

## SUMMARY REPORT

The 2<sup>nd</sup> Americas Regional RCE Conference took place from 28 February 2013 to 2 March 2013 in Lima, Peru.

Hosted by RCE Lima-Callao, the meeting brought together more than 50 participants from six RCEs across the Americas, in addition to more than a dozen special guests from UNESCO, UNICEF, the government of Peru and other local partners.

The full list of participants can be accessed in Annex 1.



### Opening Ceremony

The Executive Director of RCE Lima-Callao, Teresa Salinas, welcomed participants to the meeting. The Americas Regional RCE Conference was a unique opportunity for the countries of the Americas to come together to help create a framework of action for the region and to better define the role of



education for sustainable development in a number of thematic areas, such as teacher training, the preservation of biodiversity and ancestral knowledge, disaster risk reduction, climate change, poverty reduction and health, among others. By the end of the conference, participants will have hopefully had the opportunity to debate and draft proposals to establish strategic guidelines for the RCEs to the end of the UNU Decade on Education for Sustainable Development (DESD 2005-2014) and beyond.

The President of RCE Lima-Callao, Ivan Rodriguez Chavez, seconded the comments made by the Executive Director, adding that this meeting was a rare opportunity for RCEs in the Americas to meet in person to discuss priority issues for the region. It was not only an opportunity to plan collaborative projects and activities, but also to dream together about ways in which RCEs could create a more sustainable future for all.

Unnikrishnan Payyappallimana, speaking on behalf of the Global RCE Secretariat at UNU-IAS, thanked the organizers and participants of the Regional Conference. He noted developments from the 7<sup>th</sup> Global RCE Conference in Tongyeong, Republic of Korea in September 2012 and the strategic areas of action – specifically research, assessment, capacity development and policy engagement– for RCEs overall in the future. On a regional level, strengthening regional communications, growing the regional RCE network and strengthening regional thematic networks were also key areas of action for the future.

Charles Hopkins, the Regional Advisor to the RCEs in the Americas, highlighted the importance of working collaboratively and democratically, using education, public awareness and training to build a knowledgeable, democratic and sustainable society. He noted the historic difficulties in organizing face-to-face meetings and applauded the work of RCE Lima-Callao in overcoming a variety of challenges and hosting the 2<sup>nd</sup> Americas Regional RCE Conference.

Luis Guerrero, a representative from the Ministry of Education in Peru underscored the importance of changing the behaviors of present and future generations to ensure that individuals have the knowledge needed to deal with sustainability issues such as waste, energy efficiency, climate change. Local governments had the responsibility to provide leadership in this regard and provide guidance on these issues. He noted the value of the current conference in moving towards this common goal and encouraged participants to take advantage of this unique opportunity.

**Lecture: The Pathway to 2020 in the Americas: ESD Foundations, Present Situation and Future Alternatives**



Charles Hopkins (RCE Regional Advisor) gave a short history of the establishment of RCE Lima-Callao and a short history of the ESD movement globally. Moving forward, the RCE community would need to think more about current sustainability challenges and what sustainability challenges might be expected for future generations. The next step would be to figure out how RCEs could work closely with local authorities, the private sector and other key stakeholders to address those challenges in a way that served all interested parties. While no one party could do it all, each member could contribute based on their own expertise. The power of the RCE network was in bringing together these stakeholders in an inclusive, democratic and collaborative manner and helping each member add value in the areas that are most relevant to them. Equally important would be efforts to mainstream ESD and ensure ongoing funding for ESD efforts beyond the end of the DESD. He noted significant success within national education sectors overall when ESD was appropriately and effectively incorporated into Ministries of Education worldwide. He also highlighted the need for focusing on indigenous education and shared information on a new international initiative on indigenous education.

In terms of outcomes of the current conference, Hopkins suggested that a formal request be made so that each country in the OAS would have several RCEs that serve as research centers to explore how ESD can contribute to building a more sustainable region in the Americas. A secondary outcome should hopefully be for “lighthouse” RCEs in the region take the opportunity to meet more regularly, both virtually and in person, to share ideas, share work on projects, exchange learning, disseminate findings and develop joint projects.

Gustavo Lopez Ospina (Forum-Habitat and Complexus Corporation, Colombia) looked back at key innovations in ESD over the previous decades and looked forward to the challenges that lay ahead on the way to 2020. He cautioned against short-term thinking and instead encouraged a long-term approach. Instead of talking in terms of a decade on ESD or a government’s four-year initiative on sustainable development (SD), the 21<sup>st</sup> Century should be known as the Century on SD, a century in which humankind understood the complex relationship it had with nature and thought concretely about ways in which humans should interact with the environment.

Long-term visions and action were not easy. However, there were guidelines that were worth following. More specifically, long-term visions would be more coherent and timely if they were grounded in a pluralistic, broad, flexible social construct, kept free of political creeds or claiming to represent societies evolving amidst breakdowns between generations and changes in individual behaviour. Planning processes around planetary sustainability, which incorporate strategic



thinking, dialogue, action, and policymaking would help create transformative change and a conscious and responsible humanity.

### **Roundtable: The Education of Teachers and the Methodologies for Learning**

Speaking on the roundtable were Maria Callejas (RCE Bogota) and Salvador Garcia (RCE Western Jalisco). The panel was moderated by Angela Reymer (COMIUNESCO).

Maria Callejas (RCE Bogota), using RCE Bogota's own experience as a backdrop, suggested that RCEs take an evidence-based approach to teacher training and education, including self-assessments and rigorous monitoring and evaluation of activities. It would be important to encourage the full participation of teachers in these trainings, allowing them the freedom and opportunity to innovate in their approach to teaching. The whole process must be supported by a framework that is interdisciplinary, integrates a diverse range of concepts, attitudes and values, and is based on a holistic vision that allows all individuals to use their whole being in their work. The process of training through research shows that research is the wide idea that integrates all curricula and provides students the opportunity to learn based on concrete evidence.

Salvador Garcia (RCE Western Jalisco) described his own passion for teaching and his own process of learning how to teach effectively. He demonstrated some of the tools he used by performing a short educational song to a video that had been produced about the local wildlife in the region. Other efforts included the creation of coloring books and other education material that were both entertaining for the learner and also effective at conveying important information. Education is universal and teachers are committed 24 hours a day, seven days a week. That passion creates a bond among all educators and that bond should be used more effectively for sharing ideas that would help educators further improve their efforts.

### **Virtual Presentation: The Main Task of Education during the Next Decade**

Speaking via a virtual link-up, Ervin Laszlo, the Budapest Club founder and a Nobel Prize candidate, recognized the importance of the Americas Regional RCE Conference. The challenge in education is to bring a new view of the world to the younger generation, based on science. Science is a way to understand the nature of life, the nature of the biosphere and the nature of the human being. Such a paradigm is in the process of emerging and must be supported by a new understanding of interconnectedness. In this view of interconnectivity, all things local in fact become local to everyone, as each event is equally relevant to all.





Running through a very brief history of science and logic as it relates to human actions, he noted how this new paradigm where there is an integral connection among all elements in the world would require all systems to be linked. Humanity is not separate from nature but rather an organic part of nature. A person does not have a separate identity from others within their community, other ethnic groups or other countries. Instead our identities are all the same. In closing, he referred to a series of 16 points that outline his theory of a new world in which all people are able to rediscover this feeling of oneness. These points can be found in Annex 2.

### **Lecture: 7<sup>th</sup> Global RCE Conference Follow-up**

Anna Dirksen (UNU-IAS) briefly updated conference participants on the events that had taken place at the 7<sup>th</sup> Global RCE Conference in Tongyeong, Republic of Korea in September 2012. Among the major updates was the drafting of the RCE Declaration on ESD, the inaugural RCE Recognition Award, and the regional and thematic discussions that took place. She also highlighted a number of major events that had taken place since the close of the Tongyeong conference, including the addition of 15 new RCEs, revisions to the RCE Communications Portal, and a new publication on Traditional Knowledge and Biodiversity. Looking ahead, she outlined events that would take place around the UNESCO World Conference on ESD in 2014 and highlighted strategic areas of action for RCEs leading up to that event, namely: 1) The assessment of the RCEs towards 2014; 2) Enhancing capacity building and research activities on identified priority thematic areas; 3) Mapping networks of interest: identifying expert organizations in the region and opportunities for policy advocacy; and 4) Developing an overall plan of action based on the Tongyeong Declaration to feed into wider post-DESD action plan.

### **Experiences and Proposals of the RCEs**

#### *RCE Saskatchewan*

Lyle Benko (RCE Saskatchewan) joined his colleague Jon Yee virtually to provide updates on the work of RCE Saskatchewan. These included updates regarding the Sustainability Education Research Institute, which is the first research institute in Canada to focus on sustainability education. RCE Saskatchewan is also working on the further development of eco-museums that are aimed at the adaptive management of cultural and natural features, providing a forum for crafting shared visions, resolving conflicts, sharing information and coordinating activities. Finally, they detailed an RCE Saskatchewan Recognition Event that would recognize important partners and programmes on ESD taking place in the region.

#### *RCE Bogota*



Maria Callejas (RCE Bogota) provided updates from RCE Bogota, including learning being done on achieving innovative forms of collaboration among universities, colleges, and local and national governments and organizations. Developing autonomy and awareness among individuals and communities so that they are able to contribute to the sustainable development of their communities was another important effort taking place at the RCE. There was also extensive work being done on producing publications, both self-published and as a contribution to academic journals and other outlets. Teacher trainings, initiatives focused on indigenous communities, sustainable consumption and production projects, and a variety of youth initiatives were also among the wide array of activities taking place in RCE Bogota.

#### *RCE Western Jalisco*

Salvador Garcia (RCE Western Jalisco) described a series of competitions and events that were organized to help raise awareness among youth. These efforts were part of a wider effort to improve communications and public awareness campaigns about the RCE, ESD and their role in the region. Developing a network of ambassadors for sustainability both in Mexico among the wider RCE family in the region. Finally he described a hybrid methodology combining popular education with social marketing to help link schools with communities and ESD and SD initiatives. Already there had been significant signs of success from these RCE initiatives, for example the ability of the RCE to tangibly reduce the amount of paper waste in particular target areas. In addition to these efforts, a series of highly effective communication materials including brochures, videos, and songs about sustainable development had also been produced.

#### *RCE Grand Rapids*

George Heartwell (RCE Grand Rapids) described the unique position of RCE Grand Rapids, where the RCE designation was in fact given to the municipality, which allows for strong partnerships to be made throughout the city for the RCE. The Seeds of Promise project was a particularly successful project that empowers people living in a low-income neighbourhood to take responsibility for their own sustainable future. The RCE was also working on corporate social responsibility initiatives and RCE impact assessments, among other initiatives. In closing, RCE Grand Rapids raised two opportunities for partnerships, including the opportunity to participate in a virtual conference for children on water that will be co-organized by RCE Grand Rapids and RCE Rhine Meuse. The other opportunity was around strengthening partnerships towards the end of the DESD and developing a regional plan of action for efforts post-DESD.

#### *RCE Curitiba-Parana*

Ziole Zanotto (RCE Curitiba-Parana) described the history of her RCE, as it was the first RCE established in Latin America. She introduced the RCE's new logo



and its vision statement, focused on fraternity and collaborative efforts. She described work that had been done in the past with other RCEs and important events in history around SD that provided an opportunity to bring the RCE community together. She also described the development of a youth committee of the RCE, which is now in charge of two ESD and environmental education projects, and showcased a series of high quality RCE bulletins that provides updates in Portuguese on the work of the RCEs.

#### *RCE Lima-Callao*

Teresa Salinas (RCE Lima-Callao) noted how young her RCE was, having only been inaugurated in 2010. She described a series of needs the RCE had identified in local society, which reflected many of the same sustainability needs that exist on a global level. She highlighted the vision of RCE Lima-Callao, which was the guiding force behind all the efforts of the RCE and its projects. Some of those efforts were in synergy with the RCE Regional Conference, that being an open forum for citizens, a meeting with the young (organized by the National Secretary of the Peruvian Young and Ricardo Palma University –URP) and the Good Practices Festival on ESD organized by the RCE Lima Callao, the Environment Ministry, Ricardo Palma University and the municipality of Surco, at a friendship park in Lima.

She highlighted the importance for ESD to recover the ancestral Andean Amazon knowledge and promote the knowledge dialogue. In order to do it, the RCE is developing a Diploma on Biodiversity and Intercultural Knowledge, with the collaboration of the German Cooperation GIZ, Ricardo Palma University and it has the support of PENUMA and the Environment Ministry. She indicated this kind of work was difficult and it was only possible with the support of the State and the International cooperation. She also highlighted the integral theory as one of the methodological approaches to create a dialogue between ancestral knowledge and modern science as well as to appropriately integrate them. Overall, the RCE feels a great responsibility to leave a better world for future generations, through ESD.

An education for good living is required, that contributes to make humanity happier and that implies questioning our way of thinking and interacting in the world. RCEs should promote a change of mentality to go from a fragmented thought, still reducing, to an integrative one which addresses the complexity of the social and natural phenomena; where love and solidarity unite humanity to face the global and local challenges. A transformation of the individual, the collective and the relation of men with nature is required.

#### **Theme I Discussion: Commitment to Policymakers – Local and National Governments and RCEs**



Speakers in this discussion included Carlos Rojas (MINAM), Orlanda Velasquez Benites (MINEDU) and Rene Galarreta (SENAJU).

Overall, the discussion brought out important issues related to the importance of having a vision around policymaking and influencing policy in order to create a community with a set of values, sensibilities and attitudes that promote sustainability and well-being for all. Additionally, it was important to look at policymakers not only as potential partners, but also as learners, who also needed to be educated on sustainable development. On a national level, Peru would be celebrating 200 years of political independence in 2021 and that date marked a type of finish line, by which policymakers will have hopefully implemented a series of policies that would protect the country for future generations. On a global level, there were equally important “finish lines” by which action should take place, but in order to reach the finish line, it would be necessary to address issues that existed at the very creation of the ESD movement, especially regarding hot topic issues around terminology, definitions and guidelines. Indeed, discussants suggested that in order to move forward it might be necessary to look backward at key documents such as Agenda 21 and refine these documents to the extent that they need to be refined.

### **Theme II Discussion: Productive Development and Sustainability**

Speakers in this discussion included Norman Christopher (RCE Grand Rapids) and Ziole Zanotto (RCE Curitiba-Parana). The discussion brought new ideas to the debate that had taken place throughout the day, including ideas around the impact of ESD on building key skill sets, from personal and academic skill sets to applied occupational skills and management skills. These skill sets would be key to ensuring that the younger generation was not just knowledgeable on sustainability issues but also had the skills needed to secure jobs that would allow them to more effectively apply that knowledge in their communities. Harmonizing the RCE network in the Americas towards productive development and sustainability through the development of an agreed-upon action plan by RCEs in the Americas could be an effective step forward. In addition to those RCEs, a systemic change would be needed across a variety of sectors, such as the private sector, public sector and, perhaps most importantly, within various media channels.

### **Theme III Discussion: International Cooperation Alliances for the ESD**

Speakers in this discussion included Stephanie Hodge (UNICEF), Guy Castadot (Belgium Development Agency), and Jose Antonio Hernandez de Toro (OEI). It was moderated by Henry Armas Alvarado (COMIUNESCO). The discussion brought out the critical importance of planning across sectors and engaging the wider group of stakeholders in the planning process, from the very beginning. In doing so, it would be important to not lose sight of individuals at the center of the work being done. Indeed, RCEs had a responsibility to bring the idea of





inclusivity and values to the table in its international alliances. The discussants emphasized the need for a framework for action that was flexible and dynamic, encompassing innovation and change while staying conscious of the differences between cultures and interests. In approaching new partnerships with international organizations, it would be important to create clear objectives for engagement, which would be undertaken in a transparent manner. It would also be important to clearly communicate the win-win aspects of engagement and the value added of each partner. In the future, these international alliances would become more and more important as traditional donors experience funding crises and specific opportunities for engagements were discussed, such as opportunities for RCEs to draft and contribute messaging to the post-DESD frame of action. The unique capacity of RCEs to think globally with global partners while acting locally and creating positive change in local communities was also highlighted.

### **Operational Discussion I: Engaging Media**

Speakers in this discussion included Anna Dirksen (UNU-IAS), Ibolya Kapta (Center of Advanced Studies, Ervin Laszlo) and Noemí de Cárdenas Piloto (Cátedra de Complejidad de la Habana). It was moderated by Moshe Dan Furgang (RCE Lima-Callao).

The speakers noted how communication had attained new meaning through digitization and rapid developments in social media. Sustainable development could only be sustained with the development of appropriate values in humankind and so media had an increasingly large responsibility in communicating sustainable development perspectives and messages. If conventional media wouldn't share those messages, the onus of responsibility fell on all of us to create new and innovative channels of communication. In this context, new media holds significant potential, especially in terms of communicating with youth.

The discussion highlighted the need for engaging with various forms of media, and importance of reflecting on experiences and identifying central messages. Anna Dirksen (UNU-IAS) shared a set of four key messages that could serve as the starting point for global messaging on ESD, in the lead up to the end of the DESD and beyond (see Annex 3). Participants were invited to critically reflect on those messages for further consolidation. A question was raised if UNU could create a set of global guidelines for different RCEs who could in turn work with the national university networks and local media for promoting ESD messages. A policy could also be developed to streamline messages from RCEs as there should not be conflicting messages due to diversity of views among the partners.

### **Operational Discussion II: Strengthening of the RCEs**



## **ACHIEVEMENTS OF THE UN DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT**

The DESD has contributed to:

- Insert in the public and private agendas of the countries the importance of an education that contributes to sustainable development in its economic, social and environmental dimensions.
- Promote the citizens awareness of the importance of addressing the social, economic and environmental problems for a sustainable development.
- Promote policies for human development and environmental care.
- Promote the articulation of social actors locally and globally for the organization of conferences, symposia, workshops, projects and activities to enrich the thinking and actions for ESD.
- Promote the support of the international cooperation to projects and activities in the countries.

### **Challenges of the ESD beyond 2014**

- Humankind should understand that we are not separate from nature, but rather we are an organic part of it. A person does not have a separate identity from the rest of the community, other ethnic groups or other countries. Rather, our identities are the same.
- The great task of education is to contribute to a paradigm shift from a fragmented, reduced thinking to an integrative thinking that allows the understanding of the complexity of natural and social phenomena that constitute us.
- It takes an education that leads to good life and makes humanity happier.
- The challenge in education is to bring a new world view to young people, based on an intercultural knowledge dialogue. Science is a way to understand the nature of life, the nature of the biosphere and human nature. The ancestral knowledge carries the ancient wisdom of humanity to care for life.
- Promote ESD to the highest levels of government to take responsibility for carrying out the initiative in a holistic, multi- and trans-disciplinary way, which would cross all ministries including the social and the economic, education, environment and others.



- Give voice to local and indigenous communities. It would be imperative to ensure that these communities have a say in what is taught, in the development of national, regional and school levels.
- Face the changes that are occurring in cities in terms of size, age and behavior of citizens. The cities have to respond to the changing needs of its constituents building an ethical pathway to think the society and the world in which we live in.
- The planning processes around global sustainability that incorporate strategic thinking, dialogue, policy elaboration and action would help create a transformational change and a conscious and responsible humanity.
- Sustainable development can only be achieved through the development of ethical and appropriate values in humankind and therefore the media would have a great responsibility to communicate the messages and perspectives of the sustainable development.
- Create new and innovative communication channels. In this context, new media represents a significant potential, especially in communicating with young people.
- Promote local and global articulation, respecting diversity and scheme joint projects. - Achieve State Policies for ESD, which allow the articulation of actors, scientists, educators, local communities and citizens to contextualize relevant knowledge.
- Articulate the action of international organizations to contribute to public policies in the interest of ESD, make projects, activities, networks, etc.

## **RCEs and the DESD**

- The RCEs have a great chance to think and act globally with global partners while acting locally and create positive change in local communities.
- The RCEs can work closely with local authorities, the private sector and other key stakeholders to address those challenges in a way that suits all stakeholders.
- The power of the RCE network is to unite stakeholders from the formal, non-formal and informal to create synergies in an inclusive, democratic and collaborative and helping each member to add value to the most relevant areas to them.



- The RCE must become research centers to explore how ESD can contribute to build a more sustainable region in the Americas.
- Encourage face to face and virtual meetings more regularly, to share ideas, projects, learning exchange, disseminate findings and develop joint projects.
- Promote the mapping of networks of interest: identifying expert organizations in the region and opportunities for advocating policies.
- The development of a general plan of action based on the Declaration of Tongyeong to nurture a broader plan of action post DESD.
- Articulate global projects such as the Children's Virtual Conference on water which will be co-hosted by Grand Rapids and RCE Rhine Meuse.
- Contribute to the recovery of ancestral knowledge and promote the dialogue with young people who are not only knowledgeable about sustainability but also have the necessary skills to secure jobs that allow them to more effectively apply this knowledge in communities.
- Align RCE network of the Americas towards productive development and sustainability through an action plan agreed by the CER in the Americas.

### **Priority actions for RCEs**

The open discussion on operational issues highlighted a number of key points, including:

1. *Youth*: The RCE meetings shouldn't take place without ensuring that youth from different regions have a place of significance at the table so they are not just treated as the decision-makers of tomorrow but are instead included in the decision-making of today. Making a commitment – including a financial commitment – to bring youth to the table would be a top priority. A further suggestion was made to host a youth conference on ESD with clear action points for them to take from the conference.

2. *Prioritizing Thematic Issues*: It would be important for RCEs in the Americas to identify key thematic areas of focus (e.g. Health, Youth, Sustainable Consumption and Production, etc.) as other regions and the global RCE community as a whole have done. This would help focus and prioritize efforts and would allow for greater opportunities to collaborate with other regions that have similar areas of focus.

3. *Clear Messaging*: There is a need to develop clear, culturally sensitive messaging that the Americas community could use to take forward in their interactions on national and international levels.



4. *United Objectives*: Similarly, it would be important for the countries within the Americas community to move closer to each other to identify common objectives that can be agreed upon by the entire community. This would truly strengthen the RCEs on both an individual and regional level.

5. *Teacher Training*: RCEs could benefit from working together to enhance teacher training networks through municipal, national and regional entities and networks. A collaborative project on Teacher Training could be considered a priority for the region and could follow the lead of the OPEDUCA project from RCE Rhine Meuse.

6. *Continuity of Action*: Noting the tendency for RCEs to get mired sometimes in discussions and debate, it was suggested that RCEs concentrate on moving forward with clear actions.

7. *Collaborative Projects*: While increasing the sharing of information and materials is worthwhile, an even greater step towards strengthening the Americas network would be to launch collaborative projects with each other, even if they only begin as small collaborative actions such as joining each other virtually for conferences and linking stakeholders in the various regions.

### **Workshop on Ancestral Knowledge**

The workshop on Ancestral Knowledge took place in two parts. Unnikrishnan Payyappalimana (UNU-IAS) led the first workshop and gave a brief overview of the history of the RCE network's work on Traditional Knowledge issues. This was followed by updates from each RCE on their local situation. The second workshop was held on the Andean Amazonian Worldview and Traditional Knowledge in Peru. Grimaldo Rengifo (PRATEC) and Abilio Pina Sangama (Morillo Community, Tarapoto Peru) described the significant challenges that traditional communities face in Peru.

Overall, the hope was that authorities would support the recovery and preservation of traditional culture and knowledge, however currently this was not the case. Unfortunately, in many countries, when efforts were made to discover and document traditional knowledge these efforts would all too often lead to exploitation, with multinational companies taking ownership and profiting from that knowledge, without consideration for the local traditional community. Some suggestions from the RCEs for how to prevent these types of actions and better support traditional communities and knowledge were: ensuring prior informed consent, understanding key protocols such as the Bio-cultural Community Protocol that has protections in these situations, documentation of traditional knowledge, locally led or nationally led copyright protection of traditional





knowledge, and ensuring traditional communities are considered key decision-makers among wider partnerships.

### **Operational Discussion III: Open Discussion**

In an open discussion chaired by Charles Hopkins (UNU-IAS), RCEs helped draft a proposal for action that would be sent through the Inter-Agency Committee for the DESD to influence a post-DESD plan of action.

One suggestion was to help governments of the world understand that forward action required a reversal of leadership, where Ministries of Education or of the Environment would no longer hold the responsibility for pushing ESD forward. Rather, Heads of State would need to take on that responsibility and push the initiative forward in a holistic, multi-disciplinary manner, which would cross all ministries including social, economic, education, environment, and others. At the same time, equal efforts were required to bring local community leaders, such as mayors, into the conversation and empower them to take action. While in some countries, action from the top may lead to the greatest results, in other countries, only action at the community level would truly lead to change.

In terms of financial resources, a suggestion was made to implement policies that would ensure that any revenue from mining and oil exploitation in a country must be channeled back into efforts to achieve a sustainable future. However, how education would play a role in these efforts was still somewhat unknown.

The link between education and giving voice to local and indigenous communities was much clearer. It would be imperative to ensure that these communities have a say in what is taught in national, regional and school-based curricula development. Equally important was the need to ensure that teachers themselves were included in those processes. Promoting the development of teacher training modules and certification of teachers in education for sustainable development would also be a key proposal.

On a wider level, detaching the idea of wellbeing from an increase in the amount of goods owned would be an interesting approach. As for tangible, immediate actions each RCE could make, there could be important benefits from leaning on other RCE members to provide letters of recommendation and introductions for other RCEs.

The final text is included in Annex 4.

### **Theme IV Discussion: ESD, Climate Change and Water**

Speakers in this discussion included Erick Pajares (RAP) and Jaime Llosa (RAP). It would be necessary to rethink the whole idea of development and growth and



move people away from thinking about satisfaction at an individual level in the present and moving them towards thinking about it at a collective level and the future. Refining the way individuals think about the environment and individuals was necessary. Humankind needed to be reconnected to themselves and to the world around them. While it is true that the world was facing an environmental crisis, it was also facing a crisis of thinking. Education was critical to change that thinking and must incorporate the importance of strengthening society and social links in order to ensure that the same mistakes were not made again in rebuilding our thinking.

### **Lecture: Empowering Women for Sustainability**

Ibolya Kapta (Center of Advanced Studies, Ervin Laszlo) highlighted the significant difference between ‘empowering women’ versus ‘women empowering themselves’, as one suggested that women needed to be given power and strength whereas the other recognized the inherent power and strength women already possess. A fundamental shift in the way the world’s dominant leaders treated the earth and other human beings was necessary. This shift would need to recognize the value of women, of the environment and of all entities on earth to contribute to a better present and future. She described a new project being launched that would help create organic mentor/mentee relationships between professional women and younger women and girls.

### **Theme V Discussion: Sustainable Cities in the 21<sup>st</sup> Century**

Speakers on this panel included Mayor George Heartwell (RCE Grand Rapids) and Gustavo Lopez-Ospino (Forum-Habitat and Complexus Corporation, Colombia). It was moderated by German Trigos (RCE Lima-Callao). Overall, the discussion highlighted the importance of international standards and protocols. Even if, at the national level, countries were unable to commit to those standards, at the local level empowered community leaders could use those standards and protocols as guidelines for action. The ‘win-win’ nature of sustainability and a city’s other objectives were noted, such as the economic gains that could be made from sustainability efforts like preserving and growing water resources and greening the environment. It was important to note that cities were changing in terms of size of population, age of population and the behaviors of the population. Cities must respond to the changing needs of their constituents by building an ethical way of thinking about society and the world they live in. Change would not come with loud protests and through traditional activism. Instead, thinkers able to find balance among a wide variety of demands would help find solutions. The Americas Regional RCE Conference was an opportunity to start planning for action to that end.

### **Operational Discussion and Conclusion**



The final session of the conference focused once more on strengthening the network of RCEs in the Americas. RCE Lima-Callao and RCE Grand Rapids co-presented a document drafted with a number of RCEs present and with the support of Gustavo Lopez-Ospina (see Annex 5). The document outlined a pledge to create a strong union of RCEs in the Americas that would exist under a governance structure – perhaps as an officially recognized regional NGO - to be determined based on the feedback of RCEs. The document also outlined a series of commitments, such as the RCEs' commitment to inclusivity, equity and innovation and their overall commitment to the promotion of education for sustainable development.

In an open discussion following the presentation of the document, RCEs noted the importance of discussing the issue of creating a more formal union of Americas RCEs especially as it related to critical issues for RCEs, such as fundraising. Some expressed concern around specific words and commitments included in the document. It would also be important to ensure that the creation of any formal group recognized the individuality of each RCE and regional differences. There were also more complex issues that would need to be addressed in the formation of any regional organization, such as how fundraising would operate, how liability issues might be addressed and how decisions might be made. The need for the document to be as free as possible from any politics or political language would also prove important to some RCEs. As such, a framework of action was discussed in which RCEs could slowly work through the issues involved, from a broad level, such as whether a formal network would indeed be worthwhile, down to a more specific level, such as exact wording. In terms of next steps, since there was general support for the ideas behind the document, the plan would be to work on a revised draft of the document in weeks following the close of the meeting.



## Annex 1 Participant List

	Participante	Calidad	Organización a la que representa
1	Charles Hopkins	Ponente	Coordinador de los RCE de las Américas y presidente de la cátedra UNESCO en la Universidad de York, Canadá.
2	Anna Dirksen	Ponente	Universidad de las Naciones Unidas - UNU
3	Unnikrishnan Payyappallimana	Ponente	Universidad de las Naciones Unidas - UNU
4	Ángela Reymer	Ponente	Comisión Nacional de UNESCO - COMIUNESCO / Moderador
5	Iván Rodríguez Chávez	Asistente	Rector de la Universidad Ricardo Palma / Presidente del RCE Lima-Callao
6	George Heartwell	Ponente	Alcalde de Gran Rapids, Michigan USA / Director RCE Grand Rapids, USA
7	Norman Christopher	Ponente	RCE Gran Rapids, USA
8	Salvador García	Ponente	RCE-Western Jalisco, México
9	Jonathan Lee	Ponente	RCE Saskatchewan, Canadá
10	Lyle Benko	Ponente	RCE Saskatchewan, Canadá (participación virtual)
11	Ziole Zanotto	Ponente	RCE Curitiba-Paraná, Brasil
12	Gustavo López-Ospina	Ponente	Foro Habitat - Colombia; director de la Corporación Complexus para el Desarrollo.
13	Teresa Salinas Gamero	Ponente	Directora Ejecutiva RCE Lima-Callao / Directora Ejecutiva IPCEM
14	José Hernández de Toro	Ponente	Organización de Estados iberoamericanos OEI, Director de la Oficina de Perú
15	Guy Gastador	Ponente	Agencia de Cooperación Internacional de Bélgica
16	Eloisa Trellez	Ponente	Agencia de Cooperación Alemana - GIZ
17	Stephanie Hodge	Ponente	UNICEF
18	Pedro Heredia	Asistente	Ex Ministro de Transporte
19	Julio Rojas Julca	Ponente	Viceministro de Poblaciones Vulnerables del Ministerio de la Mujer - MIMP
20	Luis Guerrero	Ponente	Ministerio de Educación: Representante de la Ministra.
21	René Galarreta	Ponente	Secretario Nacional de la Juventud – SENAJU, Ministerio de Educación / RCE Lima-Callao.
22	Ervin Laszlo	Ponente	Fundador del Club de Budapest, candidato a Premio Nobel (Participación virtual desde Italia)
23	Ibolya Kaptá	Ponente	Centro de Estudios Avanzados Ervin Laszlo, Francia
24	Leonardo Alcayhuaman	Moderador	Vicerrector Académico de la Universidad Ricardo Palma
25	Abilio Piña Sangama	Ponente	Líder Comunidad Indígena Murillo, Tarapoto, Perú
26	Palermo Piña Sangama	Ponente	Líder Comunidad Indígena Murillo, Tarapoto, Perú
27	Julio César Castillo	Ponente	Ministerio de Educación: Especialista en educación para el desarrollo sostenible de institutos pedagógicos.
28	Jorge Ishizawa	Ponente	ONG Programa de Tecnología Andina Campesina (PRATEC) / IPCEM
29	Grimaldo Rengifo	Ponente	ONG Programa de Tecnología Andina Campesina (PRATEC)
30	Zoila Ruiz	Asistente	Universidad Nacional de Ingeniería
31	Erick Pajares	Ponente	Red Ambiental Peruana - RAP / RCE Lima-Callao
32	Jaime Llosa	Ponente	Red Ambiental Peruana - RAP / RCE Lima-Callao
33	Enrique Elias	Ponente	Red Ambiental Peruana - RAP / RCE Lima-Callao
34	Moshe Dan Furgang	Moderador	RCE Lima-Callao / Red Ambiental Peruana - RAP
35	Germán Trigos	Moderador	RCE Lima-Callao / Universidad Ricardo Palma - IPCEM
36	Javier Carbajal Mendoza	Moderador	RCE Lima-Callao / Universidad Ricardo Palma - IPCEM
37	Jelmut Oruro Puma	Asistente	RCE Lima-Callao
38	Ricardo Vargas	Asistente	RCE Lima-Callao
39	Enrique Revilla Figueroa	Ponente	Instituto Pedagógico Nacional de Monterrico
40	Patricia Laureano Lizana	Asistente	Instituto Pedagógico Nacional de Monterrico
41	Lourdes Andaluz Walter	Asistente	Instituto Pedagógico Nacional de Monterrico
42	Giorgio Piacenza	Ponente	RCE Lima-Callao
43	Nadia Podleskis Feiss	Asistente	Universidad Ricardo Palma
44	Richard Valdivia Siniegas	Asistente	Universidad Ricardo Palma
45	Tito Meza	Asistente	RCE Lima-Callao
46	Hugo Rengifo Cuellar	Asistente	Colegio Médico del Perú, Presidente del Subcomité medicina tradicional / RCE Lima-Callao
47	Julio Soto	Ponente	Secretaría Nacional de la Juventud SENAJU, Ministerio de Educación / RCE Lima-Callao.
48	Milagritos Heredia	Asistente	Red ambiental del Ministerio del Ambiente del Perú
49	Jorge Anibal Valderrama Bazan	Asistente	Municipalidad Provincial de Cajamarca, Perú
50	Renzo Canzio Murias	Asistente	Colectivo de jóvenes ADAPTA / RCE Lima-Callao
51	Martha Malpica Villamarín	Asistente	ONG CIPRODE / RCE Lima-Callao
52	Thomas Jolly	Asistente	ONG GLOBAL EDUCATION UnitedKingdom / RCE Lima-Callao
53	José Martínez Llaque	Asistente	Universidad Ricardo Palma
54	David García	Asistente	Emprendedores del Sur/ Representante de jóvenes afro peruano Ashanti
55	Edgar Sánchez	Asistente	Universidad Nacional Agraria La Molina



56. Maria Mercedes Callejas      Ponente   RCE Bogota

## **Annex 2**

### **The Main Task of Education during the Next Decades – 16 Points Ervin Laszlo**

1. I am part of the world. The world is not outside of me, and I am not outside of the world. The world is in me, and I am in the world.
2. I am part of nature, and nature is part of me. I am what I am in my communication and communion with all living things. I am an irreducible and coherent whole with the web of life on the planet.
3. I am part of society, and society is part of me. I am what I am in my communication and communion with my fellow humans. I am an irreducible and coherent whole with the community of humans on the planet.
4. I am more than a skin-and-bone material organism: my body, and its cells and organs are manifestations of what is truly me: a self-sustaining, self-evolving dynamic system arising, persisting and evolving in interaction with everything around me.
5. I am one of the highest, most evolved manifestations of the drive toward coherence and wholeness in the universe. All systems drive toward coherence and wholeness in interaction with all other systems, and my essence is this cosmic drive. It is the same essence, the same spirit that is inherent in all the things that arise and evolve in nature, whether on this planet or elsewhere in the infinite reaches of space and time.
6. There are no absolute boundaries and divisions in this world, only transition points where one set of relations yields prevalence to another. In me, in this self-maintaining and self-evolving coherence- and wholeness-oriented system, the relations that integrate the cells and organs of my body are prevalent. Beyond my body other relations gain prevalence: those that drive toward coherence and wholeness in society and in nature.
7. The separate identity I attach to other humans and other things is but a convenient convention that facilitates my interaction with them. My family and my community are just as much "me" as the organs of my body. My body and mind, my family and my community, are interacting and interpenetrating, variously





prevalent elements in the network of relations that encompasses all things in nature and the human world.

8. The whole gamut of concepts and ideas that separates my identity, or the identity of any person or community, from the identity of other persons and communities are manifestations of this convenient but arbitrary convention. There are only gradients distinguishing individuals from each other and from their environment and no real divisions and boundaries. There are no "others" in the world: We are all living systems and we are all part of each other.

9. Attempting to maintain the system I know as "me" through ruthless competition with the system I know as "you" is a grave mistake: It could damage the integrity of the embracing whole that frames both your life and mine. I cannot preserve my own life and wholeness by damaging that whole, even if damaging a part of it seems to bring me short-term advantage. When I harm you, or anyone else around me, I harm myself.

10. Collaboration, not competition, is the royal road to the wholeness that hallmarks healthy systems in the world. Collaboration calls for empathy and solidarity, and ultimately for love. I do not and cannot love myself if I do not love you and others around me: We are part of the same whole and so are part of each other.

11. The idea of "self-defense," even of "national defense," needs to be rethought. Patriotism if it aims to eliminate adversaries by force, and heroism even in the well-meaning execution of that aim, are mistaken aspirations. A patriot and a hero who brandishes a sword or a gun is an enemy also to himself. Every weapon intended to hurt or kill is a danger to all. Comprehension, conciliation and forgiveness are not signs of weakness; they are signs of courage.

12. "The good" for me and for every person in the world is not the possession and accumulation of personal wealth. Wealth, in money or in any material resource, is but a means for maintaining myself in my environment. As exclusively mine, it commandeers part of the resources that all things need to share if they are to live and to thrive. Exclusive wealth is a threat to all people in the human community. And because I am a part of this community, in the final count it is a threat also to me, and to all who hold it.

13. Beyond the sacred whole we recognize as the world in its totality, only life and its development have what philosophers call intrinsic value; all other things have merely instrumental value: value insofar as they add to or enhance intrinsic value. Material things in the world, and the energies and substances they harbor or generate, have value only if and insofar they contribute to life and wellbeing in the web of life on this Earth.



14. The true measure of my accomplishment and excellence is my readiness to give. Not the amount of what I give is the measure of my accomplishment and excellence, but the relation between what I give, and what my family and I need to live and to thrive.

15. Every healthy person has pleasure in giving: It is a higher pleasure than having. I am healthy and whole when I value giving over having. A community that values giving over having is a community of healthy people, oriented toward thriving through empathy, solidarity, and love among its members. Sharing enhances the community of life, while possessing and accumulating creates demarcation, invites competition, and fuels envy. The share-society is the norm for all the communities of life on the planet; the have-society is typical only of modern-day humanity, and it is an aberration.

16. I recognize the aberration of modern-day humanity from the universal norm of coherence in the world, acknowledge my role in having perpetrated it, and pledge my commitment to restoring wholeness and coherence by becoming whole myself: whole in my thinking and acting -- in my consciousness.



### **Annex 3**

#### **Global ESD Messages**

- MESSAGE 1: Education for sustainable development gives people the knowledge, information and tools they need to create a sustainable future for all.
  - This happens through formal systems (schools, curricula).
  - Informal systems (zoos, museums)
  - Non-formal systems (media, social media)
- MESSAGE 2: Education for sustainable development is focused on inclusivity and equality. No matter who you are, where you're from or how much you earn, we want you to have the same opportunity as anyone else to live a healthy, happy life.
  - We build ESD capacity at three levels – individuals, organizations, and society.
  - People can access knowledge and apply it in a way that is relevant to them.
- MESSAGE 3: Innovation is at the core of education for sustainable development initiatives.
  - Innovation allows us to overcome barriers to adaptation – when we get stuck, innovation helps us get unstuck.
  - Innovation incorporates both so-called “modern” technologies and “traditional” knowledge.
- MESSAGE 4: Education for sustainable development doesn't belong to one single sector of society.
  - It goes beyond all boundaries: academia, private sector, public sector, civil society and other faith-based and non-governmental organizations
  - The values across our society are reflected in education for sustainable development



**Annex 4**

**Input to post-DESD Plan of Action  
Posted on behalf of the RCEs of the Americas**

World We Want 2015 - Education

E-Discussion FOUR – Week 1&2 Questions - GOVERNANCE AND FINANCING  
OF EDUCATION

<http://www.worldwewant2015.org/node/308000#comment-48251>

Sun, March 3, 2013 at 09.20 pm

The following is a submission on behalf of the Regional Centers of Expertise in Education for Sustainable Development (RCEs) of the Americas. The RCEs of the Americas include cities and regions in Brazil, Canada, Mexico, Guatemala, Peru, Ecuador, Colombia, and the United States. The RCE members represent a wide variety of community sustainability stakeholders including the private and public sector, youth, indigenous, educators and administration of public and private schools, higher education, faith-based groups and a wide range of environmental and social NGOs.

This brief submission captures but a part of the discussion at the four events held in Lima, Peru during the meetings and concert, exposition and side events associated with the gathering of the RCEs of the Americas. One focus of the gathering was on strategically aligning the important sustainable development tools included in education for sustainable development (ESD) in the post 2015 realignment of the development goals and initiatives. The second focus was learning from and avoiding the mistakes of the twenty nearly lost years of the post-Rio decades.

ESD is the collective contribution of the world's education systems including preschool to higher education, the world's public awareness and information sharing systems, and the world's public and private sector's training systems.

ESD focuses on concerted activities in four major spheres.

(1) Access and retention in quality education. This is supportive of but not limited to the traditional approach of the Education for All activities. This thrust addresses the millions of under-educated youth and adults in the developed world who are unemployable or in need of continuing education.

(2) Reorienting the current formal education systems. There is an immediate need to shift our education systems from their underlying focus on traditional development to one of sustainable development. It is often our most highly educated citizens who also leave very deep ecological and social footprints.



Simply replicating the current education systems complete with their embedded aspirations and goals in other regions of the developing world will not necessarily serve the quest for a sustainable future. This reorientation includes the engagement of higher education in particular as it is these graduates who will shape the future of the planet in a disproportionate manner.

(3) Engaging and building public awareness and understanding. In democracies both the public and private sectors need the political and purchasing support of a knowledgeable and informed public in order to reorient policy and/or launch more sustainable products. There remains a need for worldviews that address future generations and the inclusion of “others”. We need to engage all the community messengers in formal, non-formal and informal education systems to build an informed, society that will be both understanding of the need for wise reform but also recognizing current or emerging unsustainable policy and practice. ESD is about strengthening global citizenship rather than indoctrination of sustainable development.

(4) Training and reorienting current practice in all sectors of society. There are several aspects to the need for training. One aspect is recognizing that new technology is rapidly emerging but there is a need to not only purchase the equipment but to also retrain the operators. Beyond the usual sustainable production focus there are also new practices in most sectors including the extractives such as mining and forestry, the food industries such as agriculture and fisheries, and even the administrative sectors such as accounting and reporting. Public health and even the retraining of the world’s 60,000,000 teachers is a massive yet crucial undertaking.

Yet training is not only about the simple change of practice. It is also about addressing deep-seated attitudes and perspectives to social, economic and environmental issues to facilitate future training, professional growth and becoming an important part of a learning organization.

### **A Widespread ESD Concern**

There are warnings in many cultures about ignoring the past. Those who do ignore the past are likely destined to relive past calamities. We must learn from previous poor decisions.

The ESD community recalls the difficulties in embedding these three wonderful tools of education, public awareness and training in Agenda 21. In the first round of negotiations in 1989 these potential tools were ignored but thanks to a few countries they were later included as Chapter 36 under the section of Means of Implementation. Under closer reading they were not only mentioned in this





chapter but also addressed in all 39 other chapters and the Conventions. In 1996 as one of the forty issues of Agenda 21, Chapter 36 (ESD), along with three others chapters on Financing, Technology Transfer, and Indicators of Success were singled out by the UN CSD as warranting separate work programs. Of these four only ESD has been given a UN Decade status.

Yet post – Rio ESD and these three tools have not been featured as valuable assets in the discussion. It is as though they are taken for granted. Even Ministries of Education and Higher Education were not engaged. We have learned from the post-Rio years that governments cannot expect these systems to be there without engaging them from the beginning as integral stakeholders and partners. Developing new capacity and reorienting existing ESD systems are difficult tasks for resource challenged institutions/organizations and means redeployment of resources. While there have been some marked reorientations to the betterment of the institutions and the communities they serve, this widespread redeployment of human and financial resources has not happened to date. Leaders at all levels need to be engaged, trained and armed with fundamental policy change to allow and encourage them to undertake this new or additional work.

We, the broad-based community of stakeholders from the Americas united with others in the global ESD community are concerned that the failure to take full advantage of these three valuable assets is about to be repeated in the post 2015 planning. This oversight can be avoided by broadening the discussion, specifying ESD in Post-2015 documents, and specifically bringing educators and trainers to the table now so they clearly see themselves as needed and welcomed partners of this emerging strategy.

### **ESD Suggestions for the Consultation**

The following are but a few examples of messages we wish to share with your consultation process.

#### **Equity and social justice**

- Education must be inclusive and work in the service of those facing poverty and inequality. Today's world is adapted to a dependency on growth. However there is a need to refocus on an understanding between unsustainable growth and sustainable development with a focus on equity is what is most needed. There is widespread confusion between growth and development.

#### **Education Governance**



- Achieving multi-sector planning around education for sustainable development is a prerequisite for sustainable development. Education planning for sustainable development goes beyond a single ministry and so planning for ESD must be inter - sectorial and must be high on the political agenda of nations. In countries where power and resources are highly centralized, education for sustainable development must be a priority for the highest members of government. In countries where local governance is key, ministries must join hands with municipal and local leaders to provide joint and institutionalized support. Preferably both these approaches would work in synergy

- Contributions of education for sustainable development to good governance include building community capacity that demands transparency, accountability and broad participation (horizontal and vertical) in planning a sustainable, equitable future for all.

#### Youth

- Youth who in many countries represent fifty percent of the population are not effectively involved in education planning and therefore should be ensured a seat as a partner at the table as a first step towards rectifying this lack of empowerment. ESD research is currently underway to discover the relationship between ESD curricular content, student engagement and a focus on sustainability issues as a methodology of improving the quality of education for indigenous and marginalized youth.

- However, all youth are facing challenges regarding the rapid societal changes and hardships. Basic skills in language and mathematics, while useful, are not sufficient or engaging enough for youth to successfully take responsibility for their preparation for successful citizens in the world they are about to inherit. This is a key aspect of ESD.

#### **Relevant education for all**

- Education must be planned to ensure the wide participation of all and must be grounded in local and indigenous knowledge with flexible principled curricula for dynamic and participatory planning and learning outcomes. Local and indigenous communities should have a say in what is taught in national, regional and school-based curricula development. Additionally, teachers themselves should also be included in those processes.

- Schools and institutions of higher education must be constructed to model sustainable practices but education for sustainable development must go further, beyond changes to infrastructure to address vision, policy, curricular delivery, assessment, and community engagement.



### **Role of Higher education**

- Promoting the development of teacher training modules and certification of teachers in education for sustainable development would also be a key action.

- Higher Education institutions must embed core concepts of sustainability in all disciplines. To address the emerging global need to address issues such as adaptation and resilience to climate change, these efforts should not only engage the current focus on science, technology, engineering and mathematics (STEM) but also engage the social sciences to better understand individual and social behavior change.

- Courses on indigenous education must be included in mainstream curricula. Courses on ways of knowing and philosophy are also crucial as we need to rethink who we are and where are we going?

### **ESD and Innovation for sustainability**

- Relevant learning has been the driver of smart innovation and adaptation has been the propeller of sustainable human advancement - the most pressing problems of today including accelerated climate change require relevant learning for all. We need education for adaptation which is ESD.

- Education must focus on multi-stakeholder participation in planning and innovation and should therefore start with the investigation and monitoring of natural life systems. A rethinking of education for sustainable development and the governance of education would be necessary and would need to recognize the oneness of the world.

- Education must provide instrumental support to climate change adaptation and resilience in particular through its focus on relevant technologies informed by local education and learning processes that build upon local knowledge and practices.

- At the heart of the vision of ESD is a focus on exploring and embracing global, regional and local values and ethics in and through education.

- Education for sustainable development has characteristics for the engagement and professional growth of leaders in the new economy. These elements are derived from the professional associations themselves working within and across sectors

- The very goal of education should be focused on sustainable future and individual well-being - Education for Sustainable Development ESD is a pathway.



- ESD is concerned with the ethical foundation of innovation and entrepreneurship.

### **Good news**

In spite of many lost years and opportunities where leaders were not engaged or help misunderstandings of ESD there has been enough success to give hope and a strong foundation to build upon. The recent report on the UN Decade of Education for Sustainable Development (UNDESD) compiled by UNESCO has thousands of ESD initiatives being reported by countries worldwide.

Even simple ESD actions and initiatives such as planting trees or recycling have proven valuable and useful. However, those countries, regions, cities, and institutional systems that have launched major systemic ESD change have found marked improvement in the quality of their program. New research is underway in the high-scoring Performance Indicators of Student Achievement (PISA) countries as well as several developing/emerging countries to further explore the synergy between ESD and perceived “quality education”.

The Bonn Conference on ESD in 2009 was a major turning point for ministries of education to understand ESD and to recognize their role and responsibility in using the world’s education systems in a concerted manner to seek a more sustainable future.

Higher education is proceeding rapidly from “Greening the Campus” to “Greening the Mind” as they embed sustainability in the curricula.

Ngo’s as working in collaboration with not only other NGOs but other sectors of society in the UN University Regional Centers of Expertise in ESD program. There are now approximately 120 of the cities and regions researching and implementing ESD through multi-stakeholder initiatives.

Hundreds of teacher education institutions in 76 countries are currently working together in a UNESCO Chair project on reorienting teacher education to address sustainability.

Academies such as the Sustainability and Education Academy in Canada (SEdA) are forming to look at the reorienting of entire education systems by involving ministry officials, faculties of education and local school trustees and senior administrators.

### **Conclusion**

The major elements inherent in ESD (Education, Public Awareness and Training) are enormous potential agents of capacity building and societal change. While



they have been working largely in isolation to address sustainability much more could be done.

The current leadership in many countries of Ministries of Environment can be problematic in the Post 2015 action. To date this leadership has sent a message that the core focus is largely on environmental sustainability. Those in the field understand that has not been particularly helpful as there is a need for widespread systemic engagement of all ministries, a broad spectrum of civil society and the private sector. This is especially apparent in the work at the city and community levels. We suggest that responsibility for sustainable development actions converge at such levels as head of state, cabinet, major and CEO levels.

We hope this brief communique is useful and we remain hopeful that the Post 2015 process will lead to hastening all of humanity down the path to a more sustainable future. In closing we repeat our main concern:

We, the broad-based community of stakeholders from the Americas united with others in the global ESD community are concerned that the failure to take full advantage of these three valuable assets is about to be repeated in the post 2015 planning. This oversight can be avoided by broadening the discussion, specifying ESD in Post-2015 documents, and specifically bringing educators and trainers to the table now so they clearly see themselves as needed and welcomed partners of this emerging strategy.

Sincerely,

The Regional Centers of Expertise on Education for Sustainable Development (RCEs) based in the Americas\*.

-RCEs aspire to achieve the goals of the UN Decade of Education for Sustainable Development (DESD, 2005-2014)\*\*, by translating its global objectives into the context of the local communities in which they operate

-RCE is a flagship initiative of the UNU-IAS Education for Sustainable Development program

\* Regional Centers of Expertise (RCE) THE AMERICAS





## Annex 5

### Draft Partnership Agreement for RCEs in the Americas

#### AGREEMENT OF INTENT TO FORM A PARTNERSHIP ORGANIZATION

##### ARISING FROM

#### THE SECOND INTERNATIONAL MEETING OF THE RCEs OF THE AMERICAS

##### **Intent**

We, the UN University Regional Centres of Expertise in Education for Sustainable Development (RCE) from the Americas in attendance at our Second International Meeting unanimously expressed their intention to explore the formation of an overarching Partnership or similar organizational mechanism to strengthen our ability to serve our communities now and in the years after the UN Decade of Education for Sustainable Development (2005-2014). While each RCE will maintain its own currently constituted independent status and decision making, the proposed Partnership would serve as a new non-governmental organization (NGO) to facilitate collective activities between our RCEs and accountable to the RCEs. The goal of the new proposed NGO is to assist RCEs working on mutually agreed upon initiatives. This assistance may be in the form of seeking resources, financial or human, or representing the collective views of the RCEs. RCE members of the Partnership would be free to join any specific initiative they feel would be of benefit.

##### **Rational**

The RCEs of the Americas have found that while we come from communities as far apart as Northern Canada to in Brazil, there are numerous social, economic and environmental sustainability issues that we hold in common that would benefit from ESD. One such example is under-educated and unemployable youth. In sharing our experiences we realize that by working collectively the RCEs could work more effectively on issues. Some examples identified are those that:

- have a common theme such as energy conservation or waste reduction
- would benefit from intercultural communication and perspectives
- are of global concern such as climate change or the loss of indigenous and traditional knowledge
- need teaching/training materials that are of a common language but too expensive for one community to produce

##### **Shared Principles**

The RCEs suggest that the proposed Partnership continues to adhere to the principles of transparency, intercultural respect, the sharing of knowledge and expertise for all member RCEs. The Partnership should reaffirm the existing RCE principles already inherent in the global RCE community as established by the United Nations University.



The Partnership would enhance the current principle of stimulating dialogue and interchange among our cultures that provide a source of inspiration to address the fundamental sustainability problems facing our communities now and in the foreseeable future.

The new Partnership will research, demonstrate and generally promote the use of education, public awareness, and training commonly referred to as Education for Sustainable Development (ESD) as a crucial means to address the complexity inherent in creating more sustainable societies.

The Partnership will augment the work of the individual RCEs by collectively:

- Providing their members such as companies, governments, non-governmental organizations (NGOs), universities, schools and the general public with the knowledge, information, tools and better practices to contribute to the creation of a sustainable future for all.
- Prioritizing inclusion and equity in all our RCE actions to improve wellbeing throughout the Americas.
- Innovating in a synergistic manner to demonstrate both collective and competitive approaches of attaining an active, productive and sustainable life with social cohesion.
- Guaranteeing that the values, principles and practices of ESD are increasingly put into the core operations of private, public, governmental and academic sectors within our regions and beyond.

### **Commitment**

The people present in this Second Meeting of the RCEs of the Americas, commit to explore creating a Partnership or similar organizational mechanism that will enable the RCEs to:

- Work together on mutually agreed upon future projects and share the progress, findings and the resources/expertise so developed

and in doing so, also commit to:

- Promote the participation of students and teachers in future RCE events and meetings. Hopefully at least, one student will accompany each RCE delegation in all the global and regional meetings. Students should be transparently chosen by their RCE from secondary schools, institutes or universities etc.
- Include one or more leaders from the private, governmental, non-governmental, public sectors and other institutes and universities of the RCE area to attend further meetings of the RCEs of the Americas.



### **Next Action Steps**

Firstly, as not all of the RCEs of the Americas were present at this meeting in Lima, it is hoped that the RCEs who have not had the chance to express their opinion on creating the new NGO will do so by contacting either Norman Christopher or Teresa Salinas.

Secondly, a working group to look into the formation of such an entity is being formed. It is hoped that the working group will have some options for the RCEs to consider with the next three months and will report to all the RCEs of the Americas with some recommendations for consideration.

The initial working group to do this will include as co-chairs George Heartwell and Teresa Salinas; however, others who wish to volunteer are welcome and should contact the Chair of this working group Ziólé Zanotto, Salvador García, María Callejas and Lyle Benko. Advisors: Gustavo López-Ospina and Charles Hopkins.

Drafted and signed on March 2, 2013 by:

**Charles Hopkins**, RCE from the Americas Facilitator

**Gustavo López Ospina**, RCE from the Americas Advisor

**George Heartwell**, RCE Grand Rapids

**Teresa Salinas**, RCE Lima-Callao



## **Annex 6**

### **Statements from RCE Lima-Callao brought to analysis during the II Meeting of the RCEs of the Americas in synergy with the Institute of Complex Thinking Edgar Morin - IPCEM**

The Regional Center of Expertise on Education for the Sustainable Development, RCE Lima-Callao, coordinated by the University Ricardo Palma, hosted the II Meeting of the RCEs of the Americas, organized by the University of the United Nations \_UNU, York University (Canada), RCE Lima-Callao (Peru), the Ministries of Environment and Education of Peru, the National Assembly of Rectors of Peru, Complexe Pensée pour l'Association (APC - France), the Corporation Complexus Development (Colombia), Ricardo Palma University, the Peruvian Institute of Complex Thinking (IPCEM) Edgar Morin, among other organizations.

In this framework the RCE Lima Callao also convened the II International Meeting AMERICA PROPOSES: "Pathways for the Sustainability of Life." There were representatives from the United Nations University, UNICEF, UNESCO, Club of Budapest, German Cooperation Agency -GIZ, Belgian Cooperation Agency, Organization of American States \_OEI, and various national and international exhibitors from the public and private institutions of Brazil, Canada, Colombia, USA, Mexico, Peru and the general public. Four activities were strategically articulated: The II Meeting of the Regional Centers of Expertise on ESD, the II International Meeting on ESD, the I Fair to Good Practice on ESD and the Second Meeting of Youth for the ESD.

## **BASIC CONSIDERATIONS**

We are living a social, political, economic, and ethical and mainly, an educational crisis that endangers life in all its manifestations in the planet. These crises are largely due to the paradigm of the excessive gain calculation which privileges "having" about "being", that promotes individualism, natural resource depletion and social marginalization.

The efforts made in the framework of the Decade of Education for Sustainable Development-DESD have been essential issues to encourage countries in meeting the Millennium Development Goals.

Environmental education has played an important role in raising awareness for environmental care, but the challenges are great and societies must confront their problems taking education as essential for the emergence of new ways of





thinking and build more sustainable lifestyles, based on ongoing processes of solidarity, social justice and peace, fundamental aspects of the human condition to be lived in fullness and in love.

The Center RCE Lima-Callao, taking into account the academic events with Edgar Morin made in Lima (2012) and Fortaleza, Brazil (2011) and Rio +20 debates (2012) and the VII RCE World Meeting held in South Korea (2012), proposed the following points for analysis:

- Recognize that the greatest asset of humanity is life and must be maintained and protected in all its manifestations. The dialogue and intercultural education should be enhanced in order to give way to policies of humanity and civilization.
- Promote ESD guided by the development of the understanding of the human condition, planetary citizenship and based on the ethics of human race. Only then we can cooperate to allow humanity face the multiple social, economic, and political crises that threaten human survival and the preservation of life on the planet.
- The fundamental role of an ESD should be transformative oriented to the human condition, in the development of understanding, sensitivity and ethics as well as cultural diversity and plurality of individuals. An education that emphasizes the construction of relevant knowledge, contextualized with a trans-disciplinary nature and involving the relationship individual / society / nature.
- Promoting the learning of humankind ethics is one of the fundamental and urgent tasks of our time.
- Promote an ESD that helps us strengthen a global citizenship. Articulate globalization (not hegemonic) / location (of popular economic and cultural experiences), growth (reasonable) / decrease (prudent), (sustainable) development / involution (necessary), conservation (of current and useful) / transformation (as outdated and harmful).



- Working for a change in education systems oriented to an ESD which contributes to educate for life, to reform the linear thinking, fragmented and reducing with which we interpret and interact in the world, for a thinking that addresses the complexity of the education system, of social and natural phenomena in quest for the fulfillment of individuals and the world-society.
- Work and contribute with innovative proposals on new meaning and requirements of a global governance that strengthens the notion of the public, the public goods and services, sustaining a genuine planetary sustainability. Market forces alone cannot provide the complex answers that humanity will be obliged to conceive in the next few years, and they will not facilitate the return of hope, trust, solidarity of citizens, an invaluable social capital.
- Provide companies, governments, non-governmental organizations (NGOs), both universities and schools, and the people, with knowledge, information, tools and best practices to help create a sustainable future for all.
- Give priority to inclusion and equality in all our actions and exchanges to achieve healthy, happy life and expand the use of best practices, the idea of the "good life" that is emerging from Latin America and they mean solidarity, social reciprocity.
- Innovate continuously ESD practices that enable an active, productive and sustainable life with social cohesion.
- Work in an articulated way in the formal, non-formal and informal areas, especially the media which should increase their social responsibility and commit to support the ESD.

Ensure that the values, principles and practices of ESD are implemented increasingly, in private, public, governmental and academic sectors.





## **Annex 7**

### **Seven Complex Lessons in Education for the Future**

#### **Edgar Morin/UNESCO**

RCE Lima Callao considered the text of Seven Complex Lessons in Education for the Future, very important to the II Regional RCEs Meeting of the Americas, offered for the consideration of the international community by UNESCO at the beginning of this century, as it calls and directs a profound shift in thinking and complex understanding of the current evolution of humankind from a new vision of education, so necessary for achieving a sustainable future and the proposed goals with the Decade of Education for a Sustainable Development.

The international evaluation of the first ten years of UNESCO's call to the educational community and governments to deepen into the approaches of the text in question (Fortaleza / Brazil, 2011), showed their full acceptance of all the Member States that are part of the UNESCO, and the existence of thousands of experiences and innovative projects inspired by his futuristic proposals. One of the conclusions in the countries of the region of Latin America and the Caribbean is that their contribution to the Decade of Education for Sustainable Development (2005-2014) has been fundamental.

## **SEVEN COMPLEX LESSONS IN EDUCATION FOR THE FUTURE**

### **1. Detecting error and illusion**

- The purpose of education is to transmit knowledge, and yet education is blind to the realities of human knowledge, its systems, infirmities, difficulties, and its propensity to error and illusion. Education does not bother to teach what knowledge is.
- Knowledge cannot be handled like a ready-made tool that can be used without studying its nature. Knowing about knowledge should figure as a primary requirement to prepare the mind to confront the constant threat of error and illusion that parasitize the human mind. It is a question of arming minds in the vital combat for lucidity.
- We must introduce and develop the study of the cultural, intellectual, and cerebral properties of human knowledge, its processes and modalities, and the psychological and cultural dispositions which make us vulnerable to error and illusion.

### **2. Principles of pertinent knowledge**

- Here is a major problem that is always misunderstood: how can we encourage a way of learning that is able to grasp general,



fundamental problems and insert partial, circumscribed knowledge within them.

- The predominance of fragmented learning divided up into disciplines often makes us unable to connect parts and wholes; it should be replaced by learning that can grasp subjects within their context, their complex, their totality.
- We should develop the natural aptitude of the human mind to place all information within a context and an entity. We should teach methods of grasping mutual relations and reciprocal influences between parts and the whole in a complex world.

### **3. Teaching the human condition**

- Humans are physical, biological, psychological, cultural, social, historical beings. This complex unity of human nature has been so thoroughly disintegrated by education divided into disciplines, that we can no longer learn what human being means. This awareness should be restored so that every person, wherever he might be, can become aware of both his complex identity and his shared identity with all other human beings.
- The human condition should be an essential subject of all education.
- This chapter suggests how we can go from current disciplines to a recognition of human unity and complexity by assembling and organizing knowledge dispersed in the natural sciences, social sciences, literature, and philosophy, to demonstrate the indissoluble connection between the unity and the diversity of all that is human.

### **4. Earth identity**

- The future of the human genre is now situated on a planetary scale. This is another essential reality neglected by education that should become a major subject. Knowledge of current planetary developments that will undoubtedly accelerate in the 21st century, and recognition of our earth citizenship, will be indispensable for all of us.
- The history of the planetary era should be taught from its beginnings in the 16th century, when communication was established between all five continents. Without obscuring the ravages of oppression and domination in the past and present, we



should show how all parts of the world have become interdependent.

- The complex configuration of planetary crisis in the 20th century should be elucidated to show how all human beings now face the same life and death problems and share the same fate.

## **5. Confronting uncertainties**

- We have acquired many certainties through science but 20th century science has also revealed many areas of uncertainty. Education should include the study of uncertainties that have emerged in the physical sciences (microphysics, thermodynamics, and cosmology), the sciences of biological evolution, the historical sciences.
- We should teach strategic principles for dealing with chance, the unexpected and uncertain, and ways to modify these strategies in response to continuing acquisition of new information. We should learn to navigate on a sea of uncertainties, sailing in and around islands of certainty.
- “The expected doesn’t occur and [the gods] open the door for the unexpected.” These lines, composed more than 25 centuries ago by the Greek poet Euripides, are more than ever relevant. Determinist conceptions of human history that claimed to predict our future have been forsaken, the study of major events and accidents of our century shows how unexpected they were, the course of the human adventure is unpredictable: this should incite us to prepare our minds to expect the unexpected and confront it. Every person who takes on educational responsibilities must be ready to go to the forward posts of uncertainty in our times.

## **6. Understanding each other**

- Understanding is both a means and an end of human communication. And yet we do not teach understanding. Our planet calls for mutual understanding in all directions. Given the importance of teaching understanding on all educational levels at all ages, the development of this quality requires a reform of mentalities. This should be the task of education for the future.
- Mutual understanding among human beings, whether near or far, is henceforth a vital necessity to carry human relations past the barbarian stage of misunderstanding.



- Therefore, misunderstanding must be studied in its sources, modalities, and effects. This is all the more necessary in that it bears on the causes instead of the symptoms of racism, xenophobia, discrimination. And improved understanding would form a solid base for the education for- peace to which we are attached by foundation and vocation.

## **7. Ethics for the human genre**

- Education should lead to an “anthropo-ethics” through recognition of the ternary quality of the human condition: a human being is an individual + society + species. In this sense, individual / species ethics requires control of society by the individual and control of the individual by society; in other words, democracy. And individual + species ethics calls for world citizenship in the 21st century.
- Ethics cannot be taught by moral lessons. It must take shape in people’s minds through awareness that a human being is at one and the same time an individual, a member of a society, a member of a species. Every individual carries this triple reality within himself. All truly human development must include joint development of individual autonomy, community participation, and awareness of belonging to the human species.
- From this point, the two great ethical-political finalities of the new millennium take shape: establishment of a relationship of mutual control between society’ and individuals by way of democracy, fulfillment of Humanity as a planetary community. Education should not only contribute to an awareness of our Earth-Homeland, it should help this awareness find expression in the will to realize our earth citizenship.



## **Annex 8**

### **Processes, results and proposals of the Decade of Education for the Sustainable Development (DESD)**

Astrid Hollander, specialist of the program OREALC/UNESCO Santiago

**International Meeting America Proposes. Pathways for the Sustainability of Life. Lima, February 27 to March 2, 2013**

**Decade of Education for the Sustainable Development. A brief introduction**

#### **Educating for the Sustainable Development**

Education is essential for leading society to sustainability

*But:* the present educative practices HAVE NOT taught people how to have more sustainable life styles

→ To change society, we have to change the way to teach and learn.

/Technological solutions, political regulations and financial instruments are not enough to get to sustainability. To achieve the sustainable development, we have to change our way of thinking and our patterns of behavior. Only through education at all levels and in all contexts we can accomplish this change.

*But:* current educational practices HAVE NOT enabled people to lead more sustainable lifestyles

→ To change society, we have to change the way to teach and learn.

This is the key message of UNESCO and the Decade of Education for Sustainable Development (DESD). The DESD promotes the integration of sustainable development into education to improve the quality of education and to make education more relevant to today's learners.

#### **The objectives of ESD**

- integrate the principles, values and practices of sustainable development into all aspects of education and teaching



- Re-orient the education of today primarily
  - ➔ Change behaviors
  - ➔ Encourage participation, self-determination and autonomy of thought / integrate the principles, values and practices of sustainable development into all aspects of education and teaching

Promoting behavior change towards sustainable lifestyles

Fundamentally reorient education today that instead of transforming societies points to the reproduction of existing systems:

- Integrate key SD issues such as climate change, biodiversity
- Promote teaching and learner-centered learning in critical thinking and action-oriented

## **The ESD – developing concepts and practices**

### **Results of the Monitoring Report 2012 (I)**

Increasingly, the EDS is considered as a means to renew the teaching and learning processes in order to meet the challenges of sustainable development

- ESD has become a catalyst for educational innovation
- The EDS is no longer seen as an "add-on" to existing curricula, but as an opportunity to rethink education
- The EDS is being imposed as unifying axis of various types of education focused on sustainability, such as environmental education, consumer education, climate change education, etc.

/takeholders from all world regions report that ESD is increasingly seen as a means to renew teaching and learning in a way that makes it possible for schools, universities, vocational education and training institutions, communities and businesses to face challenges to sustainable development. These challenges demand that we learn to deal with change, complexity, controversy and uncertainty. As a result, a wide range of approaches are used in ESD, including systems thinking-based learning, values-based learning, problem-based learning, critical thinking-based learning and social learning. In some parts of the world, incorporating sustainability or ESD into the curriculum is accompanied by a co-evolution of pedagogy towards more learner-centred and participatory approaches. In this sense, ESD has become a catalyst for educational innovation in many settings. The discourse has often shifted from ESD as merely an addition to existing curricula to ESD as an opportunity for rethinking education.





## **Results of the Monitoring Report 2012 (II)**

- The role of ESD is interpreted differently in different contexts.
- Trends toward dissolution of barriers between schools, universities, communities and the private sector. The EDS provides a basis for new and creative configurations involving several actors.
- As the road for ESD opens, pedagogy experiences a parallel evolution.
- "Institutional" or "systemic" approaches give rise to an increasing interest.
- More research is needed to demonstrate that ESD is quality education.

/At the same time, the specific role of education in Education for Sustainable Development – the ‘E’ in ESD – is interpreted in different ways around the world and varies according to local conditions. One determining factor is how much space is allowed for learner participation and self-determination. When this space is narrow, more transmission-oriented, instructional modes of ESD will result. When it is broad, ESD will be characterized by autonomous thinking and knowledge co-creation. The latter versions of ESD call for alternative forms of teaching, learning and stakeholder interaction.

A further finding of the 2012 report on the DESD is that boundaries between schools, universities, communities and the private sector are dissolving in many countries.

Teaching and research in institutions of higher education often have a new focus on sustainability and real-world issues. The resulting ‘boundary-crossing’ is reconfiguring formal, informal and non-formal learning, as well as changing stakeholder roles and public-private relationships. This new configuration provides a powerful platform for ESD. The report cites examples of multi-stakeholder social learning in the context of ESD, showing how different groups find and complement each other in creating local ESD and sustainable development responses.

Another trend is the growing interest in ‘whole institution approaches’ or ‘whole system approaches’ to ESD and sustainable development. For schools and universities, the required redesign spans curriculum, campus operations, organizational culture, leadership and management, community relations, research and assessment. Today, worldwide interest in moving towards sustainable, ‘green’ development holds the promise of a major reorientation of our economies and societies. ESD appears to be well-positioned to play a key role in such a transition.

## **Competences for ESD**



ESD goes beyond the inclusion of DS subjects as biodiversity, water, climate change etc. It requires ways of teaching and action-oriented learning and participation to promote certain competences:

Examples of competences:

- Thinking prospectively, to deal with uncertainty and to have forecasts, expectations and plans for the future
- Working in an inter-disciplinary way
- Examine interrelationships and interdependencies
- Ability to feel empathy, compassion and solidarity
- Competition to self-motivation and motivate others

/One way to try to capture the ESD is to define the competencies that focus on the idea of building the future in an active and responsible way, in line with sustainable development principles.

For example, the German scholar Gerhard de Haan sees ESD promoting the following competencies:

“Gather knowledge in a spirit of openness to the world, integrating new perspectives;

Think and act in a forward-looking manner;

Acquire knowledge and acting in an interdisciplinary manner;

Deal with incomplete and overly complex information;

Co-operate in decision-making processes;

Cope with individual dilemmatic situations of decision-making;

Participate in collective decision-making processes;

Motivate oneself as well as others to become active;

Reflect upon one’s own principles and those of others;

Refer to the idea of equity in decision-making and planning actions;

Plan and act autonomously; and



Show empathy for and solidarity with the disadvantaged.”

Gerhard de Haan (2010), “The development of ESD-related competencies in supportive institutional frameworks,” *International Review of Education* 56: 315-328.

### **Increased visibility for ESD**

- ESD in the outcome document of Rio +20
- ESD in the Human Development Report 2011: Sustainability and Equity: A Better Future for All
- Member States explicitly support ESD in 36. UNESCO General Conference in 2011
- The 2012 report of the High Level Panel on Global Sustainability of UN General Secretary refers to ESD

### **Some examples of LAC**

- Several countries have adopted policies, programs, strategies of ESD (e.g. Chile, Mexico, Uruguay, Jamaica, Costa Rica)
- Rapprochement between EE and ESD
- Experiences of inclusion of ESD in teacher education (Jamaica, Guatemala, UNESCO regional diploma / UASLP, etc.)
- Promotion of "institutional" approaches through networking and certification systems schools ("Blue Flag" Costa Rica, SNCAE of Chile, Sandwatch - Caribbean)
- Pilot Program of education about the climate change in Guyana
- Advances in technical and vocational training to the "green" jobs (Central America)
- University networks centered on the "sustainable campus" (Chile, Costa Rica)
- Involvement of multiple stakeholders and formation of networks  
... and much more ....

### **Towards 2014 and Beyond**

#### **What are we onto?**



- Rio +20: resolved to "promote education for sustainable development and integrate this development more actively in education beyond the Decade of Education for Sustainable Development"
- Increased presence and visibility of ESD at national and international level
- Main challenges:
  - from the "pilot" to politics
  - from small scales to large scales
  - from the margins to the "mainstream"

## **Strategies**

1. Integrate ESD in education  
"Making education relevant for today and the future"
2. Integrate ESD in sustainable development  
"Sustainable development cannot be achieved with technological solutions only"

The two agendas and actors are indispensable.

## **The ESD in post-2015 processes**

### **What we want to achieve ...**

- A global program focused on ESD
- Integrate ESD in post 2015 agendas (EFA, MDGs, MAH)
- ESD is recognized as a key paradigm for educational quality and sustainable development processes

## **Towards a policy framework post-DESD**

- It should focus on expanding actions
- It should include all levels and forms of education
- It should include partners and networks
- It should have an approach and clear objectives

## **Next steps**

- Questionnaires
- Consultations (sub-) regional
- Preparation of the final report of the DESD



Second Americas Regional RCE Conference  
28 February 2013 – 2 March 2013  
Lima, Peru  
**SUMMARY REPORT**

- Preparation and organization of the World Conference on ESD (Japan, Nov. 2014)
- ➔ Inputs for the development of the program framework post-DESD



## **Annex 9**

### **Engaging Media Operational Discussion**

#### **Introduction by Moshe Dan Furgang RCE Lima Callao**

Almost three decades ago we were surprised with words like "information superhighway", digitalization, algorithms, multimedia, etc. Words used to define the future of communications, image, and sound. Today, still amazed by its impact and how it has revolutionized the way human behavior, we see how the audiovisual and media are ubiquitous in the heart of the economic, social and cultural. They are active in all sectors of society and set new standards in the consumer's life, the student, teacher or employer, in knowledge, information, business and entertainment.

The image and sound are means relating facts, provoke reflection and are part of the collective unconscious of each and every one of us. This language expands every day, discovering new possibilities in communication and establishing milestones more pronounced than traditional writing. A situation that allows us to say that we went from "Planet Gutenberg" to "Galaxy of Communication" and that the younger generations are digital natives in a "Digital Universe".

Audiovisual communication these is one of the most important weapons a country has to achieve a common identity, local and global, that will create and ensure the progress and sustainable development for all the citizens.

Education, with the use of simple technology, is defined as a company limited to the formative years of the people. The influence of mass media using new ways to disseminate a standardized culture available to the masses, using base and sophisticated technologies, goes 24 hours a day, millions of consumers of images are young, old, men, women, children and elderly, forming a variety of public sensitivities and thus the impact and influence on development personal, individual and collective concerns and generate analysis.

According to market research done in Peru between 2009 and 2012, children and adolescents, spend the same amount of hours in school and watching television, without the presence of adults to help reason the contents of what they see in the media. It is necessary for media owners to address the unmet needs of children, adolescents and adults who are part of the viewing public and it is the task of those who work in education for sustainable development to assist this transformation.

In past decades in Peru, laziness, corruption, crime and mercantilism have created distorting paradigms and impaired perception of national identity to which every society aspires.





The relationship between academia and the media is not a cordial relationship despite being committed to knowledge transfer. The faculties of communication have almost done nothing in 40 years, apart from satisfying his desire lucrative, to produce and disseminate relevant and appropriate content that combine entertainment and learning. In this context, creativity is the only way to banish this indifference. Internet and social networks, private networks and public communication should be used for this purpose.

It is important that communication is decentralized and that education should distinguish urban from rural. Knowledge and technology itself are not enough but also traditional knowledge and ancestral wisdom. The best example of this is possible to find between rural communities maintaining vital links with nature and whose survival goes back to ancient times.

In a society like ours where social mobility and power are associated with crime and corruption, where the will of the powerful trumps formal law, is necessary, unlike the traditional message of resignation and paternalistic relations, propose individual improvement through a common identity, where personal advancement and social recognition are associated to the acquisition of knowledge and technology, with emphasis on the sustainability of life to enable the individual to progress, find a place in society and contribute to individual, community and global welfare, becoming a citizen, based on role models such as professional, small business owner, and the citizen who found success through knowledge, hard work and political commitment.

Relations in our societies have entered the maelstrom of profit and competitiveness. But this capitalistic interpretation of development forgets that human and nature essence are in solidarity and justice. There is no future without justice.

Political considerations are the "currency" that exists in the media defending those who break their commitments with nature and sustainable development, it will come to an end when we undertake the arduous task of changing minds to obtain behaviors change This involves all of us.

RCE Lima Callao want to contribute to this goal , providing communicators with tools to include sustainability issues, to give accurate information, to disseminate in fiction works, the need to stop this mad race for consumption and report on the specific needs to achieve the objectives of sustainable development. Create courses information, reward specific actions linked to organizations working in that sense, increasing meetings through an online website, will help transform what today seems counterproductive.



Promote actions to clarify, outreach, establishing real engagement with EDS is communicator's task today.