions are targets for CEOs that must show government they have mainstreamed these targets. We must change curriculum now to mainstream it to be in align with constitution.

In terms of how to engage policy makers, sensitizing government, post-secondary, teachers yet still very low media engagement. Having governance forum this afternoon with vice-chancellors to get seniors to appreciate ESD and concept of RCEs is a development in the right direction.

On the role of RCEs, there are lots of synergies with public institutions. CEOs must meet targets but do not discuss between them and an opportunity to discuss between them re. Discussions (e.g. collaborating on tree planting and seeing big picture); support targets through RCEs focussing on different themes to then development benchmarks and setting an ESD demonstration centre in a high school in Nairobi as a learning point. Also showcasing ESD entrepreneurship in local centres is practised.

The key challenges are: ESD concept not well understood, few experts, few learning materials, research inadequate, use of ICT minimal, and linking with local/global, private/public links, and lack of RCE plans; Having a national RCE network and office has



RCE targets and mentoring RCEs with each other and support meeting of RCEs each year possible. Also an annual RCE conference each year is held.

Future prospects are to want ESD policy adopted by Parliament and cabinet, implementation of ESD curriculum, and wanting to have engagement post 2014. In terms of policy framework to support ESD, RCEs have not yet harnessed synergies in regions.

Local Governments

Ms. Anna Nuutinen, RCE Espoo on behalf of Mayor Jukka Makela, Espoo Finland:

Chair of city planning board appeared on video, and on behalf of councillors and mayor made introduction on the value of RCE for the city. Urban Mill is operated by a small private company involved in innovation spaces. The city has its own activities in this space along with universities and SMEs falling into urban design/planning driven by the people. Urban planning is much more unitary with engagement of citizens with different roles.

Espoo is in the area of the Helsinki metropolitan region, and is the second largest city in Finland, with about 5 sq. km-- a new metro under construction from downtown Helsinki. Why is there important focus on sustainability and well-being, and on the human perspective of urban development? Espoo is by the sea with protected nature area—combining innovation and the environment. Other elements that are important for this kind of development include small start-up activities - e.g., a company operating with universities and city—a working space instead of a cubic office instead meeting with people in open space with real life marketing and connecting. Also the space has a workshop with strong city involvement, not city bureaucrats, but those that implement and dream and plan how to go to action. The action you can see include SMEs, public, private place—very integrated and inspiring innovation based on integration with business and public sector especially. With higher education institutions, and this is how RCE operates in giving new ways of collaborating in multiple directions—not just vertical—we break the silence and do boundary expanding and opening and creating something entirely new. We use physical space as well as virtual and mental spaces and whatever spaces we can now dream.

Another element of RCE and global collaboration is using the knowledge—books, brochures on how to innovate in education including non-RCE materials, including European Union documents and stories about development: energizing urban ecosystem development and short articles on EU horizon 2020 program and regional ecosystems. RCE is implementing and applying key findings from EU policy such as teaching processes “learning together” and how to make changes occurring. Driver of change is human collaboration and integrative actions both locally and globally. Strength in Espoo is innovation garden activities. What is more important is the soil, the ground (not just results); how do we create favourable preconditions for sustainable development activities and then impacts of activities. Espoo story is our history, present, and future and sharing the whole process –not just a general discussion of city council but implemented throughout civil service, schools, and people in general.

Mr. Isao Aoyama, Chairman, Okayama ESD Promotion Committee (On behalf of Okayama City Government):

Okayama, in 2002, joined the Johannesburg Summit and started ESD activities. Okayama ESD initiative had the support of the City and was among the first 7 RCEs acknowledged in 2005. The four main features of RCE Okayama are: (1) multi-stakeholders participating in



RCE activities and support of universities and local committees, and citizen groups; (2) policy of local government to promote ESD using financial and human resources, now 36 persons work as ESD coordinators; (3) activity of RCE Okayama supported by local action communities including non-formal and formal education collaborating.

Post 2014, RCE Okayama would like to scale up new concepts: ESD promotion and put into each city policy; local governments will act for ESD and municipal stakeholders. The new city mayor is very eager to do ESD activities as was the former mayor.

The construction of low carbon at basis of ESD policy and COP 19 held in Poland in November this year discussed climate change, and at COP 19 targets was reduced compared to Kyoto targets.

Intergovernmental/International Organizations

Mr. Alexander Leicht, Chief of ESD Section, UNESCO:

This is a very important session we are having here and how to integrate ESD into policies at various levels and convinced ESD is here to stay and crucial to integrate it into policies and ensure long term implementation. Policy integration moves from individual pilot projects to long term implementation. I would also like to acknowledge the great work of policy integration for ESD in Kenya—a very good example of how a country can move ahead in this regard.

Firstly, we can be very effective with policy implementation if we have a clear image of what kinds of policies we are targeting for ESD. At UNESCO, we have found it helpful to distinguish two thrusts: the integration of ESD issues, skills into relevant education policies and then also into policies relevant to SD. These are actually very different needing different arguments and data. Education policy makers need arguments showing ESD makes education more relevant, improves quality, and students commit more. When talking to other policy makers (e.g. member state responsibility for mitigating climate change) you would need different arguments and data - i.e. show that education is a good instrument to mitigate climate change.

There is a need to also be clear about different levels of policies. (1) Global level which UNEP and UNESCO promote (2) Regional: Africa, Asia Pacific (3) National, (4) Sub-national where education is decentralized (e.g. Canada and Germany), and (5) Local level and city governments. We could then create a matrix of two types of policy and five levels and right arguments for each element.

When it comes to global policies we are convinced that it would be helpful if is at a global level if we had a continuation of DESD through the Global Action Programme since when we reviewed the Decade they found having a global framework helped mobilize national level activities (e.g. Japan, Germany); the international reference is important since governments had signed up and had some obligation and, hence valuable for global framework.

Mr. Mahesh Pradhan, Chief, Environmental Education and Training Unit, UNEP:

Here are some reflections on how policy can be effective. The whole issue of policy being relevant to local context, livelihood, needs to be fine-tuned to national action plans and



national strategies; policy has to be in line with these contexts; only if relevant will policy be successful.

The whole issue of linkages (e.g. from keynote presentation) from global to local as exemplified by Espoo municipality connected to EU and global contexts is important. Also the value of intermediate connection - national and regional – is important. The global community is so large and diverse and continental regions have their own commonalities. In terms of policy, we need to have systems thinking and making linkages across sectors and issues and also the importance of partnerships and enabling environment that policy plays; Nigeria exemplifies how policy provides a platform for people to get together and to implement policies. Regarding enabling environment and “Sheep in wolves clothing” yet cannot ignore political realities and power and need to bring private sector into the discussion.

The last point is the importance of implementation. It is frustrating for UNEP with little progress on issues through multilateral agreements. There are about 500 global environmental agreements. We have analyzed 90 and found progress in only four of them: ozone, lead in fuel, access to fresh water, and marine research, even sliding back in some areas (e.g. climate). We need to focus our efforts here on delivery and compliance. If laws do not have compliance, there is a need for a balance of carrots and sticks. To conclude, we need to make ESD and the policy to have an environment for implementation and make it transformative as mentioned this morning.

Commentators

Jos Hermans, regional advisor for RCEs in Europe:

I have listened with great interest of new policies with ESD and proud to be in contact with representatives in Kenya and want to focus on vocational training for SD and other countries on national policy making for ESD.

From a European, non-scientific perspective, I noticed a lot of governments having designed strategies and have focused indeed on ESD. In Europe, there is focus on learning for SD and also include learning outside schools for SD. I have discovered that in major change operations you always have 20 percent of population being first movers who understand the message and willing to adopt critically and will act as a role model for others and would not need a lot of push by others. About 20% will also reject any idea to change their behaviour and will always remain so. Interesting is the 60% who are potentially positive to radical changes but need to have impetus to change and reconsider their behaviour. In Europe, focusing on new stimuli for this 60% including both producers and consumers, government agencies and ordinary families are important. It is interesting to find what the motives are and how to bring them to the paper. And this is where the information centres in towns, etc. are really important for this 60% of the population.

What are the triggers to change behaviour? Some includes motives of personal advantage—often the most effective to change people's mind - e.g. on production side, many are focusing on fair trade for producers on other side of the world and to get a larger presence in market and also a longer life and continuity for shareholder value. The consumers' side can look at family life and personal finances. Government need to fill in excellent strategies with ESD and fill it in with dynamics and knowledge of people at the local level.



Tich Pesanayi (RCE KwaZulu-Natal):

I would also like to thank Jos Hermans and build on his comments. I would start by describing my job in this session. I work for a regional education program that is an inter-governmental grouping in Southern Africa. Normally, I am not allowed to do comments to policy makers as a civil servant and I am happy to be able to give comments here.

There have been a number of pertinent issues raised in this session. An interest in policy at the national level in Africa, Asia, and Europe: the RCEs can provide a forum for riding on elephants; the best thing as implementers is to influence it in a timely way. The active support of governments to RCEs, e.g. Kenya, is a very special case and it is also possible to have this happening in other countries and it is important to document this as a best practice.

The question is how much will the educational sector buy in to policy processes emerging from the environment sector (especially as the environmental sector often central in many RCEs)? I see environmental sector engaging with ESD. There has been a good news from the south African region: Education has been very responsive to ESD integration into policy and practice but also want to see best practice of ESD for integrative imagination—issues being addressed by RCE community and encouraging RCEs to document what is best happening in schools and education departments of universities we can showcase to ministries.

From local policy, support of mayors and city committees is commendable, especially innovations that break silos and how we can cross boundaries through working with policy and practice. Also there is a need for policy makers to move beyond pilot projects that cannot be up-scaled. Policy makers need to rule out good work that is being done in small projects of RCEs, including at the international level.

Concluding with a comment on the frustration in the non-achievement of global agreements we have in the environment and conventions, we always go in with good expectations and then get disappointed. However, in the RCE we really see actions and best practices of RCEs and have them picked up from policy makers and can help address this current frustration. I think that when we organize our best practices we can address the frustration we are carrying.

Open Discussions and General Comments

Mayor of Minna:

It is a privilege to say one or two things. RCE Minna is a very good mover of ESD in Nigeria. Our pride is collaborated with the state government to provide a very good living standard for our people at the grassroots and acting as mediators of policies from the state government and how people at grassroots will accept this. Hence 25 mayors come together to help provide this standard. We have formulated an effort with speaking with grassroots. The Governor of the State has brought a policy where grassroots can own their own special projects and educate themselves and give themselves particular provisions to enhance their living without waiting for bureaucracy of state government and all the states are coming



down to emulate this policy. Local councils take from the people what should be added and then policy goes back to the policy and gives good feedback.

Also there should be a government forum: Jamara forum or “people's forum” initiated by the governor to gather grassroots to hear directly from him and for people to suggest initiatives to the government. It is important to encourage people to own these ESD projects so they can be sustained. Most environmental problems pose a challenge since local people might not understand the problem but then respond as their own project (vs. a government project). We are able to know that ESD has the ability to make savings for everyone (e.g. clean water and reducing health costs). Collaborations of mayors and states are identified as a good practice.

Jos Hermans:

Commenting on the words of the mayor—a perfect attitude to behaviour change. When I wanted to change my curriculum, the best way was to ask students what they wanted to learn and this changed teachers’ attitudes. RCEs are a perfect instrument as they are a worldwide instrument that can find what has worked and explain how it might be transplanted taking into account differences.

Moderator:

RCEs can be instruments of change and transformative learning.

Won Byun, RCE Tongyeong:

Experiences regarding Affecting policy processes: Having a local election coming up and last week had an international ESD forum with a lot of RCE stakeholders and possible candidates participated and talked about possible ESD agenda. Now devising a policy paper to be sent to candidates in election and having an educational forum for politicians early next year and this might be a way RCEs can influence policy process.

Other Commentator (name unknown):

Implementation will be challenging. The problem is that not all the stakeholders are involved from the beginning – e.g. if did not have health sector from the beginning, then they would not own these policies. The problem is that we do not have contributions from other sectors. We need to have other sectors.

Another problem is funding. People look at programs in terms of funding and need to encourage people using what is available locally versus waiting for funding. We should look at different countries at different levels of development and we need to support priorities in these areas. Also there is the issue of behaviour change and the difficulty of doing so and this should be passed back to the panel as to how to change to accept new things is one of the biggest barriers to environmental change.

Other Commentator (name unknown):

It is obvious that RCEs have made great contributions and the cross linking of issues work better yet most policies are one directional. I want to propose to the controlling party that this be taken as an initiative that this is working and accepted at a grassroots level to then drive this further as we move to 2014. We are going into post-Decade and these are now owned by governments across the world. I see practically that RCEs are working and now only need top level policy makers to appreciate this and acknowledge it. Many policy makers still do not understand the value, and RCEs have had to educate but now there is an opportunity



if the top leaders in their declarations acknowledge the importance of RCEs in moving to a new level.

Moderators' Conclusion and Wrap-up:

The main take away from the session is that it is imperative to engage policy makers in ESD, and in this endeavour the roles of RCEs are valuable and important.

The question is about what model of engagement fits as various models may require different conditions— there is no one model that fits all. For example, at the national level, there could be a leadership approach to engagement. It was interesting to hear that RCE Minna was the child of the state government and this sends a strong message to the global community and to national governments around the world. Japan's impact is far-reaching in this regard. The Government of Japan assumed a leadership role in the adoption of UNDES in 2002. Japan supports ESD networking through UNU in terms of higher education through ProSPER.Net (Promotion of Sustainability in Postgraduate Education and Research Network under the auspices of UNU-IAS) and community-based multi-stakeholders' networking through RCEs acknowledged by UNU. Japan also has strong policies on ESD domestically. Kenya provides a good model of leadership where RCEs are recognized formally as agents of change and the national government promoting and mentoring RCEs in the country.

At the local level, the approach of engagement could be that of an enabler and facilitative in role. Espoo is a good example, showing the enabling conditions for policy, and a market of ideas and an innovation for ESD, providing the so-called 'Urban Mill' as a space for multiple stakeholders to discuss and initiate innovative ideas on ESD/SD. Okayama City exemplifies engagement through promotion of ESD with the local government facilitating multi-stakeholder involvement.

The third model of engagement is appropriate for intergovernmental and international organizations which are that of providing supporting roles. UNESCO and UNEP for example, which are both represented at the roundtable discussion, provide supporting roles towards promoting ESD and in implementing the goals of UNDES in light of their respective mandates. These organizations, including UNU, are in appropriate positions to share the global perspective of the ESD issues and challenges at various levels of policy and policy areas, as well as of the emerging post-2014 Global Action Programme on ESD.

Yet acknowledging change is not easy and the need to focus on the 60% of the population eager to make changes towards creating sustainable societies should be recognized. It is also important to underscore the roles of national and local governments in ensuring successful implementation of ESD processes. Also, we can learn from the experiences of the engagements of the mayor in Nigeria, as well as in Tongyeong, Republic of Korea through RCE Tongyeong and the engagement with local politicians in upcoming elections.

The moderators expressed gratitude to all present in the Policy Makers' Roundtable Discussion session for their interest and participation.



Annex 5 RCE Award

2013 RCE Award Project Presentations:

Flagship projects nominated and assessed for the 2013 RCE Award illustrate how RCEs are addressing prioritised local sustainable development challenges. They also demonstrated how RCEs are contributing to multi-stakeholder learning for sustainable development. Some of the projects have leveraged partnerships and funding for other projects within RCEs. Other than being recognised for the 2013 RCE Award at the Global Conference, the projects were presented in **three** parallel sessions as follows:

Group 1: Creating Sustainability Awareness through Formal and Informal Events

1. RCE Bogota	Environmental Forums and Educational Conferences
2. RCE Munich	Munich Climate Autumn
3. RCE West Sweden	Summer Seminar: Futures Experience
4. RCE Penang	Simple Ideas, Challenging Implementation: Negotiating the Journey through Kampus Sejahtera: the Story of the USM Youth
5. RCE Greater Dhaka	Knowledge Based Area Development (KBAD) Project Expansion
6. RCE Hohhot	Inner Mongolia Higher Schools Environment and Sustainable Development Innovation Lecture

Group 2: Transformative Learning and Curriculum change Processes

1. RCE Graz-Styria	SUSTAINICUM – Educational Materials
2. RCE Grand Rapids	Youth Virtual Project on Water Issues
3. RCE Severn	Leading Curriculum Change for Sustainability
4. RCE Greater Western Sydney	Youth Eco Summit
5. RCE British Columbia	Environmental Learning Dissemination Project
6. RCE East Kalimantan	Home Reading Program toward Improvement of Quality Lifelong Education

Group 3: Community Development and Sustainable Local Livelihoods

1. RCE Okayama	Kyoyama ESD Environment Project (KEEP) to Promote Regional ESD
2. RCE Kano	Rural Women and Climate Change
3. RCE Minna	Using Used Diapers to Transform the Environment and Improve Livelihood Security
4. RCE Mau Ecosystem Complex	Bee Keeping and Sustainable Livelihood
5. RCE Kakamega-Western	BUMA Fish and Integrated Farm Story
6. RCE KwaZulu Natal	River Health Monitoring: Public Mobilisation using the miniSASS Community River Health Monitoring Tool
7. RCE Buea	Fuel Efficient Stoves
8. RCE Kano	Waste for Wealth Program



2013 RCE Recognition Awards: Final Project Assessment:

For the second year running RCEs were encouraged to nominate ongoing/completed flagship projects for RCE Recognition Award. A total of 22 projects from 20 RCEs were submitted for assessment. The assessment was undertaken by the Global RCE Service Centre in collaboration with members of the RCE Award working group. The process was conducted based on the criteria and guidelines found in the 2013 RCE Award announcement. The final project assessment emerged in **three** broad categories as shown in the Table below:

Category A: OUTSTANDING FLAGSHIP PROJECTS – Nominated Project made significant contribution to learning, development and collaborative governance

<i>Name of RCE</i>	<i>Project Title</i>	<i>Final Assessment</i>	<i>For its contribution to ...</i>
1. RCE Grand Rapids	Youth Virtual Project on Water Issues	Outstanding Flagship Project	peer to peer learning and global dialogue on water issues through online teaching processes
2. RCE Greater Western Sydney	Youth Eco Summit	Outstanding Flagship Project	to developing capacities of the youth for community engagement and networking in a wide range of sustainability issues
3. RCE Severn	Leading Curriculum Change for Sustainability	Outstanding Flagship Project	curriculum change in higher education and embedding of ESD into Quality Assurance and Quality Enforcement systems
4. RCE Graz-Styria	<i>SUSTAINICUM</i> – Educational Materials	Outstanding Flagship Project	integration of sustainability into higher education curriculum through innovative teaching resources and methodologies
5. RCE KwaZulu Natal	River Health Monitoring: Public Mobilisation using the miniSASS Community River Health Monitoring Tool	Outstanding Flagship Project	development of an innovative platform for citizens to measure and express their concerns around water quality and service delivery
6. RCE Okayama	Kyoyama ESD Environment Project (KEEP) to Promote Regional EESD	Outstanding Flagship Project	research, dialogue and inclusive learning on ESD towards achieving a sustainable society



Category B: ACKNOWLEDGED FLAGSHIP PROJECTS – Nominated Project met most of the RCE Award criteria

Name of RCE	Project Title	Final Assessment	For its contribution to ...
1. RCE Kano	Rural Women and Climate Change	Acknowledged Flagship Project	capacity development and community engagement in the area of climate change and empowerment of women
2. RCE Bogota	Environmental Forums and educational Conferences	Acknowledged Flagship Project	formal and non-formal learning through educational events and dialogue forums on sustainability issues
3. RCE Munich	Munich Climate Autumn	Acknowledged Flagship Project	non-formal learning and networking spaces through annual ESD events
4. RCE West Sweden	Summer Seminar: Futures Experience	Acknowledged Flagship Project	development of collaborative governance and leadership
5. RCE British Columbia	Environmental Learning Dissemination Project	Acknowledged Flagship Project	increased engagement with sustainability related themes and non-formal experiential learning activities
6. RCE Dhaka	Knowledge Based Area Development (KBAD) project expanded throughout the country to gear up ESD lessons with training and practices.	Acknowledged Flagship Project	supporting access to higher education for vulnerable and marginalised groups in society
7. RCE Minna	Use of Used Diapers (Baby Nappies) to transform the Environment and Improve Livelihood Security	Acknowledged Flagship Project	translating research into innovative use and creating awareness and action for efficient resource use
8. RCE Buea	Fuel Efficient Stoves	Acknowledged Flagship Project	engaging communities in biodiversity conservation through promotion and use of fuel efficient stoves
9. RCE Mau complex	Bee Keeping and Sustainable Livelihood	Acknowledged Flagship Project	building capacities of local communities in bee keeping and sustainable living



Category C: HONOURABLE MENTION – Nominated Project did not meet most of the RCE Award criteria

<i>Name of RCE</i>	<i>Project Title</i>	<i>Final Assessment</i>
1. RCE East Kalimantan	Home Reading Program toward Improvement of Quality Lifelong Education	Honourable Mention
2. RCE Hohhot	Inner Mongolia Higher Schools Environment and Sustainable Development Innovation Lecture	Honourable Mention
3. RCE Kano	Waste for Wealth Program	Honourable Mention
4. RCE Kakamega	BUMA Fish and Integrated Farm Story	Honourable mention
5. RCE Penang	Simple Ideas, Challenging Implementation: Negotiating the Journey through Kampus Sejahtera: the Story of the USM Youth	Honourable Mention



Annex 6 Operational Discussions

Fundraising Discussion:

The discussion explored how to mobilize financial resources to implement collaborative flagship projects in RCEs. It was facilitated by Akpezi Ogbuigwe (UNEP) and Abel Atiti (UNU-IAS) and attended by 44 delegates. Delegates shared innovative fundraising and marketing strategies that have worked in their RCE contexts. They also brainstormed activities and processes that may lead to future collaborative strategies on fundraising for ESD projects. The session commenced with Abel highlighting key points from pre-conference online discussions on fundraising (see <http://www.rce-network.org/portal/content/join-now-8th-global-rce-conference-fundraising-discussion-group>).

The participants were later divided into four groups to deliberate:

1. Innovative and workable fundraising strategies
2. Activities and processes that may lead to future collaborative fundraising strategies
3. Experiences, challenges and success stories on fundraising for ESD
4. Potential action points

Summary of pre-conference online discussions

From the online portal on fundraising the following points came out prominently:

- There is need to organize fundraising walks, use of celebrities, Grant request etc.
- Getting government support and raising funds locally has been a huge challenge for RCE Buea, Cameroon.
- There is need to approach industrial houses who take up conservation and social development programs under Corporate Social Responsibility and match funding from RCE projects with theirs (RCE Chandigarh)
- RCE Minna has been able to attract funds for its event from the government by first showcasing the potential benefits of our self-sponsored flagship projects and research
- Engaging youth and finding resources locally – youth participation very important.
- Plan a Youth fundraising workshops during holidays – fully sponsored by troubled parents (RCE Kakamega-Western). Potential outcome for such workshop may include:
 1. A good platform to involve youth in ESD
 2. Money – raised from fees
 3. Follow up – through social media for example so the youth take care of each other and network within context
 4. Adults within RCE make a deliberate move to be mentors to our Youth – which they badly need (Zippy)
- A bi-annual African RCEs conference that provides opportunities for capacity building, regional integration, joint publications and youth engagement in ESD activities (RCE KwaZulu Natal)
- Increasing visibility of RCEs to international donors. RCE Kakamega undertook an eco-mapping of groups funding by SIDA (Stephen)
- Challenge of UNU RCE acknowledgement certificate not having a registration number (Stephen)



- The challenge of organizing such fundraising is that there are very many stakeholders and one has to take up the initiative and see how it will work (Edward)

Sharing innovative and workable fundraising strategies

- Writing joint continental fundraising proposals
- Need to incorporate RCEs in different stakeholders, work plans and lobby for budgetary allocation.
- Encourage Private-Public-Partnership i.e. by engaging in action research that could be funded by private sector. Need to streamline PPP initiatives.
- Lobby Government to allocate budgets through environmental semi-autonomous bodies that could cascade to the RCEs (e.g. NEMA of Kenya).
- Corporate social responsibility (CSR) programmes need to be backed with government policies
- Create webpage on fundraising at the RCE portal.
- Lobby for support of local politicians and policy makers
- Mentoring the youth in fundraising

Activities and processes that may lead to future collaborative fundraising for ESD

- Annual Global RCE's conferences
- Introduction of membership registration and subscription fees to cover operational costs.
- Capacity building on how to write grants winning proposals. Focus on training universities on proposal writing – capacity development for resource mobilisation
- Lobby universities to allocate budgets to RCEs.
- Use of media (including social) is essential in fundraising
- Accountability and transparency are some of the key tenets in fundraising – issue of clarification of values

Experiences, challenges and stories on fundraising

- Use of existing funding from other projects/pooling resources to showcase ongoing activity under RCE umbrella
- Direct funding source from public/government funding
- Membership fees from partners and stakeholders to cover operational activities
- Rotational policy within RCE, so the member who is in charge, takes the lead to source funding through existing networks
- Current member doing a thesis on how RCEs can source funding, findings can be widely distributed (RCE Albania)
- Challenges in identifying potential donors. There is need to create awareness on RCE work within donor community.
- Limited visibility for RCE work in some regions.
- Partnership across RCEs can complement resources
- Idea of RCE being independent and seeing ourselves as potential donors
- Maximizing of available resources important.

Potential action points

- Promoting RCE as a brand to attract funding
- Partnership across RCEs to complement resources
- There is need to have a plan for fundraising – RCEs to develop fundraising strategies
- RCEs need to have clarity on their value addition role. What are RCEs contributing?



- Lobby the youth on fundraising and how to sustain the funds.
- Enhance Public-Private-Partnership.
- Engagement in innovative and fundable action research projects
- Increase RCE visibility and outreach to other stakeholders with a view to creating strategic partnerships
- UNU-IAS to contact Green Map Organization to get on board

Communications and Outreach Discussion:

PROLOGUE

The session was started with a review of all the points raised in the online discussion. Opinions were analyzed, filtered and recognized. A critical reflection of the state and status of communication followed immediately afterwards, with its generic change from its immediate past to its immaculate present and its aspired near perfect future at the centre.

Extra functionalities of the UNU-IAS portal were exposed and uncovered out of its richness of purpose and resourcefulness of application and usage. These extra functionalities are thought to include but not limited to; vending and buying ideas and knowledge, establishing partnership and collaboration, joint research, project and programs and cultural exchange. Increase in printed publications as means of enhancing communication through low cost approach was looked into and recommended.

THE NUB OF THE DISCUSSION

Communication and outreach in all their ramifications were unanimously agreed to be critical success factors in the activities of the RCEs and indeed any relationship between any two or more people, organizations or institutions. Therefore searching for ways and means to improve them within an RCE, between RCE and RCE and RCEs and the wider world is not an option by critical necessity.

The session recognized the tremendous effort by the UNU-IAS that improved the portal. The richness and versatility of the portal were applauded. All RCEs were urged to fully utilize it and follow on by creating websites that can be linked to the UNU-IAS portal and constitute a communication working group to complement the effort of the UNU-IAS.

The diversity and complexity of the RCE global community called for multi language translation of the portal but was dismissed because of cost implications. Free on-line translation tools may be an alternative for now. However, a user manual on the UNU-IAS portal was thought of as means of easing and encouraging and boosting the utilization of the portal.

Media house should be invited to, by both UNU and RCEs at every event. Joint publications, programs and projects were thought to be viable means of improving communications. An RCE guide book to serve as directory on the RCEs featuring their continent, geographical position, activities, stakeholders and more will help in no small measure in fostering communication within and outside the RCE community.

SUGGESTIONS

- Feedback as a means of asserting communication by both the sender and receiver of information should be encouraged and adhered to.
- The gaps between knowledge, information and awareness on ESD can only be bridged through communication and outreach.



- Target audience identification and appropriate media and communication channel selection is crucial in effective communication.

CONCLUSION

Communication as a critical success factor in RCEs activities and survival must continue to evolve, but its skills, channel and medium, styles, elements, rapport building dynamics must be fully comprehended adhered and applied.

Cross-Continental Inter-RCE Collaboration Discussion:

The discussion began with an open house on activities that have been initiated by individual RCEs. It brought to light the large number of collaborative programmes that are ongoing mainly intra continental, between two different RCEs and also the scope of opportunities that can be tapped for cross continental collaborations. Some good examples came from the following

- Sejahtra Project RCE Tongyeong – along with the Asia Pacific RCEs other RCEs can also be a part of the project which as identified the theme Traditional Knowledge for the coming 2 years
- RCE British Columbia has the Eco-Thinking Journal – it could become a collaborative journal of RCEs wherein reviews, articles, etc can be contributed by other RCEs. Research students can assist in editing
- RCE Graz offered Google mapping of the RCEs and their expertise

It was clear that all were in unanimous agreement regarding the importance of RCEs working together, identifying areas of strength, looking for large projects, working on joint publications.

It was agreed that the collaborative projects could look at the following structure:-

- Grouping – Research, youth and community
- Topics – Water and Traditional Knowledge ,
- Carrier topic – Global Informed Citizenship for sustainability
- Relations to ESD – (education is not simply a ‘tool’)
- Tools / Enablers – exchanges among the sectors (e.g. HEIs), Eco- Thinking journal, mentoring, webinar, Skype meetings, video conferencing, Google map, personal visits and exchanges, assessments, social networking platforms, volunteers and volunteers exchanges (e.g. volunteers programme of the RCE Western Jalisco), documentaries social media, you tube etc
- Need for documentation of engagements
 - Responsibilities :
 - **Water** - RCE Kakamega, RCE Delhi, RCE KZN, RCE South Rift Valley, RCE Western Jalisco, RCE Grand Rapids, RCE Greater Nairobi, RCE Nyanza, RCE Mount Kenya East, RCE Mau
 - **Traditional Knowledge** – RCE Tongyeong, RCE Guatemala, RCE Makana, RCE Mina, RCE Mau RCE Greater Pwani, RCE South Rift, RCE Nyanza, RCE Espoo, RCE Chubu, RCE Mount Kenya East

Some identified ongoing work as enablers:

- RCE Greater Dhakar, RCE Kakamega – volunteers programme
- Google maps – RCE Graz, RCE KwaZulu Natal
- Sustainable Cities – RCE Espoo
- Eco-Thinking Journal (RCE British Columbia), RCE Kakamega,
- Webinar/s (RCE West Sweden)
- Annual YUVA Meet (RCE Delhi)



Annex 7 Strategic Discussions Part I

Capacity Development Discussion:

We need to consider the meaning of capacity development and the context within which we function. We are developing our individual, organizational, and network capacities. How do we sustain ourselves? What are our capabilities? We have lost some RCEs. How can we support strong RCEs? We want to support dynamic processes and cultivate strong management, through governance and transformative learning and research.

Core Questions:

1. What is capacity development in your RCE context?
2. What challenges/successes have you experienced in planning, implementing, and evaluating capacity development efforts in your RCE?
3. What core capabilities have been developed in your RCE?
4. How has capacity development contributed to the performance of your RCE?
5. What strategies are needed to enhance capacity development?

What is capacity development in your RCE context?

- Skills and awareness for individuals and organizations
- Skills, experience, attitudes to execute activities in sustainable ways
- Build structures, systems to enable financial management, coordination, and leadership
- Use an interdisciplinary approach, but this is a challenge because disciplines are separate from each other. How best to integrate to achieve common competence?
- Transform higher education (University Educators for SD). Create networks of opportunities for training educators- build leadership, professional development, curriculum
- Personal, institutional (coordination, governance), and community empowerment to overcome challenges
- Leadership training for schools, capacity building of teachers and NGOs
- Promotion of active participation of all stakeholders
- Uganda- Work with strong organizations like the World Wildlife Fund
- Train youth networks
- University-based RCEs develop curriculum. Recommend having professional graduates be role models for community
- Need to align actions with government and community objectives
- Social learning, coaching events

What challenges/successes have you experienced in planning, implementing, and evaluating capacity development efforts in your RCE?

- Assumption of varying levels of expertise of established RCEs. How do we mobilize our expertise, whether from professors to local farmers? We need to cultivate the potential of all formal and informal teachers.
- Need to focus on climate change



- How can we mobilize partners? Develop fundraising opportunities? Until now, universities have provided the funding, but we need to find external funding, plus managers with solid skills.
- Support activities and interests- when varying interests with partners, some stakeholders might not be interested and might not participate. Be careful with passive partners.
- Funding challenges, conflicting interests, and new people with different expectations. Some become passive members or don't come back. How do we secure buy-in vs. losing members?
- Less effective governance, with loose networks, no norms, different expectations. The hosting RCEs hold the burden to organize meetings, with pressure to coordinate, strengthen governance, and share resources.
- Some organizations have their own strengths, while others are weaker.
- Struggle with planning meetings- members can't attend from different institutions
- We need to make partners aware of RCEs
- We need to clarify and make stakeholders understand relevant issues. Beware of stumbling blocks and cultural interests. For example, how do groups work with women when they are not included?
- Essential to consider how to motivate members to be interested to join. Find champions of ideas. Develop friendships and relationships.
- For success, it is important to work with policy makers. Make issues locally-relevant and culturally-appropriate, i.e., be aware of gender roles, rules in homes, and mobilization resistance. If there is a problem with stakeholders, we need to bring them on-board.
- We need to find projects with minimal costs. Work with housewives and local governments. If we include women, then we can do outreach to women, when and where men can't.
- Use all local, natural resources.
- Nurture shared interests in ESD, health, and economic issues. Bring diverse people together. Looseness within the organization can be strength, to allow for flexibility.
- We need strategic plans so we know what we need to offer.
- Implementation- change techniques over time, as needed.
- Operational resistance to good sustainable practices, e.g., turning off lights
- Increase sustainable literacy and livelihoods
- Develop youth networks. Some youth are not exposed to ESD, need to capacitate youth. Bring on-board, train on a clear message, and help them develop event-planning skills.
- Do we have more challenges than success? We need to transform our challenges into opportunities. How can we work with and focus on solutions? We need to have solutions by our conference next year.

What core capabilities have been developed in your RCE?

How has capacity development contributed to the performance of your RCE?

- To achieve success, we need to tap into our core capabilities.
- In Nigeria- developing specific projects like biogas research. Promote successes, show how working, have stakeholders be impressed by programs, so they want to get involved. Find local champions.



- Identify the talents of children; work with children who are away from their families. Create apprenticeships. Identify existing talent and help groom.
- Important to be sensitive to ESD contributions. Create pathways to deliver effective curriculum to 1000s of people. Creating network orientations and supporting growth helps with further development.

Action points:

- Develop youth projects and talents, as well as for women. (Lead: India, Delhi; Nigeria, Kano; Penang; and Dhaka)
- Share experiences and best practices between RCEs, including coordination, fundraising, and governance. Use ICTs, social media, and Portal. (Lead: Abel and UNU-IAS leadership to facilitate Skype calls and manage the website)
- Develop mentorships between older and newer RCEs (Lead: Nigeria, KwaZulu Natal)
- Need to document how challenges have been turned into opportunities and solutions. (Lead: Goal for all by next Global RCE Conference)

Research and Development Discussion:

The session began with a review of the findings from the R&D session held at the *7th Global RCE Conference* in Tongyeong. These included: an interest in the relationship between types of RCE governance and levels of partner engagement, development of appropriate methods for sustainable technology infusion within communities, developing indicators for processes of learning, comparative studies on good ESD practices in schools, documentation of research methods employed by RCEs, and an understanding of how the concept of RCE has evolved since its inception. As a follow-up to some of these items, 3 areas of discussion took place.

The first discussion group led by Dr. Zinaida Fadeeva (UNU-IAS) focused on *research methodologies*. It was resolved to develop an RCE guidebook on research methods, specifically those building capacity for sustainable livelihoods in a region and analyzing processes of their development for further knowledge sharing. The guidebook would document cases of RCEs that have employed various research methods and methods for data analysis in order to build further regional research and livelihood capacities. A second element of the guidebook would focus on an analysis and evaluation of research methodologies in terms of their applicability to various forms of community-based research. This would build on the work of RCE Graz/RCE Leuphana and a discussion of good practices cases where methods have been applied (e.g., RCE Goa, RCE Katamanga, and RCE Nizhny Novgorod) or where these methods potentially could be applied.

The second discussion group led by Dr. Roger Petry (Luther College, Canada/RCE Saskatchewan) focused on RCE development and implementation of appropriate and *disruptive technology*. Dr. Petry initially presented on how RCEs have the right capacities for generating both appropriate technologies (emerging from and sensitive to the needs of the regions they serve) as well as disruptive technologies (specifically those able to advance the interests of disadvantaged communities and marginalized individuals). He also highlighted the potential for re-inventing historically transformative/disruptive technologies in moving to sustainable production systems using both (1) the local knowledge available to RCEs and (2) the volunteer scholarship model of RCEs. The group then resolved to document RCE case studies showing good practices related to appropriate and disruptive technology on the UNU portal. This included RCE Yogyakarta's student community outreach model, RCE Nyanza's projects on eco-stoves and fish farming demonstrations for food security, and RCE



Saskatchewan's sharing productive capital project for advancing rural livelihoods. A publication would also be developed exploring how to link universities and communities in appropriate technology creation (building on the work of RCE Minna) in ways that allow communities to take ownership of ideas and their implementation. It would also document the role of RCEs in both problem identification within communities and advancing inter-institutional connectivity to advance solutions to these problems.

The third discussion group was led by Dr. Unnikrishnan Payyappallimana (UNU-IAS) on the research role of RCEs in relation to traditional knowledge (TK). A research group was specifically formed to build on the work of the TK thematic discussion earlier in the conference (see summary for the TK session). This group will work on documenting how to revitalize TK through engagement with communities and is expected to develop a working paper.

Public-Private Partnerships Discussion:

The strategic discussion on Public-Private Partnerships underscored the importance of the private sector as a valuable stakeholder in the RCE network. There were several recommendations made. One was on self-assessment – identifying willing organizations to form partnerships at local, regional and international levels; and identifying where RCEs can become “consultants” in CSR policies. It was also advised to create an appropriate, functional and formal RCE structure for corporations to commit to RCEs, and create professional branch for RCEs to become expert resources in ESD. RCEs must be visible for corporations to reach out for ESD expertise. RCEs must be able to communicate their competitive advantage to potential external partners, and set up training seminars/workshops for corporations and public organizations.

It was also recommended to establish a kind of sustainable development fund (monetary, capacity, mentoring, and knowledge) to promote ESD with RCEs. RCEs should develop sustainable development business competition (economic, environmental, or social innovation), and tap into RCE experts as “Judges”, creating mutual public-private partnerships. RCEs need to share best practices and learning processes, and to use the self-assessment tool already developed to identify local needs.



Annex 8 Strategic Discussions Part II

Governance and Coordination Discussion:

RCEs are expected to operate within well-defined governance and coordination structures to enable the pooling of expertise and sharing of resources for the implementation of ESD projects. The 25 participants who attended this session deliberated various governance and management structures (networked governance strategies) that are suited to taking advantage of ESD capacities and resources distributed within an RCE network. Processes of coordination within different RCEs were shared. Participants reflected on the challenges and successes in governing and coordination an RCE network. The discussion ended with suggestions of potential collaborative actions for implementation in 2014. Wendy Burby (RCE Pune) and Abel Atiti (UNU-IAS) facilitated the discussion.

Main points that emerged from participant deliberations:

- Do we discuss governments and states in governance and co-ordination, or do we discuss governance and co-ordination within the RCEs? A focus on networked-governance structures in RCEs was agreed upon.
- Strategies to get governments involved in RCE projects and activities highlighted, e.g. involving policy makers in RCE activities.
- A coordinated structure at international, national, regional level, as well as within the RCE centre. How can we enhance functioning of the entire structure as a whole? A focus on coordination of global RCE network as an entity.
- Governance structures need to be designed to capture decision making processes which are decentralized and characterized by fluidity
- Participatory budgeting (RCE Pune) - Some of the major areas of improvement are in outreach, transparency of process, institutionalizing the processes in slum localities, institutionalizing the role of the corporate, enhanced practice and experimentation with public deliberation processes, and year-round engagement
- Some of the major achievements have been the simplicity of the process for citizens, that it has been take place regularly every year, a substantial quantum of funds has been allocated and there is some response to suggestions from the poor
- Strategic plan for a Governance structure (RCE Greater Portland)
- Embracing Sustainability, Inclusive participation, Equity and Environmental Justice, Transparency and Accountability as core values.
- Trust, mutuality and common identity are critical for an RCE to produce the maximum possible ESD value, greater than the sum of what each single stakeholder could achieve without collaboration.

Action points for implementation in 2014

- Making better use of the portal in sharing governance mechanisms that work.
- African RCEs- working on the UBUNTU Philosophy – share module on governance.
- RCEs to come up with their own websites
- Capacity building of the RCEs on networked-governance
- Ongoing appreciative evaluation and assessment processes to capture aspects of RCE governance
- Conduct research on governance and coordination structures of RCEs



RCE Assessment and Evaluation Discussion:

At the outset, Ms. Shabana Kazi (RCE Goa) spoke about the evaluation exercise that was recently undertaken along the lines of appreciative inquiry involving key stakeholders of the RCE Goa network. She first provided a background about RCE Goa and then shared details about the approach & methodology, and, outcomes & learning of the self-evaluation exercise that was undertaken.

The floor was subsequently opened so as to solicit feedback, suggestions and comments on the whole process. Some of the highlights of the discussion that took place are:

- There were some concerns raised with respect to the time and resources entailed in following such a model. However, it was established that in light of the closing of the DESD next year, and also to improve and strengthen individual RCE – the exercise was highly beneficial and strongly recommended. However, RCEs have the leeway to opt for a formal/ informal procedure, depending upon the time and resources available.
- Certain tools such as outcome mapping and the use of an indicator framework were also recommended
- Potential indicator sets could include the following dimensions:
 - RCE Health: number of committed stakeholders, funding, stability and structure
 - Social Impact: coverage of ESD - using students, government officials, civil society etc. as a medium and target.
 - Communication Strategies: various outreach mechanisms such as webpage, social networks, newsletters etc.
- The option of integrating evaluation as an assessment mechanism into on-going RCE activities as and when they are undertaken was also suggested
- The possibility of doing a collective evaluation process continent-wise could be looked into
- The prospect of recruiting students from Universities to help with the evaluation exercise was also suggested

Following the discussion, the suggested follow up action points are summarized below:

- Continue to pursue evaluation of RCEs that would like to undergo the process along the appreciative inquiry lines (RCE Bangalore, RCE Western Jalisco and a few RCEs in Africa)
- Collect case studies/different methodological approaches towards RCE Evaluation and Assessment;
 - Either as a stand-alone exercise, or
 - Inbuilt into on-going RCE activities, or
 - Structured into current reporting frameworks



Engagement with International SD/ESD Processes Discussion:

The session started by a presentation by Mario Tabucanon about the Global Action Programme on ESD and strategic actions agreed on at the last Global RCE Conference in Tongyeong, Korea. The discussion focused on those strategic actions, the progress during the last year and the potentials of the RCE network to engage with international sustainability processes.

Following strategic actions were agreed on:

1. Align RCE programmes with UN bodies, other international agencies, regional organizations and national agencies:
 - collaboration with UNESCO, UNEP (esp. GUPES and the African EET Action Plan), UNICEF, UN-HABITAT, esp. local engagement of RCEs is being valued
 - idea to develop a 'checklist' to see in which UN bodies RCEs are already recognized and where more 'visibility' is needed
2. Positioning RCEs in specific international/ regional organizations
 - Collaboration with EU, ASEAN (RCEs are integrated in the network's action program), COPERNICUS Alliance, Rio+20 HE Treaty, ProSPER.Net
 - Engagement on the policy level: idea to encourage ministries/governments to sign documents aiming to integrate RCE into their national strategies
3. Bringing good cases to UN processes:
 - Documentation of RCEs' contribution to the international sustainability agenda
 - contribute to the Toolkit on Greening Universities by UNEP is welcome
 - high impact cases especially in the policy area would be appreciated
4. Communication & visibility
 - involve in dialogue and share our good cases via the RCE portal & monthly RCE Bulletin
 - report our 'uniqueness' (referring to our diversity – from local to global but as well as different areas/topics) in order to position RCEs as agents in change processes towards SD
5. Extent partnership and network (invite international agencies to participate in RCE Conferences)
6. Involvement in specific events:
 - introduce RCEs in keynotes, lectures, side events (e.g. such as UNU-IAS and COPERNICUS Alliance organized a side event during the GUNI conference 2013)