**Summary of discussion points: RCE commonalities and requirements. Aidan Doyle. November 2011**

Newcastle colloquium discussed how RCEs can consolidate agreed vision towards 2014 and beyond; and agenda for the forthcoming Conference. Talks were even handed, open, frank, convivial and constructive – carried out in the spirit of Canny Ubuntu.

**RCE Similarities:**

* unfunded but receive tacit/political support from regional Government bodies / partner organisations make contributions in kind – such as human resources, rather than direct funding
* governed by steering group of practitioners: based upon pragmatic understanding of the realities of the delivery of EfSD – made up of working groups based around specific research themes such as food, health and wellbeing, or out of classroom education
* fully inclusive – anyone is welcome to get involved
* aim to identify gaps in education (local) where sustainability issues need to be addressed
* include youth groups
* have active EU and international contacts and projects (Leonardo, Copernicus, etc.)
* do things other organisations won’t or can’t

**What RCEs do (or can do):**

* act as the principal instrument to coordinate and report disparate EfSD activities and strategies – and collate and showcase initiatives /define competencies in EfSD
* add value to existing practices
* develop down to earth/grass roots learning relationships
* extend and strengthen networks
* make specific projects across international boundaries / work on projects in other RCE areas (and should share experience with the local RCE)
* make projects capable of making combined approaches for major funding

**RCEs need:**

* to repeatedly assert and identify ourselves
* to join with other TL networks in practical learning activities (e.g. youth film making) link youths across nationalities (e.g. annual EfSD youth conference) and work to build capacity elsewhere which in turn builds capacity at home
* to engage in gap analysis – (local and international) who is missing from our network? WHY?
* to work collectively on themed publications
* champions for each theme who are prepared to act
* Big funding needs to be clear – CLARIFY INTENT AND PURPOSE and CLARIFY RELATIONSHIP WITH UNU AND OTHER AGENCIES
* Clarification on the use of UN logo
* Create a clear and responsive (yet simple) communications network with correspondent in each RCE area (someone responsible for actions – someone to take responsibility for developing and maintaining information portals)

**Benefit of belonging to RCE:**

* share reputation of United Nations badge
* bring people together in an active learning network
* combine to address education decision makers

The main business of RCEs is education not environmentalism. Transformative Learning is at the core of all RCE activity.

Youth are neglected and marginalised – it is vital to address their needs and expectation

Although individual RCE follow their own path, they should be able to combine to make projects to ask for specific funds. RCEs might need to be constituted to combine to apply for funding. Identity – purpose – mission must be clear to potential sponsors.

We all engage in local and international EfSD networks. Are alternative networks competing with RCE network? Is RCE sufficiently visible amongst these networks? Are (core) RCE people involved in alternative networks? If so why?

Actions require champions – people who are interested in developing specific projects and activities.