

Regional Centres of Expertise on Education for Sustainable Development (RCE) Mentoring Handbook



**R
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REGIONAL CENTRE OF EXPERTISE
ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY



**UNITED NATIONS
UNIVERSITY**

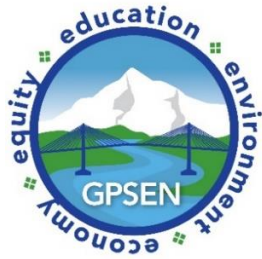
Developed by RCE Greater Portland Director Kim Smith,
with support from the RCE Service Centre, through the United Nations
University Institute for the Advanced Study of Sustainability (UNU-IAS).

2017

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For additional information, please contact Kim Smith, at kdsmith@pcc.edu.



**GREATER PORTLAND
SUSTAINABILITY EDUCATION NETWORK**
A Regional Centre of Expertise on Education for Sustainable Development

Thank you for your interest in becoming a [Regional Centre of Expertise](#) (RCE) on Education for Sustainable Development (ESD) in the United States. Acknowledged by the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS), there are many benefits to developing an RCE and becoming a part of the global network of RCEs and the RCEs of the Americas. We wish you the best in your journey in discovering the power of your regional network to increase your collective impact. We hope our experiences will help you in your efforts.

These resources are based on the core details provided on the [RCE Network website](#) and discovered through the development process of RCE Greater Portland (aka, the Greater Portland Sustainability Education Network [GPSEN]). Credit for this work is shared with our various mentors, stakeholders, committees, and Board of Directors. We hope that these efforts can help you work through your own core questions and processes. We had many of the same questions when we started. While every RCE is unique, based on its own regional challenges and resources, we hope that these tools will help you not have to recreate the wheel.

As a multi-sector collaborative network of educators, students, non-profits, political and industry leaders, organizations, and community members, RCE Greater Portland promotes formal and non-formal education, training, and public awareness campaigns to help create a sustainable future for the greater Portland region, including Clackamas, Multnomah, and Washington Counties, in Oregon, and Clark County, in Washington. We were acknowledged as an RCE by UNU-IAS, in December, 2013. We are now part of a coalition of 154 RCEs around the world, with five active RCEs in the United States (Grand Rapids, MI; Greater Burlington, VT; Portland, OR; Shenandoah Valley, VA; and Georgetown, SC) (UNU-IAS, 2017).

RCEs aspire to implement global goals and meet regional needs in our local communities. Upon the completion of the Decade of Education for Sustainable Development (2005-2014), with the support of UNU-IAS and UNESCO, RCEs are committed to accelerating and mainstreaming ESD by implementing the [Global Action Programme \(GAP\) on ESD](#) and the [Sustainable Development Goals \(SDGs\)](#).

As discovered in our RCE governance research (see Appendix 4), RCEs choose a variety of structures and governance models. After building our network with the funding, staff, and in-kind support of Portland Community College and a number of our partners, we became independent and were recognized as a 501(c)(3) non-profit organization, in 2015. Since then, we have established a development plan, outreach strategy, and fee-based partnership structure to expand our capacity to help create a sustainable future within the greater Portland region, and beyond. These documents provide samples of those efforts to demonstrate the model we have chosen to facilitate our work.

For more information, please visit our website at: <http://gpsen.org> or contact Kim Smith, at kdsmith@pcc.edu.

Educate ~ Empower ~ Engage

RCE VISION AND MISSION

In 2002, the UN General Assembly adopted a resolution announcing the Decade of Education for Sustainable Development (UNDESD 2005-2014), based on the Johannesburg Plan of Implementation. The United Nations Education, Scientific and Cultural Organization (UNESCO), the lead agency for the UNDESD, stressed the need to reorient existing education towards sustainability.

In 2003, in response to the UN resolution on the UNDESD, the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) launched the ESD project, with funding support from the Ministry of the Environment, Japan. The ESD project designs and implements research and development activities through two flagship initiatives: a global multi-stakeholder network of **Regional Centres of Expertise on ESD (RCEs)** and a network of higher education institutions called the Promotion of Sustainability in Postgraduate Education and Research Network ([ProSPER.Net](#)).

Moving forward, UNESCO has now presented the Roadmap for Implementing the Global Action Programme (GAP) on ESD with its five priority areas of action: advancing policy by mainstreaming ESD; transforming learning and training environments using the whole-institution approach; building capacities of educators and trainers; empowering and mobilizing youth; and finally accelerating sustainable solutions at the local level. At all levels of society, RCEs play a crucial role in implementing these goals using their local knowledge and global network.

As of December 2016, 154 RCEs have officially been acknowledged by the United Nations University worldwide. The Global RCE Service Centre is headquartered at UNU-IAS, in Tokyo, Japan, where it provides assistance to individual RCEs and facilitates their communication and networking.

RCE Vision

RCEs aspire to translate global objectives into the context of the local communities in which they operate. Upon the completion of the DESD in 2014, RCEs are committed to further generating, accelerating and mainstreaming ESD by implementing the [Global Action Programme \(GAP\) on ESD](#), and contributing to the realization of the [Sustainable Development Goals \(SDGs\)](#).

RCE Mission

The planet faces a number of sustainability challenges, from climate change and the rapid extinction of species to the necessary modification of our consumption patterns. International platforms exist to tackle each of these issues: the United Nations Framework Convention on Climate Change (UNFCCC) mission is to reduce greenhouse gas emissions globally, keeping in mind that actions need to happen at the local level; the 10 Year Framework Programme on Sustainable Consumption and Production (10YFP on SCP) which examines how consumer behaviour and industrial production patterns can shift towards a more sustainable use of the planet's resources; and the Convention on Biological Diversity (CBD) as well as the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES), platforms which bring scientists and policy makers together in a mission to protect the world's biota.

Each of these global platforms needs to be implemented at a local level. With their official links to UN agencies, formal education institutions, and informal educators worldwide, RCEs are in an ideal position to do just that. The RCE network brings together multi-sectoral and interdisciplinary members who might not usually work together. As such, they are uniquely placed to help create solutions to sustainability challenges through dialogue, education and learning. They are highly influential policy advocates, able to test policies individually and work collectively to bring policy to scale and advise on future actions.

Through these efforts, RCEs help prepare local leaders of tomorrow with the tools and information they need to make smart and sustainable choices for the future. RCE efforts encourage innovation and new approaches to sustainable development. They translate existing knowledge into concrete actions and empower individuals to make sustainable choices for themselves and their communities.

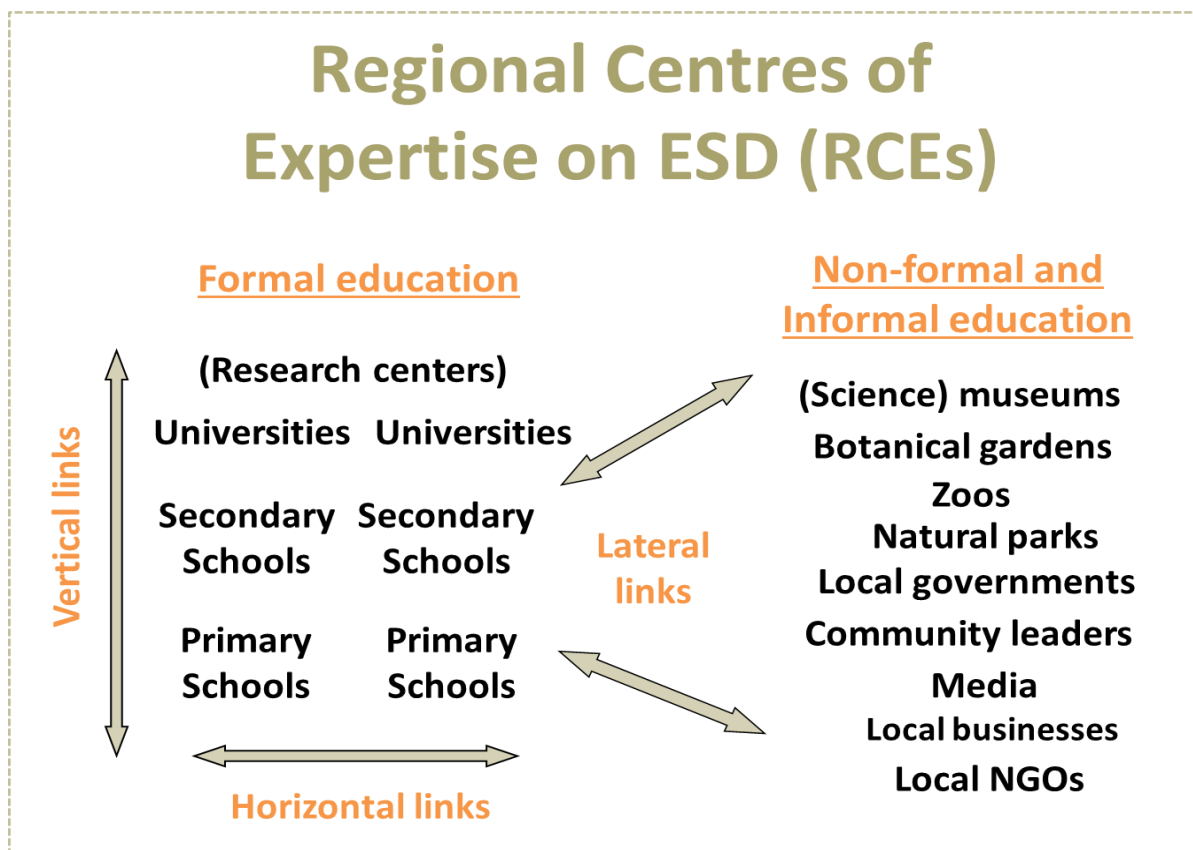
RCE CONCEPT

An RCE is a network of existing formal, non-formal and informal organizations that facilitate learning towards sustainable development in local and regional communities. A network of RCEs worldwide constitutes the Global Learning Space for Sustainable Development.

An RCE should have four core elements:

1. **Governance** - addressing issues of RCE management and leadership
2. **Collaboration** - addressing the engagement of actors from all levels of formal, non-formal and informal education
3. **Research and development** - addressing the role of research and its inclusion in RCE activities, as well as contributing to the design of strategies for collaborative activities, including those with other RCEs.
4. **Transformative education** - contributing to the transformation of the current education and training systems to satisfy ambitions of the region regarding sustainable living and livelihood

RCE stakeholders - An RCE involves school teachers, professors at higher education institutions, environmental NGOs, scientists, researchers, museums, zoos, botanical gardens, local government officials, representatives of local enterprises, volunteers, media, civic associations or individuals who work in the spheres of sustainable development such as economic growth, social development, and environmental protection, students and learners at all levels. The RCE network also works closely with the Ubuntu Alliance, an association of 14 of the world's foremost educational and scientific institutions that together signed the Ubuntu Declaration at the Johannesburg Summit in 2002. Some Alliance members make up the Ubuntu Committee of Peers for the RCEs, reviewing RCE Candidates and giving strategic advice on the development of the RCE network.



Functions of an RCE

RCEs bring together institutions at the regional/local level to jointly promote ESD. They build innovative platforms to share information and experiences and to promote dialogue among regional/local stakeholders through partnerships for sustainable development. They create a local/regional knowledge base to support ESD actors, and promote four major goals of ESD in a resource-effective manner.

These four goals are to:

1. Re-orient education towards SD, covering existing programmes/subjects from the point of ESD and designing and integrate SD in curricula. ESD programmes are tailored to address issues and local context of the community in which they operate.
2. Increase access to quality education that is most needed in the regional context;
3. Deliver trainers' training programmes and develop methodologies and learning materials for them;
4. Lead advocacy and awareness-raising efforts in the public about the importance of educators and the essential role of ESD in achieving a sustainable future. RCEs promote the long-term goals of ESD, such as environmental stewardship, social justice, and improvement of the quality of life.

CALL FOR RCE APPLICATIONS

The Ubuntu Alliance, in its meeting in April 2006 in Yokohama, established the Committee of Peers for RCEs. This Committee reviews applications for new RCEs and provides recommendations to UNU during the RCE acknowledgement process. The United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) acts as Secretariat of the Ubuntu Alliance. 154 RCEs have been acknowledged globally as of November 2016.

Organizations that are interested in initiating the RCE process and applying to become an RCE are requested to submit **an application and an application summary by 28 April, 2017** to UNU-IAS. Below is the schedule for RCE application procedures in this year. Please note that this is schedule may be subject to change.

Due date	Process of application submission
1 February (Wed)	Open call for application
28 April (Fri)	Submission of the first draft application and application summary
16 June (Fri)	Comments from the Global RCE Service Centre and Peer Reviewers
8 September (Fri)	Submission of the final draft application and application summary
November (TBC)	12 th Ubuntu Committee of Peers for the RCEs meets and decides on RCEs

For more information about RCEs or for details on how to become a member, please visit:

<http://www.rcenetwork.org/portal/call-rce-applications> or contact the Global RCE Service Centre, Education for Sustainable Development Programme, UNU-IAS, at rceservicecenter@unu.edu. The application summary should follow the format posted on the RCE Portal (<http://rcenetwork.org/portal/call-rce-applications>). It is important that **all required** information is provided. Please refer to the Guidelines for RCE Applications for full details on the RCE Portal. You can find sample applications of acknowledged RCEs as well on the same page as above, including RCE Greater Portland's full application.

Frequently Asked Questions (FAQs)

We would like to acknowledge and thank [RCE Saskatchewan](#) for sharing their FAQs, which we followed in developing our own.

1. What is “Sustainable Development”?

One of the most widely cited definitions of sustainable development is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” This definition was first provided by the World Commission on Environment and Development in its 1987 report to the United Nations General Assembly. The report was called “[Our Common Future](#)” and is also known as the Brundtland Report.

For more information on the concept of sustainable development and its importance, see:

- [Sustainable Development \(Wikipedia\)](#)
- [The Future We Want](#)
- [UN Sustainable Development Knowledge Platform](#)
- [UNESCO & Sustainable Development](#)

2. What is “Education for Sustainable Development”?

Education for sustainable development (ESD) helps learners develop the attitudes, skills, perspectives and knowledge to make informed decisions and act upon them for everyone’s benefit, now and in the future. ESD is often used interchangeably with the terms “education for sustainability” (EfS) and “sustainability education,” though meanings may vary slightly. The following characteristics of ESD are adapted from [this definition](#) by UNESCO (United Nations Educational, Scientific, and Cultural Organization). ESD:

- is based on the principles and values that underlie sustainability;
- simultaneously addresses all dimensions of sustainability – environment, society/culture, and economy;
- uses a variety of pedagogical techniques that promote participatory learning and higher-order thinking skills;
- promotes lifelong learning;
- promotes intergenerational learning, and responsibility toward future generations;
- is locally relevant (based on local needs, perceptions and conditions) and culturally appropriate;
- acknowledges that fulfilling local needs often has consequences elsewhere, and takes into account global and other issues that may impact local priorities;
- includes formal, non-formal (outside formal school system) and informal education (e.g., the media);
- builds civic capacity for sustaining community-based decision-making, ethical governance practices, and systems thinking around problem-solving; and
- is interdisciplinary; no single discipline can claim ESD for itself - all disciplines can contribute.

For more information on the concept of ESD, see:

[Four thrusts of ESD](#) (UNESCO)

[Education for Sustainable Development \(ESD\)](#) (UNESCO)

[Education for Sustainable Development](#) (Wikipedia)

[ESD Definition](#) (U.S. Partnership for ESD)

3. What are Regional Centers of Expertise (RCEs) on Education for Sustainable Development?

An RCE is a network of formal, non-formal, and informal organizations within a region that facilitate and deliver education for sustainable development (ESD) to local communities. Higher education institutions are often lead organizations, but RCEs also include other organizations as well as individuals (see next question). The RCE program is a global initiative of the United Nations University (UNU), designed originally to support the [UN Decade of Education for Sustainable Development](#) (2005-2014).

As of January 2017, there were approximately [154 RCEs](#) worldwide.

Each RCE has four core elements:

- Governance -- addressing issues of RCE management and leadership
- Collaboration -- addressing the engagement of actors from all levels of formal, non-formal and informal education
- Research and development -- addressing the role of research and its inclusion in RCE activities, as well as contributing to the design of strategies for collaborative activities, including those with other RCEs
- Transformative education -- contributing to the transformation of the current education and training systems to satisfy ambitions of the region regarding sustainable living and livelihood.

For more information about RCEs and their important role in education for sustainable development, see: [Regional Centres of Expertise](#) (UNU-IAS)

4. Who participates in RCEs?

Organizations providing education for sustainable development within a region participate in RCEs. This includes higher education institutions, K-12 schools, businesses, government, the media, museums, zoos, gardens, and civic associations. Many individuals also participate, from scientists, researchers, students, and teachers to community members and life-long learners.

5. What is the goal of RCEs?

The purpose of an RCE is twofold: promote transformative education that encourages sustainable lifestyles and livelihoods in a region, and share knowledge and insights with other RCEs around the world.

6. What benefits do RCE participants receive?

RCEs allow local organizations engaged in education for sustainable development (ESD) in a region to collaborate with one another on events and projects, and also to learn from and link up with other RCE participants around the world. Partners are encouraged to identify key regional sustainability issues and develop educational initiatives that address these issues and align with sustainable development goals (SDGs) that have been identified by the larger global community through the United Nations. One of the most important benefits for RCE participants is the collective impact they can have in a region by committing to a common, cross-sector agenda for solving specific problems, leveraging shared resources, and engaging in collaborative projects. Their shared impact will be far greater than any individual organization acting on its own.

7. What are the vision and goals of the RCE Greater Portland?

Please see our [webpage](#) for the mission, vision and goals. An important outcome of our activities is the development of leadership for a sustainable future. Our programs create the conditions to cultivate knowledgeable, engaged citizens of the planet who embody sustainability values and behaviors in everything they do. Some of the ways we accomplish our

goals include collaborative research projects, educational events, policy discussions, professional development opportunities, specialized resources, and public awareness and outreach campaigns.

8. Who has participated in developing the RCE Greater Portland?

A Coordinating Committee of over twenty individuals from local educational institutions, government agencies, non-profits, and business helped guide initial efforts to establish the RCE and apply for United Nations University recognition through the UNU's Institute for Advanced Studies of Sustainability. These efforts included outreach to more than 100 stakeholders in the region and several large meetings with stakeholders. As of January, 2017, there were 525 individuals subscribed to our listserv, 24 formal institutional and organizational partners and 80 informal partners. Many individuals are actively involved on RCE committees and working groups. [Please join us!](#)

9. How is RCE Greater Portland supported?

To date, the Greater Portland RCE has relied on in-kind and financial support from participating organizations, especially academic institutions. It also relies heavily on the voluntary contributions of individuals. If you would like to support the RCE, please contact kdsmith@pcc.edu.

10. When was RCE Greater Portland developed and formally recognized?

Preliminary meetings to develop an RCE for the greater Portland region began in November 2012. With regular application committee meetings and quarterly stakeholder meetings through the winter and spring of 2013, the first draft of the application was submitted to the United Nations University's Institute of Advances Studies (UNU-IAS) in June 2013. With feedback from the UNU-IAS and our mentor, RCE Saskatchewan, a final application was submitted in September 2013. Formal recognition as an RCE was received from the Ubuntu Council of Peers and the UNU-IAS in December 2013. Our official launch and celebration was held in June, 2014.

11. What is the geographic region of RCE Greater Portland?

The RCE Greater Portland has a four-county geographic scope that includes Multnomah, Washington, and Clackamas counties in Oregon, and Clark County across the river in Washington state. These four counties comprise the planning area for many regional sustainability efforts, including initiatives by Portland's regional government, Metro. The cities of Vancouver (in Clark County) and Portland (in Multnomah County) are highly interdependent, and therefore any meaningful sustainability efforts must span both communities.

12. What are the issues identified by the region as a priority for Education for Sustainable Development?

We identified four major priority areas for the region's sustainable development: environment, education, economics, and equity. Facing growing issues of water and air pollution, struggling schools on tightening budgets, high unemployment rates, and racial discrimination and inequities, we recognize the critical need to collaborate across sectors in educating and empowering all residents to address these challenges.

11. Why is recognition as a United Nations RCE important for the greater Portland region?

The RCE allows the greater Portland region to formally connect with other RCEs and regions around the world that are shaping best practices in education for sustainable development (ESD). This important networking opportunity is supported and made possible by the United Nations University. The Greater Portland RCE enables the province to identify, understand, and build on ESD opportunities at a regional level while learning from the educational experiences of others around the world. The dedicated focus of the network on research into ESD recognizes the vital role education plays in the broad transformations needed for more sustainable ways of living.

RCE Application Summary

Note: The application summary should synthesize the main application document and include only the most important and relevant information. However, for each answer please indicate the corresponding page number of the main application document where more specific information can be found.

For guidelines to the RCE application process and RCE Greater Portland's complete application, go to:
<http://www.rcenetwork.org/portal/call-rce-applications>

Candidate RCE's Name: RCE Greater Portland

Date of Submission: September 16, 2013

1. General Information

1-1. Please provide information on the main contact person.	
Name: Dr. Kim Smith	
Title: Sociology Instructor	
Name of Institute: Portland Community College	
Address: SS 217 Portland Community College Sylvania 12000 SW 49th Ave. Portland, OR 97219 USA	
Phone number: 971-722-4097	Fax number: 971-722-4959
Alternate phone number (if any): 530-756-6435	
E-mail: kdsmith@pcc.edu	Alternate e-mail:
1-2. Please provide information on the alternate contact person.	
Name: Angela Hamilton	
Title: Education and Student Programs Coordinator	
Name of Institute: Portland State University	
Address: Portland State University P.O. Box 751 Mail code: SUST Portland, OR 97207-0751	
Phone number: 503-449-9140	Fax number: 503-725-2690
Alternate phone number (if any):	
E-mail: ahamilt@pdx.edu	Alternate e-mail:

*The main contact person has authority and responsibility to communicate with UNU-IAS regarding the RCE, for instance to designate your representative(s) at conference. The alternate contact is a person to succeed the authority and responsibility when the main contact person cannot communicate with us.

Geographical Scope of RCE and Major Characteristics of the Region

2-1. Please briefly describe the region including environmental, socio-cultural, demographical, economic and educational characteristics. The greater Portland region lies at the confluence of the Willamette River and Columbia River between Oregon and Washington and is characterized by its forested hills, agricultural flatland, and lush wine country. As of the 2010 census, there were 2,226,009 people in the greater Portland region. The largest cities are Portland, Gresham, Beaverton, Hillsboro, and Vancouver, Washington and the RCE will encompass four counties: Multnomah, Washington, and Clackamas Counties, in Oregon, and Clark County, in Washington. The region contains the bulk of Oregon's population, industry, and commerce and is home to many large and prestigious colleges and universities. The population is anticipated to double by 2050, rising up to close to four million people, causing pressure on the region's ecosystems and infrastructures.

cf. 4: corresponding page number of the main application document.

2-2. Please attach a separate sheet of two maps: (1) the map showing the location of the region in the context of country or continent and (2) the map that delineates the geographical scope of the RCE.

cf. 5: corresponding page number of the main application document.

2-3. Please state the reason for this geographical scope selection for your RCE.

The proposed Greater Portland RCE encompasses the Portland Metro region, as government, sustainability, and research relationships already exist across this region. The scale of the four-county Portland Metro region facilitates face-to-face interactions and manages capacity of engagement and support.

cf.: corresponding page number of the main application document.

2-4. Please describe the major sustainability challenges of the region.

Greater Portland is known as one of the greenest metropolitan areas in the United States. Yet our green reputation does not mean the region is free of challenges. In fact, we struggle in at least four major areas of sustainable development: environment, education, economics, and equity. With water and air pollution, struggling schools facing tightening budgets, unemployment, and racial discrimination and inequities, we recognize the need to collaborate to address these challenges.

cf. 7: corresponding page number of the main application document.

3. RCE Vision and Objectives

3-1. Please identify and briefly state the RCE vision which encompasses consideration of the three pillars of sustainability – economy, society and environment.

We envision a healthy, just, and thriving region where sustainability education is prioritized and integrated across sectors; and where everyone has opportunities to shape a more sustainable future.

cf. 12: corresponding page number of the main application document.

3-2. What are the long and short-term objectives of the RCE?

1. Build a vibrant and diverse regional cross-sector network of individuals and organizations advancing sustainability education together.
 - a. Stakeholders will have easy access to an array of quality ESD information and resources through our regional ESD information hub (short-term)
 - b. Stakeholders will convene regularly to discuss and share ideas related to ESD and equity issues (short-term)
2. Advance the development of lifelong sustainability learning opportunities in formal, non-formal, and informal contexts.
 - a. Schools, colleges, nonprofits, and other stakeholders will incorporate ESD into their organizational framework (medium-term)
 - b. Create and support opportunities for ESD capacity-building and workforce development (medium-term)
3. Increase public awareness about sustainability, equity and the role of ESD in shaping a more sustainable future
 - a. Determine and implement RCE's political advocacy policy (short-term)
 - b. Create and implement an outreach strategy to raise public awareness and increase involvement in ESD (medium-term)
 - c. Create opportunities for public dialogue on ESD policies and issues (medium-term)
4. Model sustainable and cooperative practices and inclusive processes and emulate our values within the RCE organization (short-term)
5. Share research and innovative practices in sustainability education to promote partnerships, learning, and advancements in ESD across the region (long-term)

cf. 19: corresponding page number of the main application document.

4. Governance and Management Structure

4-1. Please briefly explain how multiple stakeholders have been mobilized to develop the RCE.

Partners from a number of higher education institutions, school districts, government agencies, and nonprofits from across the region have met multiple times to identify our unique functions and the methods by which we will work together and share responsibilities. The main work to date has been achieved by the Coordinating Committee (formerly Application Committee) and sub-committees with guidance from bi-monthly stakeholder meetings and a number of working groups to discuss our vision, values, objectives, and projects. The Coordinating Committee has met bi-weekly to review the UNU-IAS guidelines and prepare the application, in consultation with our stakeholders.

cf. 23: corresponding page number of the main application document.

4-2. Please list the names of key institutions/organizations of the RCE and select the type of institutions from the drop-down option. Please indicate whether they have already committed to the RCE initiatives or are still considered potential stakeholders.

Name	Type of institution	Commitment
Portland Community College	Higher Education Institution	yes
Portland State University	Higher Education Institution	yes
University of Oregon Portland	Higher Education Institution	yes
Portland Public Schools	School (primary, secondary)	yes
The Intertwine Alliance	NGO	yes
Northwest Earth Institute	NGO	yes
Oregon Zoo	Municipal Government	yes

4-3. How does the RCE secure and manage financial and personnel resources to promote RCE activities?

A core group of institutional partners have provided resources to the group as the process has developed. Portland Community College, Portland State University and the University of Oregon have provided funding for faculty, staff, and student participation in the planning and application process and continue to provide a variety of resources in the short-term, including in-kind support with meeting spaces, website development, listserv hosting, GIS mapping, and event-planning. Meetings of the Coordinating Committee, subcommittees, and Stakeholder group have been held at each of these member organizations, with the location rotating and hosting costs covered. This sharing of facilities has eliminated the need for permanent meeting space. The shared, participatory governance and management structure has also contributed to the lack of required office space. We propose that the Greater Portland RCE serve as a virtual center in the short term.

cf. 27: corresponding page number of the main application document.

4-4. Please briefly describe the management structure of the RCE with lines of authority and responsibilities. Please also specify the secretariat of the RCE.

- The larger stakeholder group has met bi-monthly to encourage engagement, garner feedback, and offer networking opportunities.
- The Coordinating Committee meets biweekly to develop and revise the RCE application, discuss outreach and resource efforts, and establish policies. Currently, the Coordinating Committee makes executive decisions on organizational and program development, in addition to working on the RCE application.
- Sub-committees have emerged from the stakeholder meetings based on interest in collaborative initiatives. Sub-committees have met as needed to develop plans for projects and programs.
- The Coordinating Committee designates and oversees Taskforces and requests and incorporates regular feedback from the stakeholders group.
- Core members of the Coordinating Committee have met with lead coordinator Kim Smith to develop and facilitate agendas for the Coordinating Committee and stakeholder meetings.
- The lead coordinator, or Secretariat, Kim Smith, is responsible for general day-to-day activities for the application process, engages in stakeholder development and partnership outreach, and reports to the Coordination Committee and larger stakeholder group.

cf. 24: corresponding page number of the main application document.

4-5. Please give a brief explanation of the monitoring and evaluation mechanism of the RCE.

The proposed Greater Portland RCE is in the process of developing a monitoring and evaluation plan. Indicators and measurements will be linked to our regional challenges, the RCE's mission and objectives, and the effectiveness of our activities. Experts within our stakeholder community, including researchers and students at higher education institutions, have been invited to engage in the development of evaluation tools that best assess the progress of the RCE. We plan to employ both quantitative and qualitative methods, allowing us to collect data from a large number of stakeholders while also providing in-depth feedback from a smaller number of participants. The results of our evaluations will be shared in a number of accessible ways, such as via meetings, conference presentations, the RCE newsletter and website, and in reports to the UNU-IAS.

cf. 41: corresponding page number of the main application document.

5. Collaboration

How do the multiple stakeholders interact in various joint/collaborative activities?

The greater Portland region has a long history of collaboration, exemplified by efforts coordinated by 1,000 Friends of Oregon, the Coalition for a Livable Future, the Environmental Business Council, the Sustainable Schools Collaborative, the Intertwine Alliance, the Oregon Built Environment and Technologies (BEST) Center, Oregon Adult Conservation Educators (ACE), and the Environmental Education Association of Oregon. These collaborative efforts have developed state-wide and regional initiatives, offered networking and training opportunities, identified and passed shared standards and practices, and established indicators and metrics for their organizations and industries and the region. The higher education institutions have collaborated less often with each other, beyond specific programs, and are looking to the RCE to help them engage in more cross-sector efforts.

Collaboration among RCE stakeholders will be fostered in a variety of ways, with an eye on the goals of the United Nations Decade of Education for Sustainable Development, as well as the sustainability objectives set by our respective organizations and commitments established by agencies in the larger region. Taskforces and joint projects will be launched with a focus on awareness-raising and sharing of resources to advance ESD initiatives. Collaborative efforts will aim to develop coalitions, cross-promote events, align with institutional and government initiatives, articulate agreements between institutions, share capacity-building trainings, and cohost conferences and forums.

cf. 29: corresponding page number of the main application document.

6. Ongoing and Planned Activities

Please list the main ongoing and planned activities of the RCE: (1) activities specific to individual organizations (your RCE stakeholders) and (2) collaborative and coordinated joint activities of the RCE. Specify the organization in charge and describe the activity with a few keywords (i.e. environmental education, capacity building, rural development, research and development (R&D), transformative education, etc).

cf. 30 and Appendix F: corresponding page number of the main application document.

6-1. Activities specific to individual organizations

Ongoing activities	Organization(s) in charge	Keywords
Social Sustainability Colloquium	PSU	Transformative Education
Oregon Environmental Literacy Plan	EEAO, The Intertwine Alliance	Environmental Education
Student Service Projects	Hands on Greater Portland	Community engagement
Planned activities	Organization(s) in charge	Keywords
Graduate Teaching Fellows for research	UO	Capacity building, research
15-year goal to reach every Oregon student	Bicycle Transportation Alliance	Environmental
Education Internships	Sustainability 4 All	Capacity building

6-2. Collaborative and coordinated joint activities of the RCE

Ongoing activities	Organization(s) in charge	Keywords
Listserv, webpage and newsletter	PCC, PSU	Communication and Outreach
Web page	PCC	Outreach and clearinghouse
GIS Mapping of members	PCC	Capacity building
Planned activities	Organization(s) in charge	Keywords
RCE Summit	PSU, UO	Capacity building and training
DEQ Toxic Reductions and Innovation Program	DEQ, PSU, Oregon Businesses, SSC	Transformative Education and Research
Center for Civic Participation (CCP) Forum	PCC, Intertwine Alliance	Outreach and community engagement



Figure 1. Map of the United States, Oregon highlighted

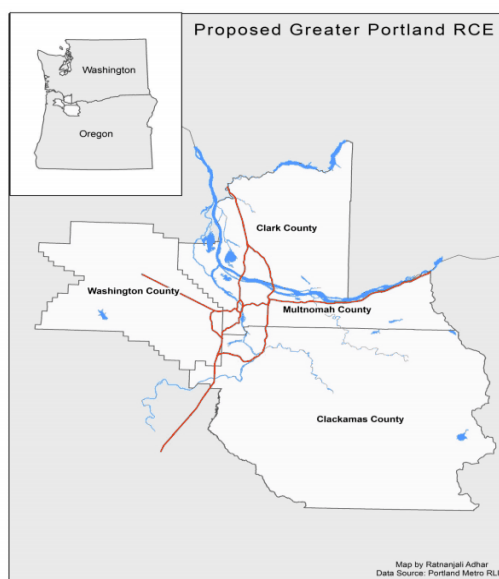


Figure 2. RCE Greater Portland and Metro Region

GPSEN/RCE Greater Portland's 2016-2017 Annual Plan

Vision

GPSEN envisions a healthy, just, and thriving region where education for sustainability is prioritized and integrated across sectors; and where everyone has opportunities to shape a sustainable future.

Mission

GPSEN connects diverse organizations in a collaborative network that multiplies our collective capacity to educate, empower, and engage for a sustainable future. Say our name backwards and you will be able to express our mission: “We are a network that uses sustainability education to create a greater Portland.”

Values and Principles

- Sustainability (People, Planet, Prosperity, Peace, and Partnership)
- Inclusive participation
- Equity and Environmental Justice
- Transparency and Accountability
- Innovation
- Transformative learning

Challenges

We address regional E6 challenges related to the education, environment, economy, equity, empowerment and engagement.

GPSEN Goals, Objectives, and Actions

Goal 1. Continuously build and maintain a vibrant and diverse regional cross-sector network of individuals and organizations advancing education for sustainability together

Objective A. Establish partnerships that facilitate inclusive and culturally diverse participation and collaboration across sectors and organizations

1. Create an outreach plan by Dec 31 [O&C], including:
 - a. Reach out to at least 15 culturally diverse partners
 - b. Survey partners to determine how best to accommodate their needs with partnership projects
 - c. Send messages through email and social media to all partners about upcoming events

- d. Update outreach strategy, as needed, per partner feedback
- e. In planning every event and outreach opportunity, consider creative ways to be inclusive [P&E, O&C]
- 2. Update partnership list quarterly and analyze for inclusivity and cultural diversity [O&C]
- 3. Update GIS stakeholder map, on website, quarterly [O&C]
- 4. Establish a renewal and reminder system for partners [O&C]

Objective B. Convene events where everyone is welcome to discuss and share ideas related to ESD and social equity issues

- 1. Establish a list of current topics for events, including SDGs, that help further the cause of ESD and social equity [Board, Partners]
- 2. Survey partners to determine how best to accommodate needs with respect to meeting times and locations [P&E]
- 3. Maintain a list of meeting spaces throughout the region, focusing on underserved areas [P&E]
- 4. Organize 3 signature events and 5 collaborative events, with partners [P&E]
- 5. Update calendar of regional events bi-weekly and monthly, in newsletter and on GPSEN website [O&C]
- 6. Send messages through email and other social media to all partners about upcoming events [O&C]

Objective C. Share research and innovative practices in ESD to promote partnerships, learning, whole institution approaches, and advancements across the region and beyond

- 1. Collect research and ESD curriculum in region and beyond [R&E]
- 2. Share monthly updates on innovative ESD research and curriculum through the GPSEN website, database, email and/or social media [R&E, O&C]
- 3. Organize 2 formal and 2 non-formal ESD innovative research, teacher trainer, and citizen science workshops for target audiences, including Sustainability Symposium (signature event) [P&E]

Goal 2. Identify and secure funding sources to support resource development and operations to achieve the mission of GPSEN/RCE Greater Portland

Objective A. Board works with Governance Committee to identify priorities and opportunities for funding

- 1. Create an annual budget and chart of accounts [Finance]
- 2. Identify potential funders and apply for 4 grants for signature events and programs (Database, Symposium, and Youth Network) [Development]
- 3. Establish 3 new Sustaining Partners and 10 new Contributing Partners [O&C]
- 4. Expand individual donor solicitations via website by 20% [Board, Development, O&C]
- 5. Leverage current funds to expand financial capacity [Finance]

Objective B. Determine staff capacity needed to meet operational needs

- 1. Prioritize staffing needs [Board, Governance]
- 2. Create job descriptions based on current work being performed by volunteers and interns [Governance]
- 3. When funding is sufficiently secure, Board will hire an Executive Director [Board]
- 4. ED will conduct open hiring process to ensure a diversity of candidates for each staff position [ED]
- 5. Create performance standards and conduct periodic informal and formal reviews to insure modeling of GPSEN values [ED, Governance]

6. Use Board Matrix to recruit new board members for maximum diversity [Board & Governance]

Objective C. Establish succession plan for Board Executives and Committee Chairs

Goal 3. Advance the development of lifelong sustainability learning opportunities in formal, non-formal, and informal education, training, and public awareness

Objective A. Develop and provide access to an array of ESD information and resources through online platforms

1. Fund, create and maintain a comprehensive, inclusive, searchable, and multi-lingual database of sustainability trainers, grants, events, internships, etc., within the year [O&C]
2. Update information and resources to GPSEN website and social media, with content of bi-weekly and monthly newsletter [O&C]
3. Conduct annual update of research on regional ESD curriculum, resources, and providers [R&E]

Objective B. Create and promote ESD curricula and programs that meet the needs and skill sets of a diverse audience

1. Collect ESD curricula and update quarterly, with links to online resources for website and database [R&E]
2. Create ESD curricula on hope and resilience, with PCC's TGIF grant [P&E]

Objective C. Create and support opportunities for ESD capacity-building and workforce development

1. Create 2 ESD trainings [P&E]
2. Hire 4 interns for GPSEN internship program [P&E]
3. Plan to provide low-cost, accessible workforce sustainability trainings and continuing education for partners by June [R&E and P&E]
4. Establish template for Fellowship Program and designate 3-4 Fellows [R&E]

Goal 4. Increase public awareness about regional and international sustainability issues and the role of ESD in shaping a healthy, just, and thriving future

Objective A. Develop and implement marketing plan that raises public awareness and increases involvement in ESD

1. Raise public awareness through monthly newsletters on ESD efforts in our region [O&C]
2. Create press release template [O&C]
3. Contribute one article to Eco-Thinking Journal per year [R&C]
4. Develop and share Annual Report [Board, Governance, O&C]

Objective B. Create opportunities for public dialogue on regional ESD policies and issues

1. Convene one public forum each year focused on important regional ESD policies and issues [P&E]
2. Facilitate opportunities for people to come together and discuss sustainability issues in their neighborhoods, focusing on underserved neighborhoods [P&E]

Objective C. Develop marketing and programs on international ESD policies and issues

1. Share SDGs survey with stakeholders [Board]
2. Convene one public forum each year focused on important international ESD policies and issues [P&E]

Goal 5. Support capacity building to develop global citizens who will steward our region for current and future generations and foster trust and healthy relationships in communities

Objective A. Offer leadership development and engagement opportunities for GPSEN leaders and partners

1. Encourage all working group participants to take leadership roles in working groups and to train their successors [Governance]
2. Encourage Board members to take year-long (option to renew) leadership roles in committees and to train their successors [Governance]
3. Recruit new Board Members and offer Board Orientation [Governance]
4. Mentor 3-4 youth in leadership development [P&E]

Objective B. Create and promote ESD service-learning and volunteer projects

1. Partner with community organizations to create 4 service-learning and volunteer opportunities in the region [P&E]

Objective C. Support networks that empower and mobilize youth to engage in their communities

1. Establish leader and advise Youth Network monthly [P&E]
2. Develop 3 projects with College Network [P&E]
3. Secure funding to send 1-2 youth to RCE Conferences [Governance]

These details are summarized and available on our website: gpsen.org.

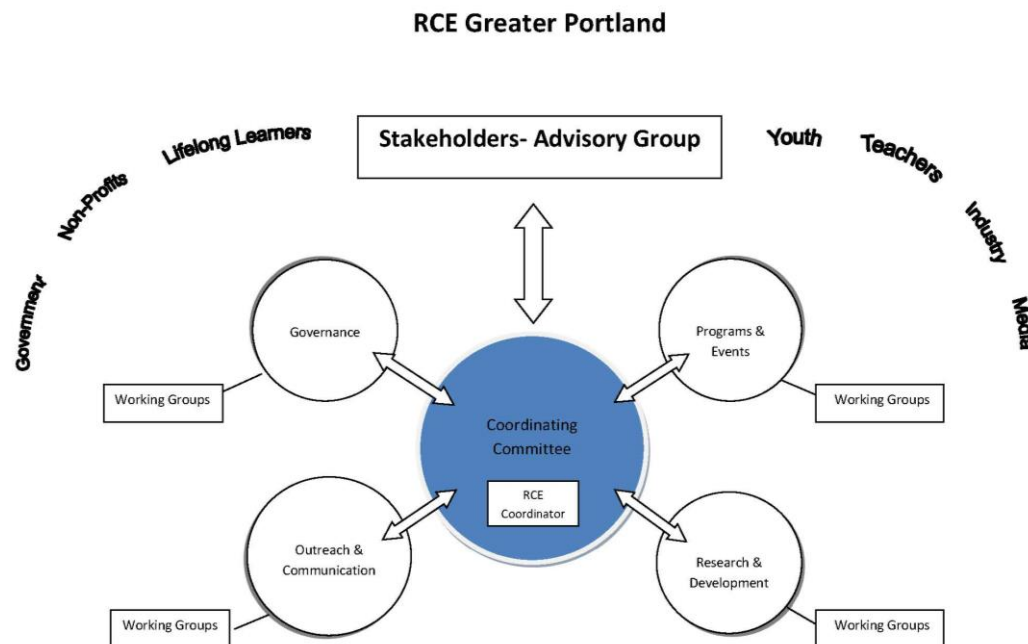
2016 GAP Commitments

1. Policy: Meet with government officials
2. Transforming Whole Institutions: Partnerships with colleges and industries
3. Trainings and Capacity-Building:
 - ▶ Develop Hope and Resilience Training
 - ▶ Regional Faculty Workshop
4. Youth Engagement:
 - ▶ K-12 and College Student Networks
 - ▶ Pen Pal Program
5. Sustainable Communities:
 - ▶ EcoChallenge
 - ▶ Volunteer Projects

Governance Structure

We strive to organize GPSEN as an inclusive network, inviting all stakeholders and partners to find ways to engage, provide input on policies and projects, and develop innovative means and resources to support the sustainability education missions of their communities and organizations. Through our Board of Directors (aka Coordinating Committee), subcommittees, and working groups, we will implement action plans as efficiently and collaboratively as possible.

To achieve the goals and objectives outlined above, we have developed the following list of proposed programs and activities, organized according to the time frame in which we plan to implement them. Activities are categorized as existing and ongoing, short-term (within six months), medium-term (within a year) and long-term (within three to five years). This working document represents some examples of activities; the list is by no means comprehensive and will be edited to reflect emerging opportunities and priorities. The Board of Directors and our four lead committees, with their specific working groups, will manage the overall communication and convening processes to develop the activities identified to achieve the goals and objectives.



Board of Directors

The Board of Directors for GPSEN, helps shape and facilitate the work of GPSEN. Members of the Board volunteer their time to:

- establish GPSEN's mission, vision, values, goals, and objectives
- create strategic plans to meet the core mission and goals of GPSEN
- attend monthly meetings
- provide input on GPSEN/RCE activities
- help with outreach to increase awareness of the mission of GPSEN in our broader communities
- serve as liaisons between GPSEN and their member organizations
- attend quarterly GPSEN partner and stakeholder meetings
- conduct the overall business of GPSEN through volunteering with a subcommittee and/or working group of interest.

Governance Committee

- Develop organizational structure/internal policies to meet mission and goals
- Engage in strategic planning
- Model ethical governance, including accountability and transparency
- Develop and implement policies on organizational and political advocacy
- Maintain accountability of GPSEN on issues of diversity, equity, and justice as they relate to sustainability education
- Seek out and implement funding opportunities to support staff and project capacity
- Develop strategic partnerships with other regional efforts
- Develop assessment tools that evaluate results of programs and support transparency and accountability
- Assess outcomes and provide public reports

Working Groups

Policy and Planning

Ethics

Grant Development

Assessment

Finances

Outreach & Communications (O&C) Committee

- Develop and implement plans for outreach and partnership development and retention
- Facilitate transparency on GPSEN's goals and actions
- Participate in programs to raise public awareness about education for sustainable development, including presentations and tabling
- Develop clear branding, messaging and marketing materials
- Insure diverse representation, messaging and actions based on social equity and justice
- Influence broader policy development related to education for sustainable development
- Manage listservs, newsletter, social media, and website
- Keep updated calendar/opportunities list for partners/public
- Collect best practices and resources to be shared on website and in newsletters

Working Groups

Partnerships

Regional Outreach

International Outreach

Marketing

Diversity and Equity

Advocacy

Newsletter and Social Media

Website

Database

Programs & Events (P&E) Committee

- Increase sustainability education and training opportunities in the region
- Co-sponsor, organize, and/or promote conferences and workshops
- Foster collaboration and connections among members, including formal and informal educators
- Develop networking opportunities, including socials and symposiums
- Facilitate discussions about regional issues and challenges
- Develop programs for members focusing on professional development and capacity building, including workshops and leadership development
- Empower and mobilize youth in our community
- Set up internship opportunities
- Develop service-learning opportunities

Working Groups

Events

Professional Development

K-12 Youth Network

College Student Network

Civic Engagement

Internship Program

Research & Education (R&E)

- Support efforts to advance research in our region, on sustainability issues
- Identify existing research
- Promote collaborative research opportunities
- Promote and help disseminate research
- Work with Outreach team to keep research visible on website
- Research and post best practice tools on website
- Promote and share curriculum development
- Offer forums for innovation through our Think Tank
- Facilitate articulation agreements between institutions

Working Groups

Research Projects

Curriculum Development

Think Tank

Fellowship Program

Articulation

Sample Action Plan

Goal 1. Continuously build and maintain a vibrant and diverse regional cross-sector network of individuals and organizations advancing education for sustainability together

Objective A. Establish partnerships that facilitate inclusive and culturally diverse participation and collaboration across sectors and organizations

Project	Tasks	Committee/ Working Group	Lead	Partners/ Resources	Outcomes/ Indicators	Assessment	Timeline	Status
Create an outreach plan		O&C					Dec 31	
Update partnership list quarterly and analyze for inclusivity and cultural diversity		O&C						
Update GIS stakeholder map, on website, quarterly		O&C						
Establish a renewal and reminder system for partners		O&C						

RCE Greater Portland Achievements

Achievements for 2015-2016

- 1) Governance development:
 - a) Engagement of committees and working groups in developing annual goals and objectives
 - b) Completion of a SWOT analysis at our Board retreat
 - c) Grant-writing through our Development Committee
 - d) Establishment of our new partnership model, with partner fees collected via our website.
 - e) Publication of our RCE Governance Structure research
 - f) Selection and orientation of new Board Members
- 2) Innovative cross-sector partnerships and projects that support transformative education and research:
 - a) Think Tank gatherings
 - b) Establishment of Fellows Program
 - c) 4th year participating in NWEI's EcoChallenge
 - d) AASHE webinar on SDGs
 - e) Kim Smith attended the ESDG conference, in India, identifying how education can help achieve the SDGs
 - f) Indigenous Wisdom and Sustainability Consciousness Event
 - g) Earth Week events at regional colleges and universities: speakers, films, and an art exhibit on plankton
 - h) Development of Hope and Resilience training modules, with ecopsychologists, funded by PSU and PCC
 - i) College Student Network research project, led by interns
 - j) Kim Smith serves on AASHE's Board of Directors
 - k) Heather Spalding sits on AASHE's Advisory Council
 - l) Collaboration with AASHE, US Partnership for ESD, EAUC, and ACTS to measure SDGs for Global Alliance
- 3) Media and Outreach:
 - a) GPSEN website created and managed by a computer science student intern and GIS student
 - b) Management of MailChimp listserv
 - c) Bi-weekly newsletter, edited by a student intern
 - d) Resources and events shared on GPSEN's Facebook page
 - e) Outreach committee meetings on marketing materials and partnership development
 - f) Meetings held with potential partners
 - g) Interview on KPSU's Shades of Green Podcast
- 4) Grant funding received to support:
 - a) Increased diversity in leadership in environmental education, from Metro
 - b) Development of Hope and Resilience training, from PCC
- 5) Professional development opportunities and summits for ESD students, educators, and providers:
 - a) GoGreen Business Conference (co-sponsor and attend)
 - b) Workshops and presentations on ESD and campus sustainability at the AASHE conference, in Minneapolis
 - c) Earth Care Summit (outreach and attend)
 - d) Oregon Higher Education Sustainability Conference (co-sponsor, outreach, tabling, and presentations)
 - e) Global Sustainable Self Conference (book in progress, with Oxford University Press)
 - f) Sustainability Curriculum Consortium webinar on SDGs
 - g) Hope and Resilience workshops for college network at PSU and Oregon Department of Environmental Quality
 - h) Regional Faculty Sustainability Training

- 6) Events and opportunities for networking, idea-sharing, and policy discussions:
 - a) 3 stakeholder meetings
 - b) UN Day and the Launch of the SDGs, with partners, at the World Forestry Center
 - c) Attendance by partners at the AASHE conference
 - d) Human Rights Day- Education as a Human Right
 - e) End-of-year party and awards ceremony, at Northwest Earth Institute
 - f) Meetings with regional leaders
 - g) Attendance at partner fundraisers
 - h) Meetings with PCC's Sustainability Leadership Council
 - i) Poster presentations at PSU Sustainability Celebration, intern Irene Bailey honored
 - j) Screening of "Gambling on Extinction" movie for World Environment Day, with partners

Achievements for 2014-2015

1) Governance development:

- a) Engagement of committees and working groups to develop objectives and annual plan, via two facilitated retreats
- b) Creation of a Development Committee to write grant applications and establish our new partnership model, as a non-profit.
- c) Program Review from a Project Management class
- d) Research on RCE Governance Structures, with Kyoko Shiota

2) Innovative cross-sector partnerships and projects that support transformative education and research:

- a) Creation of a Think Tank
- b) Native American Talking Circle
- c) Development of questions for International Society of Sustainability Professionals (ISSP) certification test
- d) Earth Week events at Portland Community College
 - Indigenous Wisdom Lecture by Ilarion Mercurieff
 - GPSEN ESD presentation
 - Earth Day Fair
- e) Development of sustainability modules with Heroic Imagination Project
- f) Creation of College Student Network
- g) Participation in NWEI Eco-Challenge
- h) Kim Smith serves on AASHE's Board of Directors
- i) Collaboration with US Partnership for ESD to write U.S. Report on ESD and Global Action Programme

3) Media and Outreach:

- a) New GPSEN website created with a student intern
- b) Management of MailChimp listserv

- c) Update monthly newsletter with student intern
 - d) GPSEN Facebook page
 - e) Meetings with Outreach committee
 - f) Over 60 meetings with potential partners
- 4) Grant funding received to create an ESD Asset Map
- 5) Professional development opportunities and summits for ESD students, educators, and providers:
- a) Attendance at the 9th Global RCE Conference, in Okayama, Japan
 - b) Earth Care Summit (outreach and attend)
 - c) Economics of Happiness Conference (co-sponsor, outreach, tabling, and participants)
 - d) Oregon Environmental Education Association Conference (outreach and presentation)
 - e) Global Sustainable Self Conference (attend, with creation of a Think Tank)
 - f) Eco-Psychology Summit (outreach and presentation)
 - g) GoGreen Business Conference (co-sponsor, outreach, tabling, and attend)
 - h) Lewis & Clark Environmental Symposium (outreach and presentation)
 - i) Civic Engagement and SDGs webinars for AASHE (outreach and presentation)
 - j) ESD Workshop at AASHE conference, with Charles Hopkins and Philip Vaughtner (outreach and presentation)
- 6) Events and opportunities for networking, idea-sharing, and policy discussions:
- a) Quarterly stakeholder meetings
 - b) Meetings with local, regional and national politicians, with support from Charles Hopkins
 - c) Attendance at partner fundraisers
 - d) Meetings with PCC's Sustainability Leadership Council
 - e) Co-host release of "Planetary" movie, with Hosteling International
 - f) UN Day and the Launch of the SDGs
 - g) Attendance by Kim Smith at the RCEs of the America's meeting in Grand Rapids, Michigan, in August, 2015.
- 7) Community projects and service-learning: Participation of 11 students and community members in Hands on Greater Portland's E4 Sustainability TeamWorks service team, with 6 different educational and service events.

Achievements for 2013-2014

- 1) Governance development: Engagement of Coordinating Committee, subcommittees, and working groups to develop bylaws, objectives and annual plan, and grant applications
- 2) Innovative cross-sector partnerships and projects that support transformative education and research:
 - a) Coalition for a Livable Future's Regional Equity Stories Exhibit
 - b) Center for Civic Participation's Social Equity and Justice Forum

c) Co-sponsored Earth Week events at Portland Community College:

- Wisdom of the Elders Film Release
- GPSEN ESD presentation
- Sacred Art Studio's Interactive Art Mandala

3) Outreach and Social Media:

- a) GPSEN website, listservs, and newsletter created, with monthly updates
- b) Logo development (with support from PCC graphic design students and an artist)
- c) New GIS map of partners (thanks to a PCC student intern)
- d) Development of FAQs list on website
- e) Creation of Facebook page and Twitter account

4) Grant funding received to create an ESD resource catalogue, with curricula, research, literature, professional development providers, and program evaluation tools

5) Professional development opportunities and summits for ESD students, educators, and providers:

- a) Attendance at the 8th Global RCE Conference, in Nairobi
- b) Coalition for a Livable Future's Regional Equity Atlas training
- c) PSU's Social Sustainability Colloquia: GPSEN presentation and session on Hands On Greater Portland
- d) High school student presenters with the International Virtual Youth Conference
- e) Planning for October AASHE conference

6) Events and opportunities for networking, idea-sharing, and policy discussions:

- a) Quarterly stakeholder meetings
- b) 6 networking socials
- c) Meetings with politicians
- d) Attendance at partner fundraisers
- e) Collaboration with US Partnership for ESD
- f) Attendance by Kim Smith and sustainability outreach consultant, Jamie Stamberger, at the RCEs of the America's meeting in Mexico, in July 2014.

7) Community projects and service-learning: Participation of 12 students and community members in Hands on Greater Portland's E4 Sustainability TeamWorks service team, with 6 different educational and service events.

8) Public awareness and outreach campaigns:

- a) Press releases
- b) Outreach meetings and RCE presentations with partners
- c) RCE Launch Celebration
- d) RCE Coordinator Kim Smith's summer tour of RCEs in Europe and meetings with UNESCO and ESD consultants

You can view our full Annual Reports on our website: gpsen.org. Please help share our story and the power of collaboration and collective impact.

Become a GPSEN Partner

GPSEN has grown into a robust, collaborative organization that increases education, training, and public awareness for sustainability across the greater Portland region. We develop partnerships and co-create outreach tools, curriculum, trainings, and events, while encouraging transformative ideas, research, and practices. Our regional, national, and international impact has evolved, expanding beyond current staff and volunteer capacity. Many GPSEN partners have generously provided funding, in-kind donations, and staff support during our incubation period. We now need your support to move to the next stage and invite all stakeholders to become GPSEN partners to help create a sustainable future together.

Partner Benefits:

GPSEN provides networking tools, training opportunities, sustainability curriculum, research, and other resources that raise individual and organizational capacities to build a sustainable future in the greater Portland region and beyond.

Benefits for all partners include:

- Tax-deductible donations per 501(c)(3) non-profit status (Tax ID# 47-2910251)
- Participation in partner meetings
- Opportunities to serve on working groups and committees
- Discounted rates at GPSEN events
- Networking opportunities through GPSEN and partner connections
- Recognition and participation at regional, national, and international conferences
- Capacity-building support
- Student internships
- Opportunities to collaborate on regional, national and international research and initiatives
- Project and program development support
- Potential for grants and/or letters of support for partner projects and initiatives
- Invitations to co-sponsor GPSEN events
- Training and professional development opportunities

Additional Benefits for Contributing Partners:

- Promotion of events, news, and resources via GPSEN newsletter, calendar, website, and social media
- Recognition as a partner on GPSEN website
- Tabling opportunities at GPSEN events

Further benefits for Sustaining Partners:

- Listed as a Sustaining Partner, with logo displayed on the GPSEN website
- Priority tabling location and enhanced exposure at GPSEN events
- Additional opportunities for news spotlights in GPSEN newsletter and on website
- The knowledge that your level of support facilitates inclusion for other organizations

To become a partner, all individuals and organizations must align with the GPSEN mission and support collaborative efforts to promote sustainability within the region.

Partnership Levels:

Individual Partners

- Sliding scale up to \$30
- \$15 for students
- Dues can be waived or reduced for in-kind donations to GPSEN

Contributing Partners

Dues vary according to organizational sector and revenue (\$50 - \$5,000 sliding scale)

Private

- Small businesses: \$50-100
- Large businesses: \$250 per \$1 million in annual revenues with \$5,000 max

Nonprofit

- \$50 minimum; \$100 per \$1 million in annual revenues with \$5,000 max

Educational Institutions (FTE=full-time equivalent)

- K-12 Schools
 - o < 250 FTE: \$250 - \$499
 - o 250 - 999 FTE: \$500 - \$999
 - o 1,000- 4,999 FTE: \$1,000 - \$4,999
- 2-yr. Institutions
 - o < 5,000 FTE: \$300-\$599
 - o > 5,000 FTE: \$600-\$4,999
- 4-yr. and Graduate Institutions
 - o 250- 999 FTE: \$500 - \$999
 - o 1,000- 4,999 FTE: \$1,000 - \$1,499
 - o 5,000- 9,999 FTE: \$1,500 - \$2,249
 - o 10,000- 19,999 FTE: \$2,250 - \$3,499
 - o >20,000 FTE: \$3,500 - \$4,999

Public Agency (Advocacy follows non-profit rules)

- \$100 - \$1,000 for small agencies (<\$150 million budget)
- \$1,000 - \$3,000 for medium agencies (\$150-250 million budget)
- \$3,000 - \$5,000 for large agencies (>\$250 million budget)

Partner Exchange Option available at Contributing Partner level.

Dues can be reduced or waived for in-kind donations to GPSEN.

Sustaining Partners

- Provide significant contributions of financial support. Minimum \$5,000 annual contribution
- Three tiers:
 - o Bronze: \$5,000 - \$9,999
 - o Silver: \$10,000 - \$14,999
 - o Gold: \$15,000 and above

Appendix 1

Education for Sustainable Development (ESD) Resources

- 1) Global RCE Network: <http://www.rcenetwork.org/portal/home>
- 2) Sustainable Development Knowledge Platform: <https://sustainabledevelopment.un.org/>
- 3) UNESCO Roadmap for Implementing the Global Action Programme on ESD:
<http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>
- 4) Education as a Driver for the Sustainable Development Goals (see recommendations): <http://ceeindia.org/esdg/>
- 5) Higher Education Sustainability Initiative: <https://sustainabledevelopment.un.org/sdinaction/hesi>
- 6) Sustainability Literacy Test: <http://sulitest.org/en/index.html>
- 7) Association for the Advancement of Sustainability in Higher Education (AASHE):
<http://www.aashe.org/resources>
- 8) U.S. Partnership for ESD: http://www.uspartnership.org/view_archive_path/1
- 9) Greater Portland Sustainability Education Network/RCE Greater Portland: <http://gpsen.org>

Appendix 2

United Nations' Agenda 2030 - Sustainable Development Goals

(Adopted September 25, 2015)

People We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

Planet We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

Prosperity We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

Peace We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

Partnership We are determined to mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

Sustainable Development Goals

Goal 1. End poverty in all its forms everywhere

Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3. Ensure healthy lives and promote well-being for all at all ages

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5. Achieve gender equality and empower all women and girls

Goal 6. Ensure availability and sustainable management of water and sanitation for all

Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10. Reduce inequality within and among countries

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12. Ensure sustainable consumption and production patterns

Goal 13. Take urgent action to combat climate change and its impacts

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

Target 4.7. 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



Abstract

Education for Sustainable Development (ESD) allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. During the United Nations Decade of Education for Sustainable Development – UN DESD (2005-2014), a broad spectrum of stakeholders in the United States expanded sustainability efforts across schools, higher education institutions, non-profits, government agencies, industries, and faith communities. In November 2014, UNESCO launched the Roadmap for Implementing the Global Action Programme on Education for Sustainable Development (GAP) at the World Conference on ESD in Aichi-Nagoya, Japan, to extend ESD efforts beyond the UN DESD. The UN 2030 Agenda for Sustainable Development (2030 Agenda) and the UNESCO Education 2030 Framework for Action (Education 2030) also address education for sustainable development, in addition to including targets to promote global citizenship education.

In response, the U.S. ESD delegation of American non-governmental organizations, led by the Greater Portland Sustainability Education Network (GPSEN) - a UN University Regional Centre of Expertise (RCE) on ESD - the U.S. Partnership for Education for Sustainable Development, and other key stakeholders, developed a series of recommendations to increase education, public awareness, and training efforts in the United States to foster a more sustainable future.

With the launch of the UN's Sustainable Development Goals (SDGs) in 2015, countries have agreed to establish objectives to meet the 17 SDGs. Goal 4 focuses on quality education, with target 4.7 addressing education for sustainable development (ESD). ESD includes key sustainable development issues through participatory teaching and learning methods that motivate and empower learners to change their behavior and take action, consequently promoting competencies like critical thinking, collaborative decision-making, and innovative problem-solving. The following ESD Roadmap and Implementation Recommendations for the United States of America seeks to engage all stakeholders to advance the GAP's five priority action areas in the United States by advancing policies, transforming institutions, building capacity, empowering and engaging youth, and strengthening our local communities.

Global Action Programme on ESD Priority Action Areas

1. Advancing policy by mainstreaming ESD
2. Transforming learning and training environments through whole-institution approaches
3. Building capacities of educators and trainers
4. Empowering and mobilizing youth
5. Accelerating sustainable solutions at the local level

See details of *Implementation Recommendations for the United States of America* (2015) at:
<http://gpsen.org/wp-content/uploads/2016/05/GAP-Roadmap-Recommendations-Final.pdf>

Appendix 4

Aiming Higher: Tertiary Education Response to the Development of Sustainable Development Goals

Achieving sustainable development requires the recognition and development of relevant competencies, values, skills and approaches in order to think critically and constructively to address the local and global challenges facing society now and into the future. Universities and colleges have substantial influence and reach, with a capacity to fulfill this requirement, particularly given the efforts in place to integrate sustainable development into curricula, research, operations and community engagement efforts. This role which tertiary education can, should, and does play is recognized within The Future We Want, and should also be recognized when developing the Sustainable Development Goals (SDGs).

This document is the result of a collaborative effort amongst colleagues from within the tertiary education sector, with voices from institutions across the globe represented. We ask those who are responsible for developing the SDGs to recognize the role of tertiary education and take this feedback into consideration.

- Educational institutions at all levels need to embed sustainable development throughout the curriculum, with clear sustainable development outcomes and frameworks to support this action in order to reorient workforce training, professions and industry.
- In order to be successful in embedding sustainable development across the curriculum at all levels, it is helpful to have a standard sustainability literacy definition to guide implementation efforts. Once defined, a baseline should be sought regarding current sustainability literacy levels with an aim to double sustainability literacy worldwide by 2020.
- There is a critical need to rethink economic models and focus on the “triple bottom line” to promote healthy economies, communities and ecosystems. Educational institutions can help guide discussions and build knowledge and models to support sustainable development.
- It is essential to recognise the importance of service-learning, living laboratories, internships, and applied research in a student’s formal and non-formal education, coupled with the establishment of holistic educational frameworks focused on inter-disciplinarity, to help create an informed community of active and culturally-aware citizens who can become agents of change to realise the goals and objectives set to reach sustainable development.
- Resources need to be invested in workforce development in facilitating the dissemination of sustainability skills and knowledge throughout the local and global community in order to prepare students to work within sustainable economies.
- Educational institutions, as with business and industry, should have requirements within institutions and accrediting bodies to promote sustainability as a part of the values and strategic plans of institutions that include the holistic engagement of students, staff, faculty, and administrators.
- There is a critical need to increase the awareness of the MDGs, UN programs, and sustainable development within educational institutions, along with government, business and community agencies. Tertiary education can address these goals through the creation of coherent and consistent platforms and curriculum which can guide the education of our students.
- The operational practices of all government, business and industry, NGOs, and educational institutions should be called into consideration, with a need to show how each is addressing issues such as: climate change, disasters and conflict, ecosystem management, environmental governance, harmful substances, and resource efficiency. Tertiary education can help develop the metrics and monitoring of the practices as well as provide the technical training necessary for success in these fields.

- To increase the dissemination of knowledge between developed and developing countries, the UN is called upon to assist in the funding and facilitation of exchange programs for teaching and research staff, as well as students. It is also requested that internships specifically for students be included in this consideration.
- The UN is also called upon to facilitate platforms for the sharing of resources, curriculum and technology transfer, with contributions to this platform reviewed and analysed by educational experts.
- Tertiary education institutions should be included in conversations between corporations, communities, NGOs, and government, and can serve in critical roles on advisory boards for policies and practices. This stakeholder role should be recognized as integral in achieving sustainable development goals.
- The UN is called upon to increase the amount of financial support available for poorer students to assist them in attending tertiary level studies. In the same vein, the UN could facilitate a model of an international revolving loan fund for students and staff of institutions to access to take action towards sustainable development.
- As centers for innovation, tertiary education need further investment to stimulate the development and growth of new models and systems to help transition and transform societies toward a sustainable world.

As institutions responsible for the generation of knowledge, skills, competencies, and life-long learning, it is critical that universities and colleges become recognized and supported for these essential contributions to sustainable development. The SDGs must be developed with an active voice and in a manner that cannot be ignored. The time for rhetoric has passed. The time for definitive action is now.

Developed as a result of a workshop conducted during the 2012 AASHE Conference in Los Angeles, which was attended by individuals from institutions across North America, Australia, South Korea, the Netherlands, France, and the United Kingdom.

Appendix 5: RCE Structure and Governance Survey: An Analysis of Results and Recommendations

April 24, 2016

Kim Smith, Jamie Stamberger, and Kyoko Shiota

RCE Greater Portland

Purpose of the Survey

In recognition of the end of the United Nations Decade of Education for Sustainable Development (ESD) (2005-2014), UNU researchers found many advantages to being an RCE and the contributions they have made to ESD (Fadeeva, Payyappallimana, Tabucanon, and Chokar, 2014). When RCE Greater Portland formed its regional network in 2013, its coordinators wanted to know if there was an ideal governance structure that Regional Centres of Expertise (RCE) on ESD had discovered. With the current acknowledgement of 146 RCEs by the UNU-IAS around the world, there remains a paucity of research on whether a particular form of governance has been identified as most effective. When we asked our RCE colleagues how we should organize RCE Greater Portland, we frequently were told that the model depended on the needs of the community and the resources available and, therefore, RCE governance structures varied. These variations seemed like the perfect opportunity for research and analysis.

This survey was developed to collect information on the varying types of existing RCE governance and management models, for the benefit of self-reflection for existing RCEs and to help inform new RCEs on recommended practices. Using a Survey Monkey tool, RCE Greater Portland leaders, Kim Smith and Jamie Stamberger, designed questions that they found to be core considerations and obstacles to their own RCE development. Given that organizational structures and governance models vary, this survey explores whether there are particular systems, practices, and challenges that RCE leaders think new RCEs should consider to sustain their organizations and enhance engagement.

Survey Results

RCE leaders around the world were asked 10 questions via Survey Monkey to assess their governance structures. Results were collected between November 2014 and September 2015, with 48 surveys received (See Appendix 1). With the help of UNU-IAS Program Associate Kyoko Shiota, the responses have been collated, reviewed, and analyzed, and are now available for our RCE colleagues.

Per survey guidelines, participants were informed that the information would be shared with the RCE community, for the benefit of existing and new RCEs. RCEs are identified by name in some answers, when they were shared, and made anonymous when the material appeared to be more sensitive. Contact information has been removed as well for privacy purposes. We appreciate all who took the time to share their knowledge with us and we hope that these results will offer worthwhile information for the benefit of the UNU-IAS and all RCEs.

1. What type of organization/institution(s) host(s) your RCE? Check all that apply.

Answer Choices	Responses (48)
University	54.17% (26)
None: We are an independent organization; our RCE is not housed within another organization	29.17% (14)
NGO/Not-for-Profit	25.00% (12)
Government	18.75% (9)
Co-operative	6.25% (3)
Business	2.08% (1)
Foundation/Charity	2.08% (1)
K-12 School	2.08% (1)

Comments

- TERI - The Energy and Resources Institute
- RCE Ruhr is a rhizome-structure. The keyholder is atavus e.V.
- Poly centric organization
- City = Municipality
- The hosting rotates through all organizations that are stakeholders
- The Grand Rapids RCE designation was given to the City of Grand Rapids (www.grcity.us) and the Grand Rapids Community Sustainability Partnership ["CSP"] (www.grpartners.org). A new Grand Rapids RCE website is being developed (www.grandrapidsrce.org)
- Our RCE is a voluntary organization made up of multiple partners and typically has only specific projects hosted by particular organizations. In terms of core functionalities, University is likely the best choice for our RCE.
- It is hosted by the GreenOffice of Technological University=UTFPR as a meeting point, but it is NOT connected to the university administrative structure.
- Not sure about the TERM "HOST"...but these are our partners and supporters and from time to time do both HOST and support our events...but they are not the EXCLUSIVE organization that houses RCE Saskatchewan!
- Mauricie Regional Environmental Council and University of Quebec in Trois-Rivières

2. How does your RCE organize its management structure? Check all that apply.

Answer Choices	Responses (48)
Coordinating/steering committee	75.00% (36)
Part of regular job duties at the host organization	45.83% (22)
Working groups	39.58% (19)
Support staff	22.92% (11)
Executive director(s)	16.67% (8)
Voting members	14.58% (7)
Board of Directors	12.50% (6)
Non-voting members	8.33% (4)

Comments

- We work in partnership with a university, who co-partnered with us to submit the application for RCE recognition. We have established a coordinating committee to oversee our activities.

- Heads of research and training, partnership and collaboration, informal and nonformal activities, communication and outreach, project and program etc.
- [We] do not have individuals with specific responsibilities to carry out this work. All work and funding requires shared resources.
- Projects are taken on by specific organizations with these managed in a modular way. A general facilitation group with working groups on specific themes and projects (such as our recognition event) and (co)-coordinators for these group do the main work.
- Committee structure with a chair.
- Some of our Steering Group have time allocated as part of their routine job, others 'find' the time where the work of the RCE is consistent with their paid employment, others have to make the time outside of their paid employment. It's a mix, and very challenging.

3. What is the funding model of your RCE? Check all that apply.

Answer Choices	Responses (48)
University-funded	43.75% (21)
Private donations	35.42 % (17)
Built in to the operating budget of the host organization	31.25% (15)
Local grant funding	29.17% (14)
Government-funded	18.75% (9)
Private industry	18.75% (9)
Membership fees	18.75% (9)
National grant funding	4.17% (2)

Comments

- At present, our partner university gets a grant for RCE and related purposes. Our organization's funding is through our operating budget.
- There is a cost sharing model for expenses that is supported across the private, academic, and municipal sector as well as a time commitment from institutions
- EU funded
- No funding model exists
- International Funding
- Basically not funded, but handled on voluntary basis, or as part of another organization. Mainly each node in the poly centric network handles their own costs and if a larger activity is undertaken each participant pays.
- There is no specialized funding as such but there are a few facilitations for some outreach activities at the faculty level.
- No funding - people give time and organizations offer venues
- Our RCE does not have any funding from a specific organization. [A university] has given office space but office running expenses is nil.
- Self-funding activities.
- Specific interest group and individuals
- [We] develop funding requirements and sources from [our] members across the public, private, academic, and service sectors. Costs are covered through these shared resources and donations, as well as sponsorships and time release commitments.

- The RCE is not core-funded but funding is provided for specific projects. Individuals contribute their time as individual volunteers or organizational representatives funded by their respective organizations.
- There is a gap here. Every time we plan a new project we have to look for funding from regional organizations and it is quite difficult to get it. Thus we would like to learn about successful funding models.
- None, however most technical resources have come from our Higher Ed members.
- From well-wishers including voluntary support from government and private sectors in kind and in cash. But there is no regular budget from a university as the host or any other organization for that matter.
- The FUNDING is ACTIVITY SUPPORTED by the various funders for various activities. Sometimes they fund their own research and we facilitate the partnerships.
- [Our] RCE is not funded at all, per se. The host university has agreed that it is happy to support the Secretariat, and thus funds the administration and co-ordination. For projects, funds have to be found from elsewhere - for example, by building into project bids the necessary resources to conduct added-value, synergistic/ complementary ESD activity. Hence our multi-sectoral stakeholders bring the project funds to the RCE - each project is shared as part of a stakeholder institution's or organization's project portfolios. This is because, in our first few years, the changing national and international contexts in which we operate have operated against [our] RCE gaining sufficient critical mass to support the development of a specific legal entity in its own right.
- We are a recently established RCE. At the moment, the RCE founding partners have all contributed a small amount of their respective budgets to finance a part-time coordinator (1 day per week until the end of March). We are looking into charging membership fees. However, we have much work ahead of us to gather up support for the RCE. Government budget cuts are making things difficult for us right now.

4. What is the staff capacity of your RCE? Check all that apply.

Choices	Paid positions	Volunteer positions	Responses (48)
Office assistants/ Secretarial services	36.11% (13)	63.89% (23)	36
Executive director(s)	37.50% (12)	65.63% (21)	32
Researchers	13.33% (4)	86.67% (26)	30
Academic faculty/staff	10.00% (3)	90.00% (27)	30
Event planner(s)	29.63% (8)	74.07% (20)	27
Project manager	29.63% (8)	77.78% (21)	27
Web administrator	24.00% (6)	76.00% (19)	25
Marketing/Communications	23.81% (5)	76.19% (16)	21
Outreach staff	15.00% (3)	90.00% (18)	20
Membership management	27.78% (5)	72.22% (13)	18
Sponsorship/grants staff	22.22% (4)	77.78% (14)	18
Interns	16.67% (3)	88.89% (16)	18
Accountant	25.00% (4)	75.00% (12)	16
Treasurer	6.25% (1)	93.75% (15)	16
Consultant(s)	0.00% (0)	100.00% (13)	13
Legal counsel	15.38% (2)	84.62% (11)	13
Political advocacy staff	20.00% (2)	80.00% (8)	10

Comments

- The Director role is integrated into the role of Director of Sustainability for the University. There is a paid RCE Coordinator role for which part of their responsibilities is to also coordinate partnerships and engagement for

sustainability at the university. An unpaid chair and unpaid steering group also support the coordination of the RCE.

- Not really sure
- Contract research officer clerk
- As a municipal government, the [city] has capacity for all of the above within existing governance/corporate structures
- Other services are given honorarium.
- All these capacities exist within the university (paid by the university) BUT the RCE resources is not paying for these capacities. The only dedicated staff to the RCE is 3 researchers/project managers
- No staff is employed by the RCE. Also civil servant engaged.
- Translator
- Volunteer core group of 3+
- Integrated in the daily work and on top of the normal duties of the members of staff of the mayor.
- This capacity is in functions/roles, not in Full Time Equivalents (FTEs is 3 to 5, depending on the level of work).
- Student interns are typically paid to work on particular projects through partner groups.
- We are a Committee structure with a chair.
- Only the RCE Coordinator is on paid position. Any other activity or engagement is on a voluntary basis depending on interest.
- Mostly VOLUNTEER functions for various activities...and [a college] is providing financial management and accounting. Other functions are supported on an EVENT specific Basis and sometimes staff is hired to coordinate a particular event (Recognition Event) or students are hired to do research where funding supports this type of sustainable employment.
- All of these functions are supplied by the Chair of the RCE, working to the extent possible within their formal employment role. All other Steering Group members assist, as they submit funding applications, market the RCE, manage projects, organize events, convene working groups, and so on. We have NO paid staff per se. We are able to utilize the skills of up to 4 student interns for periods of 1 - 8 weeks, twice each year for specific pieces of work/research.
- Coordinator (paid position). Partners help out with administrative duties. They are paid by their own budgets.

5. Does your RCE have formal partners/members?

Choices	Responses (48)
Yes	83.33% (40)
No	16.67% (8)

Comments

- 135 organizations and 375 individuals
- 100+
- Seven organizations and their staff
- 43 organizational members
- 10
- More than 50
- 25 partner organizations

- A partnership covenant agreement has been drafted for the RCEs of the Americas. This was an outcome from the recent RCE Americas meeting in Grand Rapids. The Grand Rapids RCE is a working committee within the Grand Rapids Community Sustainability Partnership that has over 250 endorsing partner stakeholder organizations as members
- 10
- 25 organizational partners and hope to have 50 institutional and individual donors plus 500 Green Badge subscribing members
- 55 organizational partners 20 individual members
- The RCE is an essential component of the Healthy Community Cabinet which includes partners from a broad range of community agencies and organizations, including: education, health care, environment and NGO's
- Approximately 5-10 depending on the nature of engagements and projects.
- 9
- 7-8 organizational partners
- Paying members: 15; Non-paying members ~15
- 6 partners
- 5 organizational Partners - 0,5 paid position
- 38
- We have approx 45 organizations/companies and 100 single members.
- Under review but approximately 10 organizational partners
- 3
- 20
- 20 organizations but this fluctuates and 17 individuals
- The GR RCE has many partnerships and working relationships across the public, private, and academic sectors. The collaborations and partnerships are the primary strategy used to accomplish the project work.
- 8 Higher Education partners, 2 cities, representatives from towns in the region, patronage of Lieutenant Governor, approximately 20 as part of RCE Facilitation Group and approximately 100 general members.
- 8
- We have an MOU signed by FOUR of our KEY Institutions of Higher learning. The other various partner organizations, institutions and government departments are less formal yet quite supportive through their project and financial support for a variety of activities/research and events.
- 20
- We have what we call 'stakeholders'. Our RCE is an open network of ESD specialists and those who wish to become more engaged and to build their capacity as we learn together. No one pays a subscription; we all simply work together, with stakeholders leading on those aspects of work which they wish to progress or lead because of their interests / training / experience. Together, our aim is to research, develop and promote ESD so that this learning is at the heart of developing a sustainable Wales. We have different standing 'partners' on our Steering Committee who help guide us regarding policy contexts etc. These have included national government, UNESCO Wales, our HE Funding Council, National NGOs and other universities, among others. We are currently in the process of trying to recruit again from a wider range of sectors, to include business and other sectors that were once on our Steering Committee but have since dropped away as cuts have hit and our national political context has changed.
- At the moment, 7 founding partners continue to work actively for our RCE's growth.
- Approx. 80
- 54 organizational members, 20 individual members, and several additional organizational projects partners

6. Do you request formal commitment of resources or engagement from your partners/members? Check all that apply.

Choices	Responses (48)
Promotion of RCE events	62.50% (30)
In-kind donations (staff time, office resources, meeting space, etc.)	45.83% (22)
Committee engagement	41.67% (20)
Signed Memorandum of Understanding (MOU) or other signed membership declaration	35.42% (17)
Required time commitment	35.42% (17)
Financial commitment	29.17% (14)
No commitment required	20.83% (10)

Comments

- Members [give] their obligations towards achieving the RCE's goals and objectives using their resources.
- Not sure
- The RCE member organizations meet on a regular basis to discuss the key issues and look at opportunities to work in partnership
- We use our partners to help disseminate RCE activities to the public, to take part as members of the 3 Governance Structures namely Advisory, Steering and Working committees.
- Time commitment and Financial commitment are flexible and activity specific
- The RCE is an essential component of the Healthy Community Cabinet which includes partners from a broad range of community agencies and organizations, including: education, health care, environment and NGO's
- Very little commitment required
- We ask partners to assist with in-kind donations and prioritize committee engagement.
- Formal commitments are not required but have been made (as above) in the course of our activities.
- Again, this depends on the /nature/significance of the event and the level of participation that the organization wishes to take other than just financial support.
- Steering Group and Working Group members agree to Terms of Reference, but there are no sanctions if they fall short - we have no authority vested in the RCE at all. Stakeholders are treated as active participants and observers at the same time, depending on their area of interest and expertise. We wish to ENCOURAGE people from all backgrounds and with fresh ideas, as well as to benefit from established ESD experience.
- Individual members 50 EURO per year. Organizational members without own staff 50 EURO per year. Organizational members with own staff 100-2500 EURO per year.

7. What benefits does your RCE offer its partners/members? Check all that apply.

Choices	Responses (48)
Collaboration on events (or tables at related events)	91.67% (44)
Networking and communication opportunities	83.33% (40)
Publicity of partner initiatives	66.67% (32)
Trainings	64.58% (31)
Research opportunities	60.42% (29)
Mentoring	47.92% (23)
Sustainability curriculum	47.92% (23)
Advertisement of grants or grant partnership opportunities	31.25% (15)
Direct funding from your RCE (i.e. RCE grants)	8.33% (4)

Comments

- By being part of RCE Iskandar, partners enjoy point awards. e.g. for local authorities, they can get local authority 'star-rating' points for being involved in events organized through our RCE.
- RCE-Tirupati, India is a recently started organization and has not reached a stage of direct funding
- The RCE is an essential component of the Healthy Community Cabinet which includes partners from a broad range of community agencies and organizations, including: education, health care, environment and NGO's
- Design and implementation of fully regional projects that are more prone to private and EU financing. Please check an example: www.100milarvires.pt (some info in English: <http://www.100milarvires.pt/resultados/relatorios>)
- Networking and collaboration on projects / schemes
- We also offer marketing and promotional opportunities such as radio spots, sharing of sustainability success stories, and postings for members on our CSP website.
- These 'benefits' are usually in the nature of "networking" opportunities and connecting our various partners with the human resource capabilities and capacity building between these same entities
- Advocacy for ESD at project, local, national and international level; visibility of their ESD project work at international level; innovative educational opportunities; real-world learning. Help with sourcing ESD-relevant information.

8. Based on the goals of your RCE, how has your governance/management system led to particular challenges or achievements? For example, does your funding model feel secure and/or has your model facilitated ongoing engagement of your partners? Why or why not?

Challenges (42)

- Being mainly volunteer-run, we have a fair amount of turnover. People are enthusiastic and contribute a great deal and then face burnout or job opportunities which pay fair wages versus having to work pro bono. We are in the process of becoming partner-funded and want to hire a FT director. Transitions are challenging and scary.
- Being funded by the University, activities of the RCE must also be in the best interest of the University therefore it can be seen as too 'University-centric' at times.
- Bureaucracy problem on our partners
- Lack of adequate understanding of what RCE stands for.
- Hard to get everyone to the table in an equal way
- Faculty commitment to RCE activity on top of their work commitment in their respective faculty.
- Funding has been a regular challenge which has constrained regular ongoing activities with partner organizations
- It is based on research and governmental funding
- We are a new RCE, so these do not yet occur. The challenge might be coordination and the regular and active involvement of partners. However, at this early stage, it's not apparent yet.
- Funding resources always remain a challenge, but costs are usually met and shared. Key is to obtain the necessary time commitment from partners.
- It is difficult to include policy makers
- Not in a position yet to specify
- Through the RCE process, the community identified 11 challenges that were then categorized into four pillars: Human Health and Well-being; Environmental Sustainability; Economic Vitality and Civic Engagement/Social Capital

- Due to the full implementation of the Philippines' K-12 Curriculum, our challenge is to continue with the RCE NorthMin's activities with the budget cuts for the next 2 school years.
- RCE activities are collaborated with the funded projects of partners.
- Encouraging partner organizations to come forward and anchor RCE activities
- We are adapting to and learning from challenges as we develop
- Funding
- Financial sustainability is the major challenge (dependence on local government's fees and grants)
- Develop projects.
- New role of universities, how to link science and society
- Members do not most often fulfil their financial commitments, so members take positions that they cannot really manage which impedes the progress of the network
- Funding is always an issue. We need a "BUSINESS PLAN" and operate as such to be sustainable
- We want to be a multiplier
- Very unsecure funding model for larger RCE events.
- No particular commitment from the university, it is based on the decision of the activities at the faculty level.
- No funding thus no admin support
- The main challenge is governance, since it is a network, no member organization feels obliged to take responsibility so most of the time the RCE is inactive because there is no money to host meetings. There then is no commitment on the part of stakeholders.
- Obtaining grant funding for administrative functions from the Partners who are mainly Higher educations or NGO sector representatives.
- Change in the administration of an organization that holds key position in the RCE, transfer and death affects activities adversely. Furthermore when it gets to the turn of a particular organization that organization may not have sufficient office accommodations and facilities to host the RCE secretariat. The internal processes and practices of a particular organization may not be favorable for hosting an RCE.
- Future funding resources and staff commitments
- Changing governments and organizational priorities in relation to ESD create uncertainty.
- Difficulties to have government recognition and consequently official funding
- No funding model as of yet....
- Our main challenge is funding which has grounded most of our activities, we are barely able to conduct our RCE businesses smoothly
- Funding is ALWAYS a challenge and we have looked at developing a business model...but there are philosophical variances in this approach
- Irregular meetings schedule due to lack of time by the main coordinator and other principal officers who often pilot the activities of the organization
- Funding and visibility - we have no legal identity / corpus; a 'network' cannot fundraise so effectively, or gain political support.
- Our funding model is not feasible in the long run. We have to find other sources of funding to keep the RCE afloat. Funding partners want to see the growth of our influence to continue their funding.
- In a range of challenges, the absence of a more effective, visible strong and professional alliance of RCEs, can be a threat for RCEs being there for over 5 years, having committed themselves to societal changes for which we also hold responsibility. RCE's capacity has not yet been unleashed – if this takes too long the credibility of RCEs achieving will be endangered. Fully acknowledging the community expands and therefore has start-ups that have to be cherished in all their diversity, it is the average strength, possible failing efforts and a lack of authenticity in some cases that are a concern. As small examples we refer to Facebook sites presenting 'global' RCE-communities with less than a 1.000 likes or RCE-events with little participants, let alone RCEs listed as such but not within reach of assessing sponsors and other stakeholders. These remarks come from a constructive approach and well-meant concern, a call to improve continuously.
- Too many individual interests. Main funding: each year new applying for local grant, to less engagement of members/partners

Achievements (42)

- We have grown quickly and are seen as a promising collaborative model for our region. We appreciate the legitimacy offered by being acknowledged by the UNU-IAS. Our community needs a solid network to help facilitate projects and initiatives across sectors, so we hope that our RCE can offer those resources.
- Having a paid 0.5 FTE RCE Coordinator enables the RCE to remain active and supporting partner members.
- Collaboration on research
- Facilitates networking and to an extent funding.
- Lots of people are interested
- Institutionalizing work with schools by forming a school club and also creating a local network for ESD.
- Have been organizing an annual youth YUVA Meet since 2009
- Holding a very successful event called "Iskandar Malaysia Sustainable and Low Carbon School Exhibition 2015" in Feb 2015 at University Technology Malaysia.
- An example is the recent RCE Americas conference. The planning for this event came through a class project started at Kendall College of Art and Design. The costs for the conference were shared across various universities.
- We have organized a youth forum and we annexed another partner, Challenge makers
- Not in a position to specify
- Community social marketing campaign to raise awareness of challenges; community awards to recognize organizations that, based on a Healthy Community Lens, were active in supporting the pillars and the Healthy Community Concept
- Currently, the local city administration is a strong partner of the center. Hopefully, the current funding will be added by other research and development grants to augment the delivery of RCE NorthMin's services and programs.
- Several RCE activities have been involved in the funded projects of partners.
- Collaborative projects for ESD in the region
- We are a very small group, but have held several successful events notably a Sustainable Schools Expo last year where we had an attendance of round 500
- Research output and community impact
- Effective regional projects designed and implemented collaboratively and with a regional vision
- Increased communication between partners and external stakeholders. Shared activities, conferences and projects.
- The RCE Graz Styria provides a platform for science-society exchange in research and education
- Members take decisions on equal bases. Concerting on all issues with other members give them a sense of ownership and belonging.
- All achievements have been sustained through Working Groups getting their funding for their research and projects.
- More understanding in the field of ESD
- The nodes are very good in managing and we use the network for communication.
- Opportunity to showcase research and community outreach activities
- We are still going.
- RCE Greater Nairobi now has an official office with a secretariat allocated for its activities. The other achievement is that RCEGN has mounted short courses on Sustainability in the university website
- Self-funding conferences and the successful funding of two interns via the host university in the last 2 years.
- We achieved a cohesive group of operational partners in industry, schools, governmental organizations and societal organizations that are dedicated to the ESD goal and are effective in measurable output and transitions leading to visible change in education.
- Equal opportunity, open access, evenhandedness and fair play, all these led to the success and great [outcomes].

- One primary achievement has been the use of our Blackboard Collaborate virtual technology for use with annual virtual RCE Americas youth conference
- A lack of dependence on specific funds but primary reliance on volunteerism has allowed us to weather regional change.
- Volunteer engagement and cooperation of the partners, which enable the networking, events and projects.
- Many multi-sector projects which are advancing ESD and SD
- Working with learning institutions to reorient ESD pedagogy in their curriculum and advocacy on ESD
- We have managed to operate for 8 years without a FORMAL Business Plan
- Instant decision making that has enabled us to execute quite a good numbers of projects promptly. These have been possible because we do not have to go through a complex approval system before decisions are made
- ESD is contextual of time and space - we can be flexible and responsive, but this lack of clarity and apparent lack of consistency makes the establishment of our purpose and profile very challenging wherever ESD is not well understood. It is important to understand that our AIMS and APPROACHES are consistent, but our ACTIVITY is diverse and not readily understood as coherent - such is a societally-responsive RCE!
- Having a paid coordinator has allowed us to organize a forum on energy efficiency in businesses. We are more present on the ground. Partnerships are being developed.
- See 9: we found this positioning and way of practice works.
- Common understanding of ESD. Knowing of the RCE in the Region. 1200 people get quarterly the RCE Newsletter. Bridging generations of ESD activists. Shared Vision of a sustainable regional development

9. What practices or strategies do you most highly recommend for an RCE to be successful?

Comments (42)

- Building a system that meets the needs of the community has been essential. Facilitating outreach through our newsletter, website, and social media has helped many partners. Taking advantage of community and university programs has helped us build staff capacity, particularly through CTE/TVET courses which have allowed students to participate in internships which help them learn meaningful skills and provide significant support to our RCE.
- An active/ engaged steering group to ensure partners' interests are being kept at the forefront of the RCEs activities
- Reach out to more partners and engage in advocacy
- The Triple Helix Plus concept
- Strong firm support from Vice Chancellor for RCE in University and faculties willing to champion ESD
- Tie ups with government (YUVA Meet is sponsored by the Govt. of India), good sound partner organizations, and focus on issues that are relevant to the target groups
- Funding from UNU
- Clear objectives, good governance, and good communications to the public and intended audiences
- Trustful working relationships and partnerships across the public, private, academic, municipal, and service sectors. Networking and capacity building are key as well as celebration of successes
- Exchange of ideas, research and technologies among the RCEs
- Cooperative and interacting relationship with Partners for implementing the agenda
- Membership, steering committee, multi-stakeholder forum on changing topics, and two employees per million inhabitants paid by the municipality
- Extensive community engagement and involvement and strong, clear leadership
- Collaboration, Communication and Celebration
- Food, Agriculture and Environment Education
- To have formal recognition of the RCE network in the region and to develop a common action plan among partners to raise funds

- Tapping in to people who are passionate about education for sustainable development.
- Think, design, implement, and evaluate collaboratively BUT have a dedicated staff team to take the leadership of the projects, to be the driving force, to make things happen...
- Close co-operation between partners. Common visions and goals.
- Applying a transdisciplinary approach of research and education, providing a flat hierarchy within the team and a lot of potential for individual unrestricted development, being an active part in national and international networks and communities
- It should have as many stakeholders as possible from different domains and levels but there should be a viable lead and host organization to ensure commitment and sustainability
- Frequent (quarterly) gatherings, sessions, keynotes and an Annual Recognition Event
- Good project management, clear funding planning, support of local government
- Work with a rhizome structure
- Be open and welcoming
- To have a created position and budget attached within university systems as part of the outreach program
- Commitment to the concept and wanting to work with others
- Clear governance structure with specific mandate and responsibilities -RCEs should also be set up as sustainability departments or schools in the universities. They can also work well as NGOs not for profits for successful fundraising and performance
- A focus on smaller scale events for distinct issues bringing people together to network (i.e the RCE as a catalyst).
- Networking, Publication of existing or independent projects in the region
- Being independent and full-time active is of strategic importance, as is effecting real change through day to day cooperation in primary transition processes.
- Evenhandedness, locally relevant program and projects, involving the people and communities that are most affected
- Continued use of virtual technology for global connectivity especially with youth; continued passion, service, leadership, and commitment
- Focus on tangible projects that provide energy to mobilize further volunteer contributions while building regional and inter-regional connectivity.
- Multi-sector approaches which not only promote ESD but put SD into practice.
- Advocacy and capacity building/training
- Have a strong formal partnership with formal funding commitments and contracts. DIVERSITY of partners and a variety of support structures (other than just financial) are crucial to success
- Have a central management system that is made up of committed coordinator or patron who has government ties for possible funding influences. The RCE must make projects with instant community impact its focal point. That is only how it can generate funding from both government and sympathetic donors
- Build slowly and with deep, shared understandings of purpose. The rest will follow in good time. Ensure the QUALITY of what you do, not the quantity. Where possible, act strategically, even where small projects are concerned - ensure that you can (and do) vocalize their added value in terms of their strategic contributions and benefits.
- Founding partners should invest a small amount to have a paid coordinator who will find other funding opportunities and organize the RCE's activities. It must be slow, but sure growth.
- In general: being an authentic alliance of a multitude of first-line stakeholders (schools, industry, cities, etc.) effectively cooperating and creating changes that can be showed and validated.
- Stretching regional educational landscapes (multi stakeholder networks), collaboration with local administration, shared vision of a sustainable regional development, paying members with responsibility for the general finance plan, service office with minimum two paid full-time staff for each million inhabitants of the region, working groups, public networking events

Analysis of Core Themes

As is evident from the charts and comments above, there is a great variety in RCE governance structures around the world. In addition, a variety of core themes emerged from the data. The following deserve particular focus and consideration in the management of existing RCEs and in the development of new RCEs. There are likely other themes and questions worthy of analysis, so we hope that this is the beginning of some worthwhile self-reflection and collective conversations.

The majority of RCEs are housed within a university

While universities offer a solid base in higher education, with their access to staff, faculty, researchers, students, and resources, they can inhibit the cross-sector growth of an RCE when perceived by the community to be a university program. This is particularly problematic where “town-gown” dynamics exist and nonformal education partners do not connect with their formal education colleagues. Consequently, the envisioned cross-sector model of RCEs are not able to be achieved as easily.

In addition, there are risks of being “siloeed” within disciplines, departments, or projects. When this type of reductive framing of an RCE occurs, even potential partners within a college or university might not see their work as relevant to the RCE mission. These types of issues are amplified if funding structures are based on particular projects. Unfortunately, this significantly undermines the transdisciplinary ideals of ESD and can limit staff and resource capacity.

The majority of RCEs are coordinated by a steering committee

As one would suspect, there are pros and cons to this model. Having a steering committee, whether in the form of a formal Board of Directors or a collection of stakeholder representatives, allows for diverse input and a sharing of the workload among various committee members. Ideally, a steering committee will be inclusive and allow for voices from different sectors, professional skillsets, and demographic groups to be heard, e.g., administrators, researchers, governmental officials, youth, community members, etc.

On the other hand, without a formal director, whether paid or not, management issues can ensue, particularly in the form of a lack of coordination or burnout of volunteers and committee members, leading to turnover and attrition. A change of coordinators brings another challenge to the activities of RCEs. If coordinators who take over the work of the previous coordinators do not have the same motivation to run RCEs, those RCEs can become inactive. These issues will be explored further, below.

Most RCEs are university-funded, followed by private donations and funds from host institutions

Showing up as a frequent challenge is the question of funding. The data indicate a wide variety of sources of funding, with some RCEs feeling more secure than others, depending on access to enough, sustainable funding. Resource-poor RCEs tend to struggle more than resource-rich RCEs and are often looking for greater support to make their ESD efforts more successful.

A consideration for university or host institution-funded RCEs is whether these resources are embedded in the general budget of an institution or whether they are short-term discretionary funds. The security of an RCE depends on the buy-

in from the institution and investment in its programs. Again, this can offer advantages in the ability to engage in ESD efforts, but there might be an impact if the funding is limited to a narrow definition of ESD, such as being housed in operations and facilities or disciplines such as science, technology, engineering and math (STEM) programs. This siloing effect is a commonly expressed concern that RCEs have, when funded by universities. It is complicated further if they need to align with the universities' missions and academic directions, thus influencing RCEs strategically and/or theoretically in the implementation of their ESD activities, such as indicated in the comment: "Activities of the RCE must also be in the best interest of the University; therefore, it can be seen as very university-centric at times."

In addition, private donations are a fortunate opportunity for some RCEs and might offer long-term commitments, but they also can be variable and time-based, along with having some strings attached and fostering dependency on specific funding sources. These might also come in the form of grants, which require significant staff time to develop, manage, and submit reports. Finding champions that support our ESD missions, such as through private industries, might well be an underrepresented sector, with significant opportunities for funding and partnerships, especially in efforts related to TVET (Technical Vocational Education and Training) and workforce training.

The vast majority of RCEs are volunteer-run, along with the top paid position being an Executive Director

Opinions really vary on whether a volunteer-based or paid-staff model is better. Many RCEs believe that RCEs should be run by volunteers. Volunteer-run RCEs allow for a lot of engagement and buy-in from diverse stakeholders and do not require an RCE to focus on fund-raising work. In the ideal form, all partners or members will have an opportunity to participate and will share the mission and workload across sectors and regions.

On the other hand, the risks in all volunteer-based models are burnout, high turnover, and attrition, especially when the projects extend beyond organizational capacity and volunteers do not feel adequately recognized for their efforts. It is essential for the leaders of RCEs to understand and appreciate the motivations for why their volunteers want to be involved in the RCE and to maximize their enthusiasm and contributions. This also is connected to having adequate ability to delegate tasks, share workloads, and manage volunteers.

Survey results identify some correlation between funding resources and the commitments of staff. This is especially challenging for coordinators themselves to keep their motivations high if they are expected to implement ESD activities, get funds for projects, and coordinate stakeholders and volunteers, if they are not paid and lack discretionary time for the many important tasks necessary to manage an effective RCE network. When RCEs are growing, it is even harder for coordinators to manage the many needs necessary to develop a respected organization focused on the broad and important topics embedded in ESD. As shown in the survey, coordinators usually have other paid jobs, which means that they are also volunteers. Therefore, it can be easily said that maintaining or promoting the work of RCEs can be very challenging if RCEs do not have any paid full-time coordinators.

RCE Greater Portland has struggled with these core questions, as have other RCEs. While volunteers may remain the bulk of the programming and management team, the size of a network and the capacity of the members and partners can influence decisions to professionalize the organization with paid staff. Therefore, the goal to have an Executive Director and paid staff to manage RCE initiatives can both legitimize the status of the work and offer fair compensation for the time involved in effectively managing and completing projects.

The majority of RCEs have formal partners or members

Over 83% of RCEs have formal partners or members, with numbers ranging from 3 to 250 partners, with most being organizational partners and some including individual partners. The average number of partners, based on the comments, is 41. Partnership agreements (covenants, Memorandums of Understanding [MOUs], pledges, etc) appear to increase the commitment of members, legitimizing the relationship with the RCE and expectations for engagement.

The size of an organization will vary based on the population and needs of a region. Honoring the reality that all members of a community are truly stakeholders in ESD, the opportunity to engage more partners and members is always a possibility. The methods in which to do so may vary, however.

The majority of RCEs request promotion of RCE events, followed by in-kind donations, and committee involvement

When considering the expectations of RCEs, the highest percentage of participation comes in the form of cross-promotion, in-kind donations, and committee involvement. These promotional efforts, shared resources, and participation levels make sense, especially within volunteer-run organizations. Even when an organization might not have a lot of money, their capacity is expanded by organizational resources, shared staff time, or volunteer work on committees.

One core task of RCEs, based on UNU-IAS expectations, is outreach. Having a network allows organizations to share their projects and events with each other. Whether this comes in the form of a shared calendar, newsletters, promotional campaigns and/or social media, simply knowing what other members in our communities are doing offers a significant increase in the collective impact of collaborative networks and thus maximizes the value-added benefits of RCEs.

In-kind donations, committee member involvement, and volunteer time also have significant benefits. For example, now that RCE Greater Portland is a formal non-profit (NGO) and can receive charitable donations, these resources have financial value. When writing grant applications, these in-kind donations can be calculated as matching funds. While the valuation of in-kind resources and volunteer time may vary across countries, they indicate a strong commitment from community members and strengthen applications for funding. Such contributions should not be underestimated and would be worthy of further research.

Collaboration is a valuable benefit

A core benefit of having an RCE is definitely collaboration. The most common responses identified the predominance of collaboration of partners on events and networking. Research shows that the power of networks lies in collective impact (Kania and Kramer, 2011). Through leveraging resources, shared missions, and synergies, the sum of the whole can be larger than its parts. Among many benefits, working together increases efficiencies, reduces redundancies, develops opportunities for cross-pollination of ideas, and allows for greater engagement across disciplines, organizations, and sectors. Recognizing how RCEs contribute to the power of collaboration is part of our powerful story and should be highlighted in our regional, national and international efforts.

RCEs need systems that work and support their efforts

It is evident from the survey data and the UNU-IAS research on the accomplishments of RCEs during the UN Decade on ESD (Fadeeva, Payyappallimana, Tabucanon, and Chokar, 2014), that building systems that work and are properly supported are essential to helping us meet the sustainability needs of our communities. When RCEs express that their main challenges lie in a lack of funding and a dependence on volunteers, a pattern emerges that threatens the very foundation and effectiveness of RCEs. When these are combined with bureaucratic barriers, RCEs really struggle.

Given that our individual and collective goals are to succeed in increasing the sustainability of our regions and our planet, it is clear that none of us can do this alone. As Dr. Charles Hopkins, Ubuntu Committee Member, UNESCO Chair in Reorienting Teacher Education to Address Sustainability, and Advisor to the RCEs of the Americas, recommends, we can achieve an enhanced level of success by using collaborative processes such as the Strengths Model (McKeown, 2002). This transformative model highlights several core assertions for how all stakeholders can contribute:

1. No one can do it all; no organization, institution, nor individual can do everything
2. Everyone can do something
3. We need innovative leaders to step forward to build interdisciplinary and interdependent approaches
4. We need policy-makers, funders, and infrastructure to support the work

Therefore, recognizing the challenges that RCEs commonly face can both limit progress and offer a roadmap for identifying opportunities to strengthen our work. Establishing programs, systems, and relationships allow for greater collaboration and the broader facilitation of community engagement, the nurturing of leadership capacity, and the expansion of a much-needed infusion of resources into the development and success of RCEs.

Conclusion

The results of this RCE governance survey paint a diverse and thematic picture of RCEs around the world. Whether reflecting upon well-established or new RCEs, patterns have emerged which indicate that there are structural variables that all RCEs should consider related to advantages or barriers they may face which might enhance or inhibit their success. Recognizing the variations in regional challenges and resources, RCE networks will want to address core governance questions that best meet their needs and fit their capacity to support ESD efforts.

The researchers hope that the survey questions and data offer some insights that can benefit RCEs of all types and models. The findings suggest that there are some governance and structural considerations that can facilitate success or undermine efforts. Whether an RCE is a formal independent organization, or not, has institutional support or paying members, or depends solely on volunteers has an impact on their ability to develop and implement ESD initiatives and projects in their communities. It is evident that having enough organizational resources and tools is key to the ability to achieve our sustainability missions, for the planet, our countries, our regions, or organizations and institutions, and our very selves. Therefore, it is an important goal to establish the resources and capacity necessary to sustain the foundations of a solid RCE over time.

We also discovered that key words like recognition, community engagement, shared visions and goals, clear governance structures, commitments, responsibilities, and advocacy were frequently mentioned by different RCEs. These patterns identify stakeholder needs and good practices for RCEs. They suggest that RCEs can benefit internally from establishing clear governance structures where stakeholders can share common visions and goals, participate in decision-making, contribute in a variety of ways, and feel acknowledged for their contributions. These findings also highlight the external

value of implementing effective outreach campaigns to raise public awareness on ESD, seek technical and financial support from various sectors, including the private sector, and advocate for the integration of ESD into institutional and government policies. Such efforts can have the added benefit of providing better recognition of the contributions that RCEs make, which can then lead to increased funding for staff, operations, and programs, in addition to a collaborative buy-in and sharing of responsibilities and commitments among stakeholders, staff, and the broader community.

The challenges are daunting but are also surmountable. From environmental to economic to equity issues, RCEs are faced with the complex tasks of how to establish and expand partnerships that are embedded in the very sustainability ideals faced by our communities and reflect the purpose of why RCEs were invented in the first place. Truly, as social experiments within regional communities, RCEs offer an invaluable model of multi-sector collaborative networks of individuals, organizations, and institutions who are committed to using education, training, and public awareness to build a sustainable future. With our focus on regional challenges, needs, and resources and our mechanisms based in formal, nonformal and informal education, research, shared governance, and outreach, opportunities lie in our ability to be innovative, learn from each other, and strengthen our ability to achieve our missions. These aspirational goals should not be underestimated.

With the launch of the United Nations' Agenda 2030 and Sustainable Development Goals and UNESCO's Global Action Programme on ESD, the time has never been better nor more important for RCEs to establish themselves from a position of strength. While many of us still struggle with how to manage our programs, reach our regional challenges, and build capacity for the extensive goals we face, locally, nationally, and globally, it is clear that having a combination of an organized governance structure, shared resources and support, and the ability to recruit and maintain partners is necessary if we want to help create a sustainable future. Overall, this RCE governance survey shows that many people are motivated to address sustainability challenges in their regions, but we must determine better ways to sustain our missions, work, and selves, in order to motivate engagement and commitment during this crucial time in history.

References

- Fadeeva, Z, Payyappallimana, U., Tabucanon, M, and Chokar, K. (2014). *Building a Resilient Future through Multistakeholder Learning and Action: Ten Years of Regional Centres of Expertise on Education for Sustainable Development*. United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS).
- Kania, J. and Kramer, R. 2011 (Winter). "Collective Impact." *Stanford Social Innovation Review*, Stanford University: Menlo Park, CA.
- McKeown, R. 2002. *ESD Toolkit*. Available at: <http://www.esdtoolkit.org/> [Accessed 15 May 2015].

RCEs who Participated in the Survey

Name	Website
City of Nuremberg	http://www.nuernberg.de/internet/schulen_in_nuernberg/rce.html
East Midlands, UK	
Grand Rapids RCE	www.grandrapidsrce.org
Greater Eastern Uganda RCE	www.busitema.ac.ug
London RCE	www.londonrce.kk5.org
Porto Metropolitan Area RCE	http://www.100milarvires.pt/
RCE Buea	www.greencameroon.org
RCE Curitiba-Paraná	CRIE - Centro Regional de Integração de Expertise, Curitiba-PR - Brasil
RCE Delhi	www.teriin.com
RCE Gipsland	https://rcegipslandblog.wordpress.com/
RCE Grand Rapids	http://www.grandrapidsrce.org/
RCE Graz-Styria	www.rce-graz.at
RCE Greater Dhaka	www.rcegreaterdhaka.org
RCE Greater Nairobi	www.ku.ac.ke
RCE Greater Phnom Penh	
RCE Greater Port Harcourt	
RCE Greater Portland	www.gpsen.org
RCE Greater Sudbury	www.greatersudbury.ca
RCE Iskandar	
RCE Iskandar Malaysia	
RCE KANO	www.rcekano.8k.com
RCE Kano Nigeria	
RCE Lucknow	www.cceindia.org
RCE Mauricie/Centre-du-Québec	www.cered.ca
RCE Middle Albania	https://www.facebook.com/pages/RCE-Albania/296156000446895
RCE Minna	www.rceminna.com.ng
RCE Munich - BenE München e.V.	www.bene-muenchen.de
RCE Nizhny Novgorod	www.nngasu.ru/str/miepm/projekt/RCE/index.php
RCE NorthMin	www.xu.edu.ph
RCE Nyanza	
RCE Penang	http://www.rce-penang.usm.my/index.php/ms/
RCE Rhine-Meuse	www.rcerm.eu www.opeduca.eu
RCE Ruhr	www.rce-ruhr.org
RCE Saskatchewan	www.saskrce.ca
RCE Severn	http://insight.glos.ac.uk/SUSTAINABILITY/PARTNERSHIPS/RCE/Pages/default.aspx
RCE Skåne	www.rceskane.se
RCE Tiupati, India	www.profrallapalliramamurthi.com (temporary)
RCE Wales	
RCE West Sweden	http://rcewest.se/

Appendix 6: GPSEN OPERATIONS

Meetings

The Board generally meets monthly, on the second Thursday of each month, from 10 am – 12 pm, at the PCC CLIMB Center, until determined, otherwise. Some meetings are replaced by our annual retreat and stakeholder meetings.

An agenda will be distributed in advance of the meeting, with opportunities to submit topics. Agendas include official GPSEN reports, discussion topics, and action items.

More details are covered in our [By-Laws](#) (on our website and below).

Guiding Principles for GPSEN Meetings

Because we value collegial relationships, the voices of our members, and the important work of GPSEN, during meetings we will make every effort to:

1. *Come ready to engage in the meeting.* Arriving on-time, reading over the previous meeting's minutes and current agenda, as well as completing assigned tasks prior to the meeting will help us make productive use of our time.
2. *Stay engaged in the meeting.* We strive to “co-hold” the meeting process and acknowledge that each of us accepts responsibility to be intentionally aware of our own participation. We strive to balance both listening and talking during meetings and will consider ways that we can be involved in the work of GPSEN (subcommittees, etc.). We also agree to conduct meetings within the guidelines agreed upon by GPSEN (i.e. Modified Consensus) and revisit and/or modify these guidelines as determined by the group.
3. *Respect one another in meetings.* We value different experiences, perceptions, styles, and opinions and recognize that these experiences shape our communication with one another as well as our ideas about respect. Therefore, we strive to assume the best intentions of our peers. We will seek to maintain a professional tone with one another and as “co-holders” of the meeting, each of us accepts responsibility to be intentionally aware of our actions and how they may affect others.

Decision-Making

All Board Members have the right to participate in Board deliberations and vote on decisions, when quorum is met. Advisors, Interns and Working Group leaders who attend a Board meeting can advise decisions, but do not have the right to vote.

Modified Consensus Decision Making Process

Quorum – 40% of the Coordinating Committee will constitute a quorum. Input from members not present will be considered during group deliberation, but does not constitute as a vote.

Roles 1. Facilitator 2. Note Taker 3. Committee Lead

Decision Making Process

1. Facilitator states the agenda item (problem, decision, or question)
2. Group confirms time limit
3. Initial thoughts – Use Range of Consensus as a straw poll
4. Discuss pros and cons and identify concerns
5. Facilitator summarizes emerging decision and refines statement
6. Facilitator checks for “Range of Consensus.” If unanimous, record & move on. If not, hear and consider reservations and objections.
7. Will use modified consensus with consensus minus one, if full consensus cannot be achieved.
8. If consensus is impossible within the time frame, take the following steps:
 - If possible, allot additional time for discussion.
 - If not, table the issue until the following meeting for more research and discussion among concerned parties
 - If a decision cannot be tabled until the following meeting, abide by the decision of a majority vote

Additional Facilitation Tools

1. Go-around
2. Small groups
3. List solutions pros and cons

Position of thumb	Meaning
Up	Strongly support or agree with reservation (but don't need to talk)
To the side	Not enthusiastic, mixed feelings; or somewhat opposed. Have questions or concerns; need information; need to talk
Down	Strongly oppose, major concerns, need to talk

Minutes

Minutes will be taken and approved by Board members. Approved minutes will be distributed to all Board Members and posted on our website.

Finances

The Treasurer shall have the overall responsibility for: (a) maintenance of full and accurate accounts of all financial records of the corporation; (b) deposit of all monies and other valuable effects in the name and to the credit GPSEN as may be designated by the Board of Directors; (c) disbursement of all funds when proper to do so; (d) presentation of financial reports as to the financial condition of the corporation to the Board of Directors; and (e) any other duties as may be prescribed by the Board of Directors. More details are covered in the By-Laws.

Partner funds and donations will be collected via our website, through our PayPal account, and be deposited into our OnPoint Credit Union account.

To help document the in-kind support offered by Board members, we ask that you help us keep track of your contributions. Volunteer hours will be entered in our [monthly GPSEN Time Sheet](#) and be counted as in-kind support for grant applications.

Financial Controls Policies and Procedures Statement

This statement is in the review process by the Governance Committee. The final draft will be submitted to the Board of Directors for approval.

Policies

Per recommendations by our Governance Committee and approved by our Board of Directors, we ask Board Members to abide by the following policies.

Political Advocacy Policy

The Greater Portland Regional Center of Expertise (RCE) on Education for Sustainable Development (ESD) is a cross-sector network of organizations and institutions that support and provide sustainability education within the four-county Portland metro region. This includes formal education (e.g., colleges and schools), non-formal education (e.g., organizations, government) and informal education (e.g., the media). In accordance with our mission statement, we are committed to increasing our collective impact to educate for a sustainable future.

We, therefore, will advocate for public policies, legislation, and social change initiatives that support education for sustainable development in the region and beyond. In addition to our support of sustainability education, we may advocate for specific efforts that help support the leadership capabilities, civic engagement skillsets, and program development of members of the RCE and community, in order to help achieve a healthy, just, and thriving region where sustainability education is prioritized and integrated across sectors.

Given the diversity of members of our network, we will strive to be politically non-partisan in our advocacy activities. While not formally taking a side in complex, regional sustainability issues, we will nevertheless aim to facilitate examination and understanding of such issues and encourage dialogue and engagement.

Privacy Policy

Our Commitment to Privacy

Your privacy is important to us. Any use of the information you provide will be used only for the specific purposes of supporting the work of GPSEN and only with the authorization of GPSEN's Coordinating Committee, under the advisement of the Outreach & Communications Committee and Governance Committee.

This policy explains our on-line information practices and the choices you can make about the way your information is collected and used. This policy is available on our website's Governance page and is linked to forms where personally identifiable information may be requested.

The Information We Collect

This notice applies to all information collected or submitted on the GPSEN website, including our listserv subscription form, Engagement Pledge, and sustainability provider map. The types of personal information collected at these pages include:

- Name
- Organization

- Organizational address
- Email address
- Website
- Phone number (optional)
- Comments on specific areas of interest (optional)

Your personal information is used to subscribe you to GPSEN's listserv, so that you can receive our monthly e-newsletter and occasional invitations and reminders about events. We do not share this information with outside parties. We never use nor share the personally identifiable information provided to us online in ways unrelated to the ones described.

The information that you share on the Engagement Pledge is shared with committee chairs, in order to help support your engagement in committees, projects, and participation, as indicated by your preferences.

The information organizations provide to be included as a partner on the sustainability provider map will include the organization's name, contact information, address, and website, with additional information at your discretion. Your organizational address will be used to place you on the sustainability provider map.

Our Commitment to Data Security

Our Outreach Committee will manage resources in appropriate and secure manners in order to prevent unauthorized access, maintain data accuracy, and ensure the correct use of information, as outlined above.

As pertains to social media, if you choose to "Like" us on Facebook or "Follow" us on Twitter, your information will be managed under the regulations and policies of those social media sites.

How You Can Correct Your Information

At any time, you can submit revisions to your on-line information in order to have your name and contact information changed or be removed from our email and/or partner lists. You can do so at:

<https://www.lists.pdx.edu/lists/listinfo/un-rce-esd>

How to Contact Us

Should you have other questions or concerns about these privacy policies, please send us an email at contact@gpsen.org.

Draft of Conflict of Interest Statement

Included below.

Assessment

Annual reports are due to the UNU-IAS each fall. We summarize outcomes from our programs and events to assess how we have achieved our goals and objectives. We also submit applications for global awards from the UNU-IAS and have won two: Outstanding Flagship Project in Community Engagement, for our TeamWorks Project with Hands on Greater Portland in 2014, and Outstanding Flagship Project in Community Engagement and Sustainable Consumption and Production for the NWEI EcoChallenge, in 2015. We are proud of these efforts and will continue to strive for excellence.

BYLAWS

BYLAWS OF A NONMEMBERSHIP CORPORATION

NAME OF CORPORATION: GREATER PORTLAND SUSTAINABILITY EDUCATION NETWORK (GPSEN)

ARTICLE I: PURPOSE

This corporation shall be organized and operated exclusively for charitable, scientific, literary, and/or educational purposes. Subject to the limitations stated in the Articles of Incorporation, the purposes of this corporation shall be to engage in any lawful activities, none of which are for profit, for which corporations may be organized under Chapter 65 of the Oregon Revised Statutes (or its corresponding future provisions) and Section 501(c)(3) of the Internal Revenue Code (or its corresponding future provisions).

This corporation's primary purpose shall be to connect diverse organizations in a collaborative network that multiplies our collective capacity to educate for a more sustainable future.

ARTICLE II: NONMEMBERSHIP

While this corporation shall have organizational and individual partners, this corporation shall have no formal "members," as that term is defined by Oregon law, as allowed by Oregon Revised Statutes §65.137 (or corresponding future sections).

ARTICLE III: BOARD OF DIRECTORS

Section 1. *Duties.* The affairs of the corporation shall be managed by the Board of Directors, also known as the Coordinating Committee.

Section 2. *Number.* The number of Directors may vary between a minimum of four and a maximum of 18 to represent the diverse needs of GPSEN.

Section 3. *Term and Election.* The term of office for Directors (Coordinating Committee voting members) shall be one year. A Director may be reelected without limitation on the number of terms s/he may serve. The Board shall elect its own members using a modified consensus process, except that a Director may not vote on that member's own position. The terms and election of board Officers are separately governed by Article IV, Section 2.

Section 4. *Removal.* In keeping with Oregon law, any Director or Officer may be removed, with or without cause, by a vote of at least two-thirds of the Directors then in office. The Board shall first attempt to reach a modified consensus through discussion before resorting to a two-thirds vote.

Section 5. *Vacancies.* Vacancies on the Board of Directors and newly created Board positions will be filled by the Directors then on the Board of Directors using a modified consensus process.

Section 6. *Quorum and Action.* A quorum at a Board meeting, if these Bylaws prescribe a variable range of Board members, shall be a majority of the number of duly elected board members in office immediately before the meeting begins. If these Bylaws set a specific, rather than variable, number of Directors, then the quorum shall be a majority of the set number of duly elected board members. If a quorum is present, action is taken by modified consensus of the Directors present, except as otherwise provided by these Bylaws. Where the law requires a majority vote of the Directors in office to establish committees to exercise Board functions, to amend the Articles of Incorporation, to sell

assets not in the regular course of business, to merge, or to dissolve, or for other matters, such action shall be taken by modified consensus if possible, and if modified consensus is not possible, by majority vote as required by law.

Section 7. *Regular Meetings.* Regular meetings of the Board of Directors shall be held at the time and place to be determined by the Board of Directors. No other notice of the date, time, place, or purpose of these meetings is required, except as otherwise provided in these Bylaws.

Section 8. *Special Meetings.* Special meetings of the Board of Directors shall be held at the time and place to be determined by the Board of Directors. Notice of such meetings, describing the date, time, place, and purpose of the meeting, shall be delivered to each Director personally or by telephone or by mail, or by telecommunication as provided in Section 9 immediately following, not less than two days prior to the special meeting. Written notice, if mailed postpaid and correctly addressed to the Director at the address shown in the corporate records, is effective when mailed.

Section 9. *Meeting by Telecommunication.* Any regular or special meeting of the Board of Directors may be held by telephone, telecommunications, or electronic means, as long as all Directors can hear or read each other's communications during the meeting or all communications during the meeting are immediately transmitted to each participating Director, and each participating Director is able to immediately send messages to all other participating Directors. All participating Directors shall be informed that a meeting is taking place at which official business may be transacted.

Section 10. *Action by consent.* Any action required or permitted by law to be taken at a meeting of the Board may be taken without a meeting if a consent in writing, setting forth the action to be taken or so taken, shall be signed by all the Directors. A written communication includes a communication that is transmitted or received by electronic means. Signing includes an electronic signature that is executed or adopted by a Director with the intent to sign. An electronic signature may consist of the Board member's typed name.

ARTICLE IV: OFFICERS

Section 1. *Titles.* The officers of this corporation, to be elected by and from the members of the Coordinating Committee, shall be the President, Vice President, Secretary, and Treasurer.

Section 2. *Terms and Election.* The Coordinating Committee shall elect the officers to serve two-year terms. An officer is eligible for reelection for up to three consecutive two-year terms.

Section 3. *Vacancy and Removal.* A vacancy in any office shall be filled promptly by the Directors then on the Board of Directors using a modified consensus process. Removal of Officers will be under the same term as removal of Board members as set forth in Article III, Section 4.

Section 4. *Other Officers.* The Board of Directors may elect or appoint other officers, agents, and employees as it shall deem necessary and desirable. They shall hold their offices for such terms and have such authority and perform such duties as shall be determined by the Board of Directors.

Section 5. *President.* The President, also known as the Coordinating Committee chair, shall be the chief officer of the corporation and shall act as the Chair of the Board. The President shall have any other powers and duties as may be prescribed by the Board of Directors.

Section 6. *Vice President.* The Vice President, also known as the Coordinating Committee vice-chair, shall act as the Chair of the Board on those occasions when the chair is absent or otherwise unable to preside over GPSEN business, and shall have such other tasks as determined by the Board. The Vice President shall work in tandem with the Chair to ensure that GPSEN business is accomplished.

Section 7. *Secretary.* The Secretary shall have overall responsibility for all recordkeeping. The Secretary shall perform, or cause to be performed, the following duties: (a) official recording of the minutes of all proceedings of the Board of Directors meetings and actions; (b) provision for notice of all meetings of the Board of Directors; (c) authentication of the records of the corporation; and (d) any other duties as may be prescribed by the Board of Directors.

Section 8. *Treasurer.* The Treasurer shall have the overall responsibility for all corporate funds. The Treasurer shall perform, or cause to be performed, the following duties: (a) maintenance of full and accurate accounts of all financial records of the corporation; (b) deposit of all monies and other valuable effects in the name and to the credit of the corporation in such depositories as may be designated by the Board of Directors; (c) disbursement of all funds when proper to do so; (d) presentation of financial reports as to the financial condition of the corporation to the Board of Directors; and (e) any other duties as may be prescribed by the Board of Directors.

ARTICLE V: COMMITTEES

Section 1. *Executive Committee.* The Board of Directors may elect an Executive Committee. The Executive Committee shall have the authority to make ongoing decisions between Board meetings and shall have the authority to make financial and budgetary decisions.

Section 2. *Other Committees.* The Board of Directors may establish such other committees as it deems necessary and desirable. Such committees may exercise the authority of the Board of Directors, if given such authority in writing by the Board, or may be advisory committees. Any committee that exercises any authority of the Board of Directors shall be composed of two or more Directors, elected by the Board of Directors by a majority vote of the number of Directors prescribed by the Board, or if no number is prescribed, by a majority vote of all Directors in office at that time.

Section 3. *Quorum and Action.* A quorum at a Committee meeting exercising Board authority shall be a majority of Committee members in office immediately before the meeting begins. If a quorum is present, action is taken by a modified consensus of Directors present.

Section 4. *Limitations on the Authority of Committees.* No Committee may exercise non-delegable functions of the Board, such as authorize payment of a dividend or any part of the income or profit of the corporation to its Directors or officers; may approve dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the corporation's assets; may elect, appoint, or remove Directors or fill vacancies on the Board or on any of its committees; nor may adopt, amend, or repeal the Articles, Bylaws, or any resolution by the Board of Directors.

ARTICLE VI: CORPORATE INDEMNITY

This corporation will indemnify to the fullest extent not prohibited by law any person who is made, or threatened to be made, a party to an action, suit, or other proceeding, by reason of the fact that the person is or was a Director, officer, employee, volunteer, or agent of the corporation, or is or was a fiduciary within the meaning of the Employee Retirement Income Security Act of 1974 (or its corresponding future provisions) with respect to any employee benefit plan of the corporation. No amendment to this Article that limits the corporation's obligation to indemnify any person shall have any effect on such obligation for any act or omission that occurs prior to the later of the effective date of the amendment or the date notice of the amendment is given to the person. The corporation shall interpret this

indemnification provision to extend to all persons covered by its provisions the most liberal possible indemnification – substantively, procedurally, and otherwise.

ARTICLE VII: AMENDMENTS TO BYLAWS

These Bylaws may be amended or repealed, and new Bylaws adopted, by the Board of Directors by a modified consensus vote of Directors present, if a quorum is present. Prior to the adoption of the amendment, each Director shall be given at least two days' notice of the date, time, and place of the meeting at which the proposed amendment is to be considered. The notice shall state that one of the purposes of the meeting is to consider a proposed amendment to the Bylaws and shall contain a copy of the proposed amendment.

DATE ADOPTED: April 9, 2015

We certify that these Bylaws are a true copy of the Bylaws of this corporation.

SIGNATURE BY CORPORATE OFFICER:

_____ Title: Board President

SIGNATURE BY CORPORATE OFFICER:

_____ Title: Vice-President

SIGNATURE BY CORPORATE OFFICER:

_____ Title: Treasurer

SIGNATURE BY CORPORATE OFFICER:

_____ Title: Secretary

A version signed by Executive Board members is available in PDF on our website.

GREATER PORTLAND SUSTAINABILITY EDUCATION NETWORK – GPSEN

CONFLICTS OF INTEREST AND EXECUTIVE COMPENSATION POLICY

PURPOSE

The Coordinating Committee, serving in its role as Board of Directors, shall monitor the transactions between GPSEN and insiders to ensure that any transaction between GPSEN and an insider that is a conflict of interest is fair to GPSEN and does not grant excessive benefit to the insider. The purposes of this policy are to ensure that directors and officers act loyally to GPSEN and that directors, officers, and those who exercise substantial influence over GPSEN do not use their influence to obtain benefits in excess of fair market value in transactions with GPSEN. This policy seeks to ensure that GPSEN maintains high ethical standards and observes state and federal taxation law concerning conflicts and excess benefits transactions.

SECTION 1: DEFINITION OF CONFLICTS OF INTEREST

Definition of Conflict. A conflict of interest arises when an insider described below may benefit financially from a decision he or she could make in his or her capacity as an insider, including indirect benefits to family members or businesses with which the insider is closely associated. A conflict of interest arises in any such transaction between the corporation and an insider, except for:

- transactions in the normal course of operations that are available to the general public under similar terms and circumstances, and
- expense reimbursements to an insider made pursuant to an accountable plan under IRS Reg. 1.62-2(c)(2) or its corresponding future provisions.

Consequences of Conflicts. Some conflicts of interest are prohibited and GPSEN cannot engage in them. Others are permitted but are subject to special procedures set out below to ensure that the transaction is fair to GPSEN and complies with applicable law, regulations, and funder agreements.

Conflicts that Fall Outside of Definition. The board recognizes that this policy may not describe all of the transactions or matters in which an insider or an individual or business closely connected with an insider may engage in a transaction or other matter with GPSEN that creates divided loyalties or the possibility or perception of a conflict of interest or of unfair advantage to the other party. In such case, the board shall determine whether the transaction should be treated as a conflict of interest under this policy or should otherwise be scrutinized.

SECTION 2: DEFINITION OF AN INSIDER

An insider is any of the following persons, family members or entities:

Insider. An insider is any person who is in a position of authority over GPSEN or who exerts substantial influence over GPSEN, including directors, officers, the top management official, the top financial official, other key employees, the founders, and major donors. An insider described in this section remains an insider for five years after his or her influence over GPSEN ends.

Family Members. Family members of insiders are also insiders. Family members include the spouse or partner in a civil union recognized by state law; children, grandchildren, great-grandchildren, whole and half-blooded brothers and sisters, and spouses of any of these people; and any ancestors (parents, grandparents, etc.)

Entities: An entity in which a director is a general partner, director, officer, top management official, top financial official, or other key employee is an insider. Corporations and limited liability companies in which an insider owns more than 5% of the voting power, partnerships in which the insider owns more than 5% of the profits, and trusts or estates in which the insider owns more than 5% of the beneficial interest are insiders.

Other Nonprofits and For-Profits. Another nonprofit or for-profit entity is an insider if:

- one of our directors is also a director or officer of the other entity, and
- we and the other entity are engaged in a transaction that is significant enough that the transaction is or should be approved by the boards of both organizations.

SECTION 3: PROHIBITED CONFLICTS

Loans to Directors or Officers. Our organization cannot make a loan or guarantee an obligation to or for the benefit of any of its directors or officers.

SECTION 4: PROCEDURE FOR PERMISSIBLE CONFLICTS

In order to ensure that permissible transactions with insiders are fair to GPSEN and comply with state and federal laws:

1. *Full Disclosure.* All insiders must promptly and fully disclose all material facts of every actual or potential conflict of interest to the Board of Directors at the time such conflict arises.
2. *Determination of Fairness.* When GPSEN engages in a transaction with an insider that constitutes a conflict of interest, the Board shall handle the transaction as follows:
 - a. *Impartial Board.* The Board shall exclude any insider that has a conflict of interest with respect to the transaction from all discussion and from voting on the transaction. The Board may ask questions of the insider prior to beginning its discussion.
 - b. *Comparable Data.* The Board shall gather appropriate data to ensure that the compensation for each insider is reasonable. In the case of employee compensation packages, the Board shall utilize reliable surveys of compensation for comparable positions or shall utilize data for at least three similarly situated employees in comparable positions. The Board shall not use the employee whose compensation is under consideration to collect comparability data.
 - c. *Documentation.* The Board shall document its decision by keeping written records that state the terms of the transaction and date approved, the directors present and who voted on it, the comparability data and how the data was obtained, and any actions taken with respect to directors who had a conflict of interest with respect to the transaction. The records must be prepared before the latter of the next Board meeting or 60 days after the final action is taken. Once prepared, the records must be reviewed and approved by the Board within a reasonable time.

3. *Identification of Employee Insiders.* When employee compensation packages are established each year, the Board shall identify those employees who are insiders. The Board shall monitor the compensation packages of insiders in accordance with the procedure in this section above.
4. *Reporting Benefits.* When the corporation provides an economic benefit to an insider for the insider's services as an employee or an independent contractor, the corporation shall contemporaneously document the transaction as required by the IRS (generally on an original Form W-2, Form 990, or Form 1099 or with a written employment contract).

SECTION 5: COMPLIANCE WITH THIS POLICY

In order to ensure compliance with this policy:

1. *Annual Disclosure Statement.* The officers, directors, and key employees shall each year disclose interests that could give rise to a conflict of interest under this policy. Such disclosure shall be made on the Disclosure and Acknowledgment attached to this policy and shall be filed with the Secretary or the Secretary's designee.
2. *List of Potential Insiders.* On an annual basis, the Secretary of the corporation or the Secretary's designee shall develop and maintain a list of insiders who engage in or are reasonably likely to engage in transactions that constitute conflicts of interest with GPSEN during the year.
3. *Ongoing Disclosure Obligation.* Officers, directors, and key employees shall have an ongoing obligation to notify the Board promptly of interests that subsequently arise that could give rise to a conflict of interest under this policy.
4. *Monitoring by Secretary.* The Secretary or the Secretary's designee shall monitor and enforce compliance with this policy by reviewing the list of insiders and the Disclosure and Acknowledgment forms each year and by bringing potential or actual conflicts to the attention of the President of the Board. The President shall disclose conflicts to the Board as they arise and ensure that the procedures in this policy are followed.
5. *Conveyance to Executive Director.* The Secretary or the Secretary's designee shall convey the list of insiders identified above to the Executive Director and shall instruct the Executive Director to notify the Board if the Executive Director or any employee plans to engage in a transaction with an insider that constitutes a conflict of interest, including pay or reimbursement for business or travel expenses of the insider and/or members of the insider's family not made pursuant to an accountable plan under IRS Reg. 1.62-2(c)(2). If so, the Board shall monitor the transaction to ensure that it complies with the procedure in Section 4 above.

SECTION 6: DELEGATION TO COMMITTEE

The Board may delegate its responsibilities under this policy to a committee of the Board. The committee shall comply with this policy and shall report its decision to the Board in a timely fashion.

Signature: _____ Printed Name: _____

Title: _____ Date Adopted: _____

Board Member Commitment

I, _____, understand that as a member of the GPSEN Board of Directors, I have a legal and ethical responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.

As part of my responsibilities as a board member:

1. My behavior as a board member will be consistent with the values and mission of the organization.
2. I will align with the organization's goals and objectives, represent the organization, and act as an ambassador to advance partnerships and collaboration.
3. I will attend at least 75% of the Board meetings and be prepared in advance with Board materials, including reviewing minutes and agenda, plus preparing reports.
4. I will serve on a minimum of one Board committee and attend committee and working group meetings for which I have signed up.
5. I will strive to notify the Board President or committee lead in advance when I am unable to attend a Board or committee meeting.
6. I will submit events and/or resources to be included in our newsletter and/or social media and will read our GPSEN newsletter and social media to stay current on opportunities.
7. I will try to attend GPSEN-sponsored events when possible.
8. Each year I will help secure financial or in-kind resources to support GPSEN. I will set an annual goal for the level of type of support I will contribute. (See Resource Development section at the end of this form).
9. I will act in the best interests of the organization, and excuse myself from discussions and votes where I may have a conflict of interest.
10. I will stay informed about the activities and current issues of GPSEN. I will ask questions and request information. I will take responsibility for making decisions on issues and reviewing policies and financial statements.
11. I will work in good faith with staff and other Board members as partners towards achievement of our goals.

In turn, GPSEN will be responsible to me in several ways:

1. I will be sent an agenda and materials five days prior to the Board meeting.
2. GPSEN will provide a new Board member orientation and annual opportunities for training related to non-profit board service.
3. Other Board members and staff will respond in a straightforward fashion to questions that I feel are necessary to carry out my fiscal, legal, and moral responsibilities to this organization.
4. Other Board members and staff will work in good faith with me towards achievement of our goals.
5. If the organization does not fulfill its commitments to me, I can call on the Board President and/or Governance Committee Chair to discuss the organization's responsibilities with me.

Resource Development Section

The purpose of making a resource development commitment is to bring more clarity to each Board member's expectations. Participation on the board is not contingent upon whether a Board member meets this personal goal in any given year. Resource development is defined broadly to include direct donations, help soliciting donations from others and/or in-kind support.

My annual resource development goal for the fiscal year 2016-2017 are:

Select from options below or add your own. Feel free to choose one method of support or multiple methods. The type and level of support is at the Board Member's discretion, there is no minimum expectation.

- ☐ Join GPSEN as an annual Partner, either as an Individual or as a representative of an organization.
- ☐ Personal gift to the organization in the amount of \$_____ (may be in the form of donation, stock gift, and other methods).
- ☐ Assist with solicitation of individuals or other companies/organizations to contribute to GPSEN (gifts, grants, tickets, tabling, or appeals at events). I estimate my solicitations will secure \$_____ to support GPSEN
- ☐ Donation of in-kind services as follows:

_____ (estimated value \$_____)

_____ (estimated value \$ _____)
- ☐ Other _____

Signed, Member, Board of Directors

Date

Signed, President, Board of Directors

Date

The Board President should sign two copies of this agreement for each Board member. Each Board member should sign both copies, return one copy to the Board president and keep the other copy for reference.