

## ESD Project Summary Sheet

### Basic Information

Title of project <i>(should be concise and within approximately 25 words)</i>
<b>RCE BOGOTÁ, EXPERIENCE OF EDUCATION AND PARTICIPATIONS TO TRANSFORM THE ENVIROMENTAL CULTURE OF ACADEMIC COMUNITY AND CIVIL SOCIETY</b>
Submitting RCE
<p>The network that I represent is RCE Bogotá, located in Bogotá D.C., the capital of Colombia that includes participation of institutions such as universities, youth teams, environmental networks and foundations.</p> <p>The biggest challenge of RCE Bogotá is to promote the participation of the academic community and civil society in the environmental education processes, through interdisciplinary and collaborative work, to transform the environmental culture that favors the fulfillment of the Sustainable Development Goals.</p> <p>RCE Bogota's vision is to be a community of knowledge with emphasis on environmental education that supports civic education based on our own local contexts, but taking into account the global context towards the future and the sustainability. It facilitates inter-network coordination in actions that articulate research and formation in environmental education. It also contributes to promote sustainable development in the society, and integration and cooperation between national and international community.</p> <p>RCE Bogotá is developing the following processes: environmental education forums and conferences, support for school environmental projects in primary and secondary schools; projects of environmental education in the Universities; supporting with research and development projects.</p>
Contributing organization(s) <i>(Individual RCE member organizations and/or non-members)</i>
<p>In this process, institutions such as universities, community participants, youth teams and other environmental networks participate:</p> <p>4 networks, 9 universities, and 1 foundation, just like that:</p> <ul style="list-style-type: none"> <li>- (1) Thematic Network of Environmental Education of the Colombian Network of Environmental Formation (Red Colombiana de Formación Ambiental)</li> <li>- (2) Environment Youth Network (Red de Jóvenes de Ambiente)</li> <li>- (3) Integral Network of Water Resources (Red Temática de Gestión Integral de Recurso Hídrico)</li> <li>- 9 Universities (Universidad Nacional , Universidad de Ciencias Ambientales y Aplicadas – UDCA; Universidad El Bosque; Universidad Distrital Francisco José de Caldas, Universidad Pedagógica Nacional, Universidad Libre, Fundación Universitaria Agustiniana, Universidad Santo Tomás</li> <li>- 1 Foundation: Fundación Econciencia</li> </ul>

# Institutions



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Author(s) and affiliation(s)

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Format of project (manuscript or audiovisual) Manuscript Language English

Keywords (3-5 key concepts included in the case study)

Culture and Environmental Education, Sustainable Consumption and Production

Date of submission (or update, if this is an update of an existing case study) December 5, 2017

Web link (of the case study or lead organization if available for more information) <http://redcolombianafa.org/es/redes-tematicas/red-tematica-de-educacion-ambiental-rce-bogota>

## Geographical & Education Information

Country (where site(s) or activities described in the case study are located – if multiple, please list all participating countries)

Colombia

Location(s) (subnational units and/or cities within the country or countries – leave blank if specific location(s) cannot be identified)

RCE Bogotá has its main headquarters in the Capital of the Country, however, other regions have been invited. At the moment, the Cali, City in the Department of Valle del Cauca, is participating, led by the Econciencia ONG.

Longitude/latitude or Google Maps link (if location is identified)

Link from Bogotá D.C., <https://www.google.com.co/maps/place/Bogot%C3%A1/@4.6482837,-74.2478948,11z/data=!3m1!4m5!3m4!1s0x8e3f9bfd2da6cb29:0x239d635520a33914!8m2!3d4.7109886!4d-74.072092>

Link from Restrepo Valle: <https://www.google.com.co/maps/place/Restrepo,+Valle+del+Cauca/@3.8103913,-76.6273914,12z/data=!3m1!4m5!3m4!1s0x8e3759fa61d264cb:0xe6b7f9f8ea9568b8!8m2!3d3.82172!4d-76.52047>

Ecosystem(s) (please place an "x" in all appropriate boxes)

Forest		Grassland		Agricultural		In-land water		Coastal	
Dryland		Mountain		Urban/Peri-urban	X	Other (Please specify)			

Level of Education (please place an "x" in all appropriate boxes)

Primary		Higher		TVET		Youth (Informal)	
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Secondary		Teacher Ed.		Community		Other (Please specify)	
Socioeconomic and environmental characteristics of the area <i>(within 50 words)</i>							
<p>Bogotá D.C., Bogotá is the extensive capital in height of Colombia. It is constituted by 20 localities and is the political, economic, administrative, industrial, artistic, cultural, sports and tourist epicenter of the country  Population: 8,081 million (2017)  Elevation: 2,640 m  Surface: 1,587 km<sup>2</sup></p> <p>Restrepo is a Colombian population located in the western mountain range, in the center of the department of Valle del Cauca; whose population is approximately 17,500 inhabitants. Its average temperature is 18 ° C, and its height is 1400 m.s.  Population: 16,227 (2015)  Elevation: 1,400 m</p>							
Description of sustainable development challenge(s) in the area the project addresses <i>(Within 50 words)</i>							
<ul style="list-style-type: none"> <li>- One of our main challenges is to obtain financial support, to be able to develop other projects with greater impact.</li> <li>- Get the participation of more institutions at local and national levels</li> <li>- Likewise, it would be very important to coordinate actions with other CERs for the development of shared projects.</li> </ul>							

## Contents

*Note: The following fields are used for information about activities described in the project or the production of the project itself, and contents may vary depending on the nature of the case project. For example, a project about on-the-ground teaching or training may include the rationale, objectives etc. for the activities; a case study about an ESD-related policy may describe the policymaking process; or a toolkit may address particular practices used within ESD. Please make an effort to fill as many fields as possible.*

Status ("ongoing" or "completed")	ongoing	Period (MM/YY to MM/YY)	2012-2018
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Rationale (why activities or policies described, or information shared through the educational practices/material are needed – within 50 words)

### PROJECT 1. ENVIROMENTAL FORUMS

The Project about Environmental Forums has been working for 10 years. It has been contributing to the environmental transformation and culture in our communities. In this process we open a path to address non-formal education focused on communities that are not in school, a population that is a little neglected in our country, in terms of environmental education processes.

We received a mention thanks to this program in "RCE Conference of the World - 2013".

### UN Decade of Education for Sustainable Development



### -Global Action Program on Education for Sustainable Development



In this moment, we are collecting information about Responsible Consumption, among the participants of the events, in order to have an overview of the social representations on the subject, by those who attend the forums.

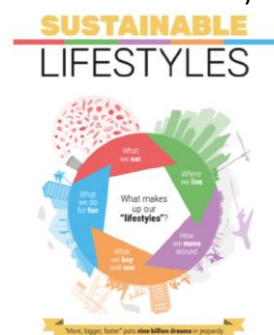
RCE Bogotá is also participating in the "University Union of Responsible Production and Consumption" which follows the development of "Política Nacional de Producción y Consumo Sostenible" formulated by the Ministry of Environment and Sustainable Development of Colombia since 2010. It is an objective to guide the change in production and consumption patterns in the Colombian society towards environmental sustainability, contributing to the competitiveness of the companies and the well-being of the population.

From this point, the development of programs focused on: good post-consumption practices, generation of sustainable public purchases, the Colombian Environmental Seal and the "Soy ECOlombiano" program , etc. are promoted in Higher Education Institutions, and also among the different members of RCE.

These actions contribute to the development of the Strategy for Development Capacities and Research in Production and Sustainable Consumption, which aims to "strengthen and expand training and research on sustainable practices, technologies and business as basic elements to advance in innovation and dissemination of sustainable patterns of production and consumption "(MADS, 2017)

## PROJECT 2. DEVELOPMENT OF SHARED PROJECTS

Since 2016, we started a project about healthy living habits or 'sustainable lifestyle' defined as a set of habits/patterns of behaviour embedded in society and facilitated by institutions, norms and infrastructures that frame an individual choice, in order to minimize natural resources use and generation of waste and pollution, at the same time supporting fairness and prosperity for all (Source: UN - Environment).



The Objective in this Project is to improve and take advantage of the understanding of the life sustainable opportunities with low-carbon emissions for young people in Bogotá; to facilitate its adoption and to feed the urban policy context. From RCE Bogotá, we are participating as one of the partners and collaborating with the collection of information through surveys for young and students between 18 - 25 years old in our Universities.

Objectives (goals of activities or policies described, teaching or learning outcomes – within 50 words)

Project 1. Contribute to the transformation of the environmental culture of the communities  
Project 2. Improve and take advantage of the understanding of the life sustainable opportunities with low-carbon emissions for young people in Bogotá.

Activities and/or practices employed (within 50 words)

Project 1. Enviromental Forums

Results (within 50 words)

Universities are permanently concerned about offering education and information processes for academic and non-academic communities, understanding that the last ones are also fundamental to promote favorable actions towards the environment.

Universities are currently more concerned to responding to the challenges of sustainable development, developing university environmental systems that allow the integration of teaching, research, social projection and infrastructure.

Universities have developed actions of greater impact towards the communities. La Universidad Libre, that represent, for example, contributes to the network. The work that I develop with the Local Environmental Education Board of Suba, a local network of work, organized with teachers from around 400 educational institutions of preschool, elementary and high school.

Lessons learned *(factors in success or failure, challenges and opportunities – within 40 words)*

Among the results and advantages of our Network is the collaborative work and the contribution of each one of the Universities and Member Institutions for the development of the different projects, which has been able to be maintained throughout all these years with the aim of orienting education towards sustainability in our country, because we work without major financial support and our events are open so that communities and citizens can participate at no cost.

Key messages *(within 40 words)*

Relationship to other RCE activities *(if the project is related to any other RCE collaborative activities, regional plans, working groups, etc.)*

RCE Bogotá is linked to the Thematic Network of Environmental Education of the Colombian Environmental Formation Network, a University network that has 8 Regional Nodes and 4 thematic networks.

Funding *(any relevant information about funding of activities or projects described in the case study)*



## Contributions to Global Agendas

10YFP programmes and SCP-related targets (<http://web.unep.org/10yfp/about/10yfp-and-sdgs>)

Please place an “X” in the “direct” or “indirect” boxes next to any of the 10YFP programmes and SCP-related targets to which the work described in this case study contributes as appropriate. Note: please mark only those that the case actually has made or is making a contribution, not those to which it could make a potential contribution in the future.

Program	Description	Direct	Indirect
	<b>Sustainable Public Procurement Programme (SPP)</b> SPP brings together actors interested in collectively promoting the supply and demand of sustainable products through SPP.		
Target	Description	Direct	Indirect
	Promote public procurement practices that are sustainable, in accordance with national policies and priorities		
	Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle		
Program	Description	Direct	Indirect
	<b>Consumer Information for SCP (CI-SCP)</b> Consumer information is defined as a range of tools and systems that seek to enable consumers to make more sustainable choices about services and products, including in their use and end-of-life phases. The focus is on information presented ‘to the consumer’ (individual or end-use consumer), including information from government and business to consumers, as well as from consumer to consumer.		
Target	Description	Direct	Indirect
	By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature	X	
	Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle		
Program	Description	Direct	Indirect
	<b>Sustainable Tourism Programme (STP)</b> The mission of the 10YFP Sustainable Tourism Programme is to support cooperation between stakeholders for the development and implementation of good practices in resource efficient and low-carbon tourism, reducing biodiversity loss, conserving ecosystems, preserving cultural heritage, alleviating poverty and improving sustainable livelihoods.		
Target	Description	Direct	Indirect
	By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products		
	Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products		
	By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism		
Program	Description	Direct	Indirect






	<b>Sustainable Lifestyles and Education (SLE)</b> The programme's vision is of a world where sustainable lifestyles are desirable, beneficial and accessible for everyone; enabled, supported and encouraged by all sectors of society.	X	
<b>Target</b>	<b>Description</b>	<b>Direct</b>	<b>Indirect</b>
	By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature	X	
	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	X	
<b>Program</b>	<b>Description</b>	<b>Direct</b>	<b>Indirect</b>
	<b>Sustainable Food Systems (SFS)</b> Launched in April 2016, the vision of the Programme is that "all food systems are sustainable, delivering food security and nutrition for present and future generations".		
<b>Target</b>	<b>Description</b>	<b>Direct</b>	<b>Indirect</b>
	By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality  By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons		
	By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses		
<b>Program</b>	<b>Description</b>	<b>Direct</b>	<b>Indirect</b>
	<b>Sustainable Buildings and Construction</b> The vision of the SBC programme of the 10YFP is to achieve a situation in 2030 where "all stakeholders involved in the planning, design, construction, commissioning, management operation and deconstruction of buildings have a common understanding of sustainable buildings and the knowledge, resources and incentives required to create, maintain and use them; structures that are healthy to live and work in, that sustainably utilise energy, water, land and other key resources, respecting environmental limits, and ultimately have a minimally adverse impact on the natural world, supporting social and economic development."		
<b>Target</b>	<b>Description</b>	<b>Direct</b>	<b>Indirect</b>
	Support positive economic, social and environmental links between urban, per-urban and rural areas by strengthening national and regional development planning  By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels  Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials		
	By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse		



UN Sustainable Development Goals (SDGs) (<https://sustainabledevelopment.un.org/sdgs>)

Please place an “X” in the “direct” or “indirect” boxes next to any of the UN Sustainable Development Goals to which the work described in this case study contributes as appropriate. Note: please mark only those that the case actually has made or is making a contribution, not those to which it could make a potential contribution in the future.

SDG	Description	Direct	Indirect
	End poverty in all its forms everywhere		
	End hunger, achieve food security and improved nutrition, and promote sustainable agriculture		
	Ensure healthy lives and promote wellbeing for all at all ages		
	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	X	
	Achieve gender equality and empower all women and girls		
	Ensure availability and sustainable management of water and sanitation for all		
	Ensure access to affordable, reliable, sustainable and modern energy for all		
	Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all		
	Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation		
	Reduce inequality within and among countries	X	
	Make cities and human settlements inclusive, safe, resilient and sustainable		
	Ensure sustainable consumption and production patterns		
12.1	Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries		
12.2	By 2030, achieve the sustainable management and efficient use of natural resources		

12.3	By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses		
12.4	By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment		
12.5	By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse		
12.6	Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle		
12.7	Promote public procurement practices that are sustainable, in accordance with national policies and priorities		
12.8	By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature		
12.A	Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production		
12.B	Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products		
12.C	Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities		
	Take urgent action to combat climate change and its impacts		X
	Conserve and sustainably use the oceans, seas and marine resources for sustainable development		
	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss		
	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	X	
	Strengthen the means of implementation and revitalise the global partnership for sustainable development		