RCE community:
some considerations for the future
62 Acknowledged RCEs
62 RCEs worldwide
• 26 in Asia-Pacific
• 11 in Africa
• 8 in Americas
• 17 in Europe and Middle East

Across RCEs actions
• Formulation of thematic networks
• Starting of the operational working groups
• Promotion of RCE idea and assistance for RCE candidates by established RCEs
• Across RCE projects
• Consolidation of continental actions
Mobilisation of new RCEs

Strategies today
- Candidates approach UNU-IAS or established RCEs for advice
- UNU-IAS approaches prospective candidates
- Established RCEs – alone or in collaboration with regional organisations -- facilitate RCE establishment

What is the best strategy for mobilising RCEs globally?
- Which regions/countries should be of importance?
- Who could take a lead in promoting the RCE concept and support of the candidates?
- How many RCEs would be desirable? And consequently,
- Should we pursue the strategy of expansion of the number or deepening engagement of the existing community of RCEs?
Sustaining the growing RCE community and its vitality after 2014

Need to test feasibility of some actions that would strengthen the RCE community:

- RCEs in Asia, Americas, Africa and Europe coordinating existing RCEs?
- Coordination around thematic networks?
- Coordination around operational issues?
- Knowledge sharing mechanism
- More clearly formulated systems of mentoring and twinning among the RCEs?
- What is the scale of such possible coordinations?
- What is a character of coordination? Is coordination necessary? Who coordinates?
Thematic and operational developments within and among the RCEs

- **Inter-RCE Thematic Networks**
  - Sustainable Production & Consumption, w/ emphasis on food
  - Youth
  - Health
  - Teacher training
  - Biodiversity
  - E-learning

Opportunity to propose additional themes for joint RCE actions

While some of the themes – notably health and SCP – produce joint actions and enjoy continuous communication, some others still need intensive facilitation. (Net)working opportunities in-between annual meetings?
Promotion and recognition

Appraisal of the activities of the RCEs – how to do it?
- Individuals?
- Organisations?
- Projects?
- RCEs?

Who puts together criteria? Who decides? What is the mechanism?
Assessment of the RCEs

- Agreement on self- and peer-assessment
- Should system(s) be process- or result-oriented?
- How can reflexive assessment systems that promote meaningful learning be developed?
Partnerships with legitimate partners and interlinkages with other educational movements

- Links with strategic partners and networks in the area of ESD and SD, e.g.
  - UNESCO schools to become RCEs stakeholders
- International organisations working with thematic activities interesting for the RCEs
- Synergies with other transformative educational movements
Direction of policy work

- Contribution to international and national SD and ESD processes

- Strengthening contribution to the continental and global processes, e.g.,
  - Working with CBD-COP
  - Working with Climate-COP
  - CSD

- Policy work with inter-governmental and international bodies, e.g.,
  - APFED or SEAMEO
  - NEPAD
  - EU

- Do RCEs operate within the framework of national/regional policies or critically challenge established political systems?
Communication

- Need for one global communications strategy? Should not stop each RCE from developing one for itself in keeping with its regional identity.
- A concept paper and draft action plan for communications has been sent to you. Your input is necessary to understand the future direction of communications efforts.
Reporting

- Reporting is only one annual duty – in terms of sharing combined information on the activities
- Large diversity in reaction to the on-going reporting
- What should be reporting? How can the questions give justice for the RCEs work?
- Shall the content of the reports be shared with the world outside the RCE community

- Proposal for a working group on reporting
RCE essentials

- Development of educational materials
- Research
- Training
- Policy work
- Partnerships
Research

- RCE as an experiment in social learning?
- RCEs as problem solving vehicle in a move towards sustainability?
- Through research on RCEs as partnerships for ESD we can report on the results of the RCE movement in the UNESCO global and monitoring evaluation framework?
- Previously mentioned items (coordination, communication, reporting, etc.) could constitute research area