



Session 4: Reporting and Strategic Discussion Part II

Chair: Mario Tabucanon

Facilitators:

Capacity Development: Unnikrishnan Payyappallimana (UNU-IAS)

Networked Governance: Abel Barasa Atiti (UNU-IAS)

Assessment: Zinaida Fadeeva (UNU-IAS)

Engagement with Policies: Mario Tabucanon (UNU-IAS)

Capacity Development

Unnikrishnan Payyappallimana introduced the topic by stating that there had been different issues everyone seemed to agree on such as resource mobilization and the lack of communications intra and inter RCE. He opened the floor for discussions in capacity development.

Comments from the floor:

- ✓ Capacity building was essentially about making things better.
- ✓ Everyone was on a journey. But the journey was not the same for everyone. Where did one apply best practices in conjunction with learning? How did one look at performance? Performance reporting lead to a collective impact. All RCEs were on different stages of this journey.
- ✓ Nurturing and networking was very important. What can one do to add value to somebody else's undertaking? The RCE was a very unique structure. There were many shared resources. Shared trust was what builds the necessary integrity to build relationships.
- ✓ Wisdom and experience could come of these relationships. Inter-and intradisciplinary perspectives and shared resources such as advocacy, policymaking, shared capital, networking, community and social capital were important. RCE showcases could help too.
- ✓ One really needed to understand the language around ESD. RCEs have developed their own understanding of ESD. The wording of participation has become so lose that no one no longer asked how effective his or her participation was. The RCE community has become comfortable and complacent. More selflessness was required and transparency in each RCE's function.
- ✓ Youth were the Central Processing Unit of any society. Engaging the youth meant engaging into a sustainable future for all. By connecting youth under one umbrella, for example by developing common learning tools. There should be increased capacity development for youth and children. Youth needed to be addressed in a local and global context.
- ✓ An expert of marketing once said that marketing was the sizzle when throwing meat into a hot pan. What was the global linkage for RCEs? The



sizzle could be the logo of UNU. But the sizzle vanishes, if there was no nurturing and helping each other.

- ✓ The greatest asset was the RCEs expertise. The willingness to share this expertise needed to increase. Knowledge was interpreted differently between generations for example Climate Change was perceived differently between the old and the young.

Networked Governance

Abel Barasa Atiti introduced the session by explaining that RCEs cannot be managed like any other institution. One needed to ask how non-stage actors could be engaged? How did information flow in the RCE and in the network of an RCE? In the African Ubuntu philosophy the thumb was very big but to grab something one needed another finger. RCEs were a particularly complex issue, since it was a network of a network. How could one build a container that grasped all the knowledge and acknowledges individual competencies? The survey by Greater Portland could help to identify strengths of specific governance models, and what differences are there.

Comments from the floor:

- ✓ Essentially a board of governance and a board of research seemed to have worked well in the past. For any issue one can contact the chairman of the respective board.
- ✓ Content should be chosen over structure and over people. RCEs should take a humble position, add value, design a new concept, chose a cooperative and get funding to keep independent. One should approach the issue from a practical perspective meaning learning is ESD per definition. Decent schooling and education was per definition sustainable, and then other areas could be explored from there such as for example health. This way a domino effect could be triggered. The youth did not want an organizational chart they wanted social media. The learning process had to include them.

Assessment

Zinaida Fadeeva explained that there had been some rounds of assessment in different regions and that currently it had been more of an experiment, and everyone would be interested in hearing the opinions of the floor.

Comments from the floor:

- ✓ RCE Zomba: the appreciative enquiry had been useful since it had brought out the different stakeholders. Only through the assessment had the RCE realised that some activities were in parallel whereas others were complimentary and that there was not really one objective for the RCE. They



encouraged a second phase of assessment in order to see what was achieved.

- ✓ RCE Greater Nairobi: Although it had been a concept of appreciation, it had also brought the idea of documentation to this RCE. This had given the RCE a point of reference and appreciation of what stakeholders were doing. It had helped create systems of value and also increased the recognition of the RCE. Because stakeholders were doing different things much was about being recognized among the other stakeholders. The challenge had been to collect all the activities and to consolidate them into one document.
- ✓ RCE Namibia: they had undergone the concept of self-evaluation, which had led to the identification of achievements, which had subconsciously evolved in different areas than originally thought. The RCE's weakness was documentation, which led to the development of an RCE website. Peer evaluation was very useful by an RCE who knew the issues.
- ✓ RCE Greater Western Sydney: assessment was strategically very wise with a second phase that could include peers who could come in in to test it. This assessment worked very well for universities even in different countries. They had done the strategic evaluation.
- ✓ Performance was somehow at the center of all this but it still meant working towards global stewardship. Learning sometime was just about fostering relationships.

Zinaida Fadeeva concluded that it was important to develop materials that could help to continue the process of evaluation and assessment. Chapter 7 in the RCE book celebrating 10 years of RCEs gave more information on this issue.

Engagement with policies

Mario Tabucanon introduced the session by listing the key items in engaging with policies:

- ✓ Agenda setting
- ✓ Formulation
- ✓ Implementation
- ✓ Evaluation

At the global level there were international sustainability processes. RCEs could engage there as well as at the national level. At the local level there was more implementation.

Comments from the floor:

- ✓ The conferences and events were organized to discuss and exchange. They could help mainstream the concept of the RCE.
- ✓ A personal relationship with politicians was absolutely crucial.



Conclusion

Capacity Development:

Increase competencies
Enhance interdisciplinary activities
Show teamwork

Governance

Less rigid and more flexible
It is about systems and not structures

Assessment

Endorsement by all
From a learning perspective
A forward movement

Engaging with Policies

Mainstream RCE concept
Close relationship to politicians