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R C E A N D E S D N E W S

Introducing ESD in Higher Education in Latin America

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The purpose of this editorial is to explain the main characteristics of the recent process of introducing ESD in Higher Education in Latin America, and also to provide a general recommendation to improve that process. It is relevant to remember differences between the Latin American Higher Education development and Europe, Asia and USA. This editorial is based on the author's current postdoctoral research advances regarding this topic.

First, it is important to understand the historical, social, political and institutional context in which the introduction of ESD in Latin American Higher Education is happening. For example, between 1970s and 1980s some Latin American countries have had political and economic disturbances affecting mostly the public universities' budget and in some cases persecution of professors and students. The growth in the number of student registrations in the same period overwhelmed physical and institutional capacities of public universities, and consequently, private universities as well as local and regional public universities were created. This means that it is difficult to introduce ESD in institutions that are still going through organizational change and re-structuring.

The second relevant characteristic that should be recognized is the current public policy to increase accessibility and quality in transforming higher education in Latin America. This policy intends to guarantee quality by introducing mandatory evaluation and accreditation processes for careers and for public and private higher education institutions. It is a matter of public interest in Latin America due to the fact that more than fifty per cent of higher education students are enrolled in private universities in many Latin American countries, according to studies by the UNESCO-IELSAC (the International UNESCO Institute for Higher Education in Latin America and the Caribbean) Regional Higher Education office. The accreditation and evaluation process may include ESD as requirement for a specific higher education programme

but it does not clearly include ESD for institutional accreditation.

The third characteristic is the process that environmental education and development education in higher education have undergone in Latin America. Environmental education, with ecology, biology, hydrology and education as the main sources, has been consolidated during the last thirty years. Nowadays, there are many research centres, master and Ph. D. programmes, schools and university departments, and network organizations contributing to environmental education. Development education has as its sources economics, sociology, agriculture, land use planning, public policy and environmental management, which are the basis for some remarkable higher education institutions of rural and agricultural development in Latin America. However, in spite of strong Latin American theoretical development of environmental education, eco-pedagogy, and critical curriculum by authors from Mexico, Brazil, Argentina, Chile and Colombia, such as Freire, Gaudeano, Gadotti, and Enrique Leff, the few existing programmes are isolated ones within a constellation of hundreds of programmes in universities that still do not have environmental components in their curriculum.

The fourth characteristic is the economic rationale as a dominant driving force of University transformation in developing countries in Latin America. For instance, according to a UNESCO report, the fact that most higher education students are registered in careers related to business and law shows the economic rationale behind students' decisions. Careers are chosen based on potential employment opportunities. This results in the development of particular programmes of private universities whose financial resources are based on students' enrollment. In addition, public universities usually complain about reduced financial resources in view of students and faculty needs to develop academic and research programmes, which hinders innovation in the academic setting.

At the national scale, education seems to have a correlation with economic development indicators such as GDP growth, employment growth, trade and productivity. However, such indicators do not show the existing

contradictions in countries that rely on agricultural exports but also struggle with internal crises and food deficit. The value of education to strengthen technological capacities of human resources has resulted in a 20 per cent aggregated value to manufacture industries, which influenced the growth of national economies, according to the report *Economy of Knowledge* published in 2008 by the United Nations Economic Commission for Latin America and Caribbean (ECLAC). This shows a positive correlation between per-capita income and human resources involved in scientific research and innovation, even though most publications focus on agricultural science. However, there is a contradiction because of the lack of support for scientific research in Latin America. In this region, only 4 per cent of the global expenditure is assigned to research and innovation and it derives mostly from governmental financial resources.

At the international level, the World Trade Organization has had discussions and negotiations regarding education as a private commodity, and consequently, international university corporations should be able to satisfy the demand for higher education. This makes education an instrument for economic purposes only while there are other factors about education that should be considered. For instance, child malnutrition is lower in families with high level of education. In this sense, alternative rationales for higher education are important. For example, during UNESCO CRES 2008 (Regional Conference of Higher Education for Latin America, Cartagena Colombia 2008), university authorities raised concerns about the influence and pressure of trade as a driver of higher education public policy. They are concerned about the relevance and pertinence of higher education in the sustainable development of Latin American countries.

The four characteristics mentioned above call for reflection. The foremost consideration is whether there should be alternative drivers for the direction of higher education transformation in Latin America. Indeed, the unsolved issues of sustainable development in Latin America should be institutionally addressed by universities and not only by an isolated programme.

Proposal for meta-research on RCEs

The first seven RCEs were acknowledged in 2005 and there are 66 RCEs today worldwide. Having been functioning for 4 years the concept and activities are poised to achieve a great deal. Following discussions at the 4th International RCE Conference in Montreal, a research proposal for joint development by RCE representatives has been drafted by Jim Taylor of RCE KwaZulu Natal. The RCE Service Centre requests the RCE community to take the proposal forward by mobilizing researchers and further elaborating research strategies.

At the Montreal RCE Conference, it was agreed that a meta-evaluation should be conducted to probe how the RCE

‘movement’ was developing and, if appropriate, re-shape the future trajectory. A number of research streams were mooted. These are listed below along with a list of draft research questions.

Networking

- What networks currently exist and how are we relating to them?
- How can we strengthen networking at a formal, informal and non-formal levels?

Capacity Building (Training and Course development)

- What adult learning courses are RCEs offering?
- How could exchanges amongst courses strengthen the shared learning?
- What principles of course processes are being followed?
- What frameworks for course development and implementation are most helpful?

Resource materials

- What newsletters are currently being produced and how can these share material more?
- Can generic materials be developed that could be more wisely drawn upon and used?
- How can electronic media play a larger role?

New RCEs

- How are we supporting new, emergent RCEs?
- What principles are we following?
- Should we limit the number of RCEs for acknowledgement?

Policy and related activities

Management and Administration

- Should we consider different structures and frameworks now that there are so many RCEs? For example should we consider a further category of Local Centres of Expertise (LCE) once a region has an RCE?
- How can we report on the RCEs without reports becoming lengthy and meaningless “tick a box” efforts?
- How can we compile rich accounts of innovation and progress when the tools we are using are narrow and focused?
- Should we consider publishing an “Enabling ESD Handbook of Monitoring and Evaluation Techniques”?

Each team working on specific research streams could, in addition to reworking and researching answers to the questions, also probe related activities and explore or write-up a case study and extract principles that could be followed by others.

The teams are at the stage of self-appointed coordinators, while some are shaping proposals.

RCEs are invited to send in reactions and interest in engaging in different research streams to:

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Tongyeong teenagers visit RCE Cairo

At the beginning of August, the international network of RCEs lived up to its name when RCE Cairo received a group of South Korean students from RCE Tongyeong. The M.O.T. (Markets organized by Teenagers) group was one of the participating teams of the *Bridge to the World* programme of RCE Tongyeong; the main aim of the visit to Egypt was to understand – as teenagers – the traditional markets in Cairo, Aswan and Luxor.



Tongyeong teenagers in Cairo

RCE Cairo organized a visit to the One-stop-shop project, a centre helping youth and young adults to qualify for the market through several training courses. A visit to the Sekem Initiative, the hosting institution of the RCE Cairo was also organized. Here the students got to know more about education, production and markets in a rural and traditional environment. The students were deeply impressed by Sekem's holistic approach of biodynamic agriculture and by the environmental education that RCE Cairo actively supports.

For more information

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Sharing learning resources for a better world

A new research project on teaching resources and materials for sustainability is being developed by Education and Sustainability (RCE Barcelona) and Share-Net (RCE KwaZulu Natal). This research aims to find out more about existing sustainability teaching practices, which resources and materials for sustainability work well and where the gaps are, how people receive training and personal development for sustainability and what role new technologies have in learning for sustainability.

The first phase of the research consists of interviews with teachers and educators (from formal and informal sectors) and an online questionnaire followed by analysis from the participating RCEs. So far RCE Barcelona, RCE Skane, RCE KwaZuluNatal and RCE Makana have been involved. We hope this research will contribute to the growing sustainability commons across the RCEs.

If you would like to participate in this project in your region **please contact Heloise Buckland (heloise@barcelona.net) or Claire Peddie (sharenet@wessa.co.za).**

Seminar on health and HEIs

Several Asian RCEs participated in an international seminar on Sustainable Health and Higher Education Institutions, organized by Yokohama National University (RCE Yokohama) at UNU-IAS on 26 August. At the event, case studies on ESD through Community Learning Centres (Kominkan) and community health education were presented. Participants also discussed the topics of health, nutrition, food and lifestyle; linking traditional knowledge with modern medicine and health; and education and training of health professionals in breakout groups.

For more information

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Four new RCEs

Four new RCEs have been acknowledged recently, following successful responses to the Ubuntu Committee's comments provided during the 2008 RCE application review process. RCEs Kakamega-Western Kenya, Guatemala, Bogota (Colombia) and Ilocos (Philippines) are the latest additions to the RCE community.

The Ubuntu Committee of Peers next meets in November to review applications sent in this year.

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International think-tank presents recommendations for sustainable education

The urgent need to develop ESD is highlighted in a recent report by the International Alliance of Leading Educational Institutes. Another recommendation from the alliance is to bridge the gap between the lofty ideals and the actual marginal status which characterizes ESD practices.

These are two of the main recommendations that the international think-tank The International Alliance of Leading Educational Institutes presented when they met

on 19 August at the College of Education, Seoul National University, Korea.

Deans from ten of the world's leading faculties and university schools in the field of educational research will be present at the conference. The ten institutions are all members of the think-tank which was formed at a summit in Singapore in 2007, and which aims to provide insight and recommendations on educational matters.

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Education and Sustainability Sverige

After positive feedback from the study with teachers on the need for ESD resources in Sweden, the first edition of the Swedish version of the magazine Education and Sustainability is being launched this month at the conference Lund Calling (European Conference on ESD). This issue focuses on urban futures and the role of ESD in tackling some of the key sustainability dilemmas faced by cities across the world. The first issue has been supported by RCE Skåne partners Malmö City Council, Malmö University as well as other Swedish organisations Teknikdalen Foundation, Expedition Sweden and one of the Swedish teachers unions. WWF, Global Action Plan and UNESCO Sweden have also played a key role in the development of this first issue as well as the pre-study.

The magazine Education and Sustainability is part of RCE Barcelona's ESD activities.

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ICT and Youth Empowerment day celebrated in Kakamega, Kenya

The recently-acknowledged RCE Kakamega-western region in Kenya marked the ICT and Youth Empowerment Day on 11 July with an event at the Chavakali High School. Learning institutions, representatives from the Ministry of Youth Affairs and from the New Partnership for African Development (NEPAD) – a branch of the African Union dealing with the provision of computers and e-learning facilities to schools in Africa, and NGOs including the Kenya Organization for Environmental Education (KOE) and the Christian Partnership for Development Association participated in the event.



Students present a water test at Chavakali High School

The main aim of the day was to contribute to the empowerment of youth. Chavakali High School, where the event was organized, is one of the six e-schools sponsored by the NEPAD initiative in Kenya.

For more information

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RCE Porto's first joint course on ESD

RCE members and teachers from the region participated in the first training course on ESD organized by RCE Porto from 1 to 10 July.

The event was organized under the concept of the Metropolitan Sustainability Academia, developed by the RCE to promote joint training courses on sustainability issues. The course was hosted and coordinated by the Portuguese Catholic University (PCU) and taught by PCU researchers as well as the DESD focal point of the UNESCO Portuguese Committee and ESD experts. The course was made public through the website of the Regional Office of the Ministry of Education.

The nineteen participants developed a theoretical framework by the end of the course.

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Activism at school, activism for life

Between July 2008 and May 2009, RCE-Ireland carried out an action research project called Situated Cognition and ESD Activism, funded by Irish Aid, part of the Department of Foreign Affairs in Ireland. This action research project investigated if situated cognition approaches can increase the effectiveness of key skills learning on the development action-orientation of students, and how to integrate these key skills effectively into given subjects with Development

Education and ESD. The project also focused on how key skills may give rise to students having the freedom to choose their own forms of action, and if those forms of action, differ from those taken before the intervention.

Nine teachers in the Limerick area participated in the project, from various subject areas. Three main methodologies were used: cognitive apprenticeship, knowledge building and problem-based learning. Questionnaires and interviews with students and teachers were used to analyse the success of the project. Most teachers and students found it a valuable and interesting experience, with many students indicating a change towards increased activism in their daily lives at school and at home, in areas such as recycling, buying more fair trade and choosing food products according to their 'food miles'. A teacher's booklet called *Activism at school, activism for life* was produced summarising this research project. A PDF version of this booklet, as well as a general booklet highlighting some key projects of RCE-Ireland members, are downloadable at www.rce-ireland.ie.

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Good things are growing in Sudbury

Food sustainability is one of the twelve regional challenges identified in the Healthy Community Strategy of RCE Greater Sudbury. In 2004 the City of Greater Sudbury Food Charter was passed unanimously by many community agencies.

The Food Charter calls for the development and implementation of a community food security mandate that supports research, policies, and programmes that will foster:

- Population health and wellness
- Community development
- Investment in a regional food system
- Development of a sustainable food system

Currently, community members from across the City of Greater Sudbury and beyond are taking steps to ensure that the mandate of the Food Charter is met. The Eat Local Sudbury Co-operative is an example of the Charter's purpose in action. The Co-operative was formed in 2006 after a group of concerned farmers and consumers met and realized that action needed to be taken to support and invest in a regional and sustainable food system. The Co-operative's goal is to increase the production, availability and consumption of locally-grown food in Sudbury.

In Greater Sudbury, a group of individuals and organizations formed the Sudbury Food Connections Network with the intention of both introducing and implementing a local food charter. In keeping with this charter, the network

established a sub-committee responsible for supporting the development of food growing ideas, like community gardens and food based social enterprise ideas. Members include the Canadian Diabetes Association, the Social Planning Council of Sudbury, the Aboriginal People's Network of Ontario, the Sudbury & District Health Unit and The Foodshed Project.

Working together these organizations provide the support, expertise and access to resources necessary for community groups to get projects off the ground. One such project underway is Greater Sudbury's first ever public access community garden. This garden is located in the downtown core and has attracted the interest of many downtown social service organizations, neighbours, businesses and the support of the Diocese of Sault Ste. Marie which provides the vacant lot to the group at no charge. Some of these community plots have been specifically designated for local foodbank and meal programmes.



The garden, once an unused and vandalism prone area has become a place of much positive activity. From children learning how to harvest fresh snow peas and build raised garden beds; to at risk youth bringing fresh vegetables back to their drop in centre kitchen to cook up; to people recovering from drug and alcohol addiction learning how to tend their own 4 X 8 foot raised garden bed; to people on low incomes having a source of nutritious and affordable food – good things are happening.

Next steps include expanding the number of raised beds in the community garden, developing a community garden network to share resources and lessons learned and exploring the possibility of using solar powered greenhouses to extend the growing season and provide opportunities for social enterprise.

The Good Food Box Program is a community based food programme that provides an example of transformative education. The food in the Good Food Box Program is a starting point for awareness raising, skill development and

behaviour change on many issues including healthy eating, sustainable food production and community involvement. The Good Food Box Program has been recognized as a “Healthy Community Initiative” by RCE Greater Sudbury.

These and other initiatives are supporting the City of Greater Sudbury Food Charter and creating a healthy and sustainable food system for the community.

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RCE Kano and Koranic schools

Koranic schools in the Kano state of Nigeria number four times that of western conventional schools. The number of pupils in these schools is five times the number of pupils and wards in conventional schools. This has become a subject of debate between conservatives and progressives in recent times.

RCE Kano focuses on traditional Koranic schools, where it was observed that most students take up jobs away from the village, thus increasing rural-urban migration. The RCE is working with both teachers and students to promote the understanding that life in rural areas provides opportunities for farming, that the local and traditional food in rural areas is more nutritious than that available in cities, and that some students are too young to live away from their parents. The RCE is also reaching out to parents and is planning to recruit ex-students in the programme.

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Durham Schools learn about food

The Grow Your Own Five project supported by RCE North East has taken roots in schools across the region.

The innovative Tanfield School and its hub of feeder primary schools and community associations have been working in partnership with NHS County Durham (County Durham Primary Care Trust), LADS (Landscape Art and Design Services) community gardens, OPAL (Open Air Laboratories) North East, and Moorbank Botanic Gardens in Newcastle University, to promote a novel approach to healthy eating. Each of the children aged from three years to thirteen, has been asked to grow her or his own daily portion of five fruits and vegetables. Through this they are exploring climate issues, food mile, subsidiarity, and ideas about general wellbeing and nutrition.



A young student learns about growing food

It is hoped that this first phase of the project will develop over the next two years —vegetable gardens will be created around the schools' grounds, and school produce will eventually be brought to local markets. It is also hoped that the programme will be rolled out across County Durham and beyond, and that it will invite participation across generations and draw out some of the latent skills of the communities.

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New report: Intersection of Education, Environment, and Aboriginal Perspectives

RCE Saskatchewan has recently prepared and released a final report as a result of its very successful *Spring into Action* event held at the University of Saskatchewan in Saskatoon, Saskatchewan. The title of the two day event was: *At the Intersection of Education, Environment, and Aboriginal Perspectives*. The objectives of the event were to,

- bring invited parties together to introduce themselves to one another and to engage in consultation on the matter of ESD in Saskatchewan schools;
- develop mechanisms for engaging these parties in developing action statements to support the Ministry

of Education's directions; and,
- design a strategic process for ensuring that First Nations and Metis content, perspectives, and ways of knowing are central to the development of policy and theoretical frameworks and ensuring these are considered and included in materials developed to support ESD in Saskatchewan schools.

The event attracted 50 participants from various sectors—government; First Nations leaders and elders; formal, non-formal and informal education; industry and NGO's; and other partners of RCE Saskatchewan.

At the meeting, four action planning groups were formed to develop the next steps to be considered in the following areas:

- Bridging policy directions and curriculum implementation: moving from what to how;
- Land-based learning and how to support it;
- Sustainable communities: roles for communities in supporting ESD in schools; and
- Advancing participatory processes of curriculum consultation and vetting throughout Saskatchewan.

The full 11 page final report of the event, authored by M.J. Barrett of the University of Saskatchewan, Brenda Green of Saskatchewan Ministry of Education, and Marcia McKenzie of the University of Saskatchewan with support from graduate students Linda Dunkley and Nancy Peters, is entitled *Spring into Action: At the Intersections of Education, Environment, and Aboriginal Perspectives* and is available on the recently re-designed RCE Saskatchewan website www.saskrce.ca.

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Programme for youth at RCE Tongyeong

This year marked the second successful Yeondae summer camp for elementary school students in Tongyeong. Yeondae Summer Camp provides an ESD-specialized camp targeting students from islands around Tongyeong City. The camp offers students a chance to think of sustainable development of their islands and their future through various programmes offered by the teacher volunteer group Ma-joong-mul and local NGOs.

RCE Tongyeong also organized its Bridge to the World programme for the second year running. One hundred and fifty students applied for the programme, of whom seventeen made it to the finals on presenting their study/research plans.

The team Markets Organized by Teenagers chose the revitalization of traditional markets as their topic. Drawing young people to traditional markets is the team's strategy to sustain a small-scale local economy. After visiting RCE Cairo and the ancient markets of Egypt, the team is preparing to open a youth-organized community shop in Tongyeong's market place.

The mission of team Bomoolsum (Treasure Island) was to create a youth network for sustainable islands. The team aimed to link young people who live on islands to promote local heritage. For their research, the team visited RCE Okayama and Okayama's islands to share ideas. The result will be published as a book this November.

Team Ma Monde proposed to design tourist souvenirs designed for youth to sustain local culture through tourist industry in Tongyeong. The group toured London and the cities in the RCE East Midlands region in England to develop their designs. The team is preparing a touring exhibit around schools to campaign for participation.

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Training for trainers in Yogyakarta

RCE Yogyakarta organized a training for lecturers at the University of Gadjah Mada recently. The lecturers who were trained will be supervisors of the ESD-based Student Community Service – Community Empowerment Learning Programme (SCS-CEL).

The objectives of the training programme are to enhance basic ESD knowledge of lecturers, to have trained lecturers on ESD and to improve the quality of field supervisors on ESD implementations. Participants were from ten faculties with diverse fields of study. The facilitators of the training were Eko Agus Suyono (Manager of SCS-CEL), Slamet Widiyanto (Manager of SME Development) and Irkham Widiyono (Manager of Community Services). This training programme is expected to be held four times a year.

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A study on casual labour markets in Pune

Several thousand people congregate daily at various locations in Pune in hopes of finding work that pays a daily wage.

Preliminary results from an ongoing study by the Department of Sociology at Pune University and the Pune DP Coalition, a network of NGOs, activists and researchers, reveal that, in addition to unskilled labour,

a wide range of skilled, semi-skilled work, such as centring, masonry, carpentry, stone work, moulding, amongst others is on offer at these mazoor addas (casual labour markets). The number of addas are on the increase due to the needs of the growing city. Some of the older addas which have been in existence for over two decades or more, specialize in certain types of work. Newer addas are typically frequented by new migrants who are mostly offered construction work.

The research on mazoor addas unearthed a range of issues: the arbitrary method of deciding wages, irregularity of work and livelihood; and inequality in wages of men and women. The lack of registration or security, lack of care for young children and poor physical working conditions are some of the other issues.

The objective of the study is to document the space-related aspects of the casual labour market in Pune and specifically the needs of the addas. The study makes a case for inclusion of addas in the new master plan for Pune that is currently being drafted by civic authorities. The underlying goal of the initiative is to spur action towards more inclusive and equitable development.

The Pune DP Coalition aims to enhance socially and environmentally sound development in Pune. This is the network that RCE Pune is founded on. The collaboration with the University of Pune for this study provided an opportunity for deepening the interaction between academics and activists. The study is also yielding insights into the linkages between the livelihoods of the poor, city infrastructure planning, the local environment, and responsiveness of governance mechanisms.

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Community partnerships continue to grow in Grand Rapids

The Community Sustainability Partnership (CSP), the network on which RCE Grand Rapids is founded on, has now grown to 180 community stakeholder members. The network focuses on environmental sustainability and stewardship.

One exemplary programme of RCE Grand Rapids is the continued Economicology educational model at the City Middle High School in Grand Rapids. This environmental sustainability module involves an interdisciplinary, economic, and environmental educational approach at the middle school level.

In the Grand Rapids area there are approximately 18 colleges and universities, many of which have developed and established educational sustainability development curriculum, majors and minors, course and subject matter,

and themes and certificates. Examples include the sustainability business programs at Aquinas College. Grand Valley State University has developed a new environmental studies minor, a Natural Resource Management major, a sustainability emphasis within liberal studies, and a certificate in green chemistry. Calvin College continues with education for sustainability regarding environmental stewardship. All of these areas of education for sustainable development include the application of sustainability best practices in a service learning context.

Recently, about 30 community stakeholder partners from the public, private, and academic sectors in Grand Rapids received a \$200,000 grant, from the Great Lakes Stewardship Initiative, to establish the Kent County Grand River Watershed Hub, whose mission is to create a coalition of community partners and to develop and maintain active school-based partnerships that inspire lifelong environmental stewardship with a focus on the Grand Rapids River Watershed in Kent County Michigan. The hub will center on secondary students and teachers (grades 6-12) in Kent County with active engagement in place based environmental education.

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Fundraising and publications at RCE Swaziland

RCE Swaziland has raised funds through UNESCO to support a number of activities including development of reading materials and conducting a study on innovative approaches to offer ESD to orphaned and vulnerable children. A paper on the findings from the study was presented at the 27th Annual Environmental Education Association of Southern Africa (EEASA) conference held in Gaborone, Botswana on July 2009.

The RCE has also published a sourcebook entitled *Teaching Environmental Education in formal schools in Swaziland: an educators' handbook*, and a training module on environmental management and training in Swaziland, that is focused on training industrial personnel.

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The Handbook of Sustainability Literacy published

The *Handbook of Sustainability Literacy: skills for a changing world* has now been published in paperback. The book arose from a larger project, *Soundings in*

Sustainability Literacy, which was coordinated by Arran Stibbe (University of Gloucestershire) in partnership with the Environmental Association for Universities and Colleges (EAUC) and the Higher Education Academy (HEA).

A multimedia version of the book, containing extended chapters and video interviews with authors, is available from <http://sustainability-literacy.org/>. RCE Severn was involved as a co-sponsor of the initial Sustainability Literacy workshops offered at the Universities of Plymouth and Gloucestershire in 2008.

For more information

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Alternative Nobel prize winner Ibrahim Abouleish at Graz University

Ibrahim Abouleish, an Alternative Nobel Prize recipient, gave a lecture at Graz University of Technology on 20 August. For the native Egyptian it was a return to the university where he studied many years ago. On the invitation of the Graz University of Technology and Sekem Austria, Abouleish, who was awarded the Alternative Nobel prize in 2003, talked about how Europe and Egypt can work together for sustainable development. He introduced the audience to SEKEM, which is a development group he founded in Egypt 30 years ago. Sekem, the founder of RCE Cairo, serves as an example for sustainable development that balances social, economic and ecological issues.

Abouleish's speech and the ensuing discussions will be posted on RCE Graz's website www.rce-graz.at.

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2nd Leadership Programme on SPC

The 2nd ASEAN+3 Leadership Programme on Sustainable Production and Consumption was organized by UNU-IAS for senior Government officials of ASEAN and its dialogue partner nations on 8 August 2009 at Cha-am, Petchaburi, Thailand.

About 40 people participated in the event organized in conjunction with the 2009 Meeting of the Association of Southeast Asian Nations (ASEAN) Senior Officials on Environment (ASOEN), and the Senior Officials Meeting on Environment (SOM-E) of ASEAN, China, Japan, and the Republic of Korea. The ASEAN Secretariat, the Ministry of Natural Resources and Environment of Thailand, the

Sirindhorn International Environmental Park (SIEP) which is the coordinating organization for RCE Cha-am, collaborated in organizing the event.

The Leadership Programme is the contribution of UNU-IAS towards the implementation of the ASEAN Environmental Education Action Plan (AEEAP 2008-2012).

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Transformative education: County A wider learning network for Cebu's forest communities

An important component of the RCE Cebu-APFED (Asia-Pacific Forum for Education and Development) project in the forest community of Camp 7, Minglanilla in Cebu Province — KNOWNET (Knowledge Network), was initiated with the installation of an internet connection that will enable the forest community residents to be linked with the rest of the local, national and global community.



Participants at the office productivity training, part of KnowNet

KnowNet is intended to promote ESD through a widened network of learning and partnerships. The first of several trainings has been held for the KNOWNET Project. The first batch of trainees are expected to become the mentor for the 2nd batch of trainees, and the 2nd batch trainees to teach the 3rd batch and so on.

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3rd International Tokyo Colloquium

Tokyo, 6-8 Oct 2009

The Tokyo Colloquium on Education and Sustainability was founded in 2005 as an initiative of the Swiss government related to The World Expo in Aichi, Japan. Under the lead of the Swiss Federal Institute of Technology ETH Zurich, top representatives of the academic, the public and the private sector – together with more than 400 participants – explored endeavours in the field of education and sustainability.

More information on the Colloquium can be found at:
<http://www.tc09.net/>.

This year's event, on Education and Sustainability – Capacity Building for the 21st Century, starts with a workshop on science and technology. On the same day will be a panel discussion on the role of the academic sector in the 21st century. A public symposium is planned for 7 Oct and an outreach to students on 8 Oct. In the afternoon of 7 Oct, Clemens Mader of RCE Graz and Yoko Mochizuki of UNU-IAS will organize a parallel session on Capacity Building for Sustainable Development.

Contact: Yoko Mochizuki
UNU-IAS
mochizuki@ias.unu.edu

Sustainable Global Development Conference 2009

University of Limerick, Ireland, 16-17 Oct 2009

This major international conference will include papers, symposia, educational workshops, and audio-visual presentations with presenters from Africa, Latin America, Asia, and from Europe.

Key conference themes will include education in developing countries, governance and legitimacy, sustainable healthcare practices, and rural and urban sustainable development, among others.

More information on the conference is at
<http://paulo.ul.ie/developmentconference2009>

Event: 'Munich climate autumn'

Munich, Germany 15-29 October 2009

This two-week event taking place for the third time is being organized in co-operation with the RCE BenE Munich and over 70 partners. Energy will be the topic of the numerous excursions and artistic activities during the event. Speeches, debates on controversial issues, and over sixty smaller associated events will take place in several places in Munich. Concerns related to climate change raised by participants at the event will be delivered by the Munich delegation in Copenhagen.

Contact: Daniela Kuborn
RCE Munich
daniela.kuborn@bene-muenchen.de

Grundtvig workshop on Sustainability and Well-Being

University of Gloucestershire, UK, 25-31 Oct 2009

This week-long workshop is funded as part of the European Commission's Lifelong Learning Programme and is designed to provide learning opportunities for adult lifelong learners from disadvantaged communities, where community development projects have included non-formal and informal education.

Although most of the 20 places will be filled by 16 learners from EU countries, free places are to be offered to four learners from disadvantaged communities in the UK.

Contact: Marcela Jackson
RCE Severn
mjackson@glos.ac.uk

Third European Fair on ESD

Hamburg, Germany, 28-30 October 2009

The Research and Transfer Centre "Applications of Life Sciences" of the Hamburg University of Applied Sciences and the Centre for Sustainable Construction, Hamburg, under the auspices of the RCE Hamburg and region, are organising the Third European Fair on ESD this year, under the theme Renewable Energy and Climate Change: Thematic Challenges to European Schools and Universities.

The aims of the fair are to:

- provide European organisations with an opportunity to present their work on education with a focus on renewable energy and climate issues;
- foster the exchange of information, ideas and experiences;
- discuss methodological approaches and projects which aim to integrate the topic of renewable energy and climate change in the curriculum of schools and universities; and
- introduce European RCEs, discuss their activities in the field of renewable energy and climate change, and explore possibilities for cooperation.

More information is available at www.eufair.eu.

Contact: Walter Leal
Hamburg University of Applied Sciences
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Exchange and conference on traditional medicine

Bangalore, India, 8-20 November 2009

An International Healers Exchange and Conference on Traditional Medicine and Sustainable Healthcare will be jointly organised by a group of organisations including the international network ETC-COMPAS (www.compasnet.org) and the traditional health foundation FRLHT (www.frlht.org).

Major objectives of this exchange and conference are to share experiences of local healers in different continents and deliberate on issues such as regulatory policies and recognition issues; role in primary health care including contribution to millennium development goals; conservation of natural resources, intellectual property rights, access and

benefit sharing; and strategies and methodologies to revitalize local health traditions.

This programme assumes importance in the context of RCE Health and Sustainability thematic network and the follow-up to the Kotabaru and Yokohama health thematic group meetings. A TM orientation and planning workshop for RCEs will be organized on 21-22 November.

Interested RCEs are requested to contact:
Zinaida Fadeeva (fadeeva@ias.unu.edu)
Unnikrishnan Payyappalli (unnipm@gmail.com)

Congress on Youth in the Knowledge Era

Mexico City, Mexico, 16-20 Nov 2009

The Government of Mexico City, through its Program Prepa Sí, is pleased to invite researchers, teachers, students, administrators and officials of upper-secondary and higher education and in general people interested in that academic realm to participate in the Second International Congress on Upper-secondary and Higher Education on *Youth in the Knowledge Era* (CEMSS2009).

The Congress aims at providing a forum for the exchange of knowledge, experiences and ideas on the design, operation, evaluation and perspectives of upper-secondary and higher education. This congress will also reflect on the youth in the knowledge era and its role in future societies.

Contact: contacto@cemss2009.org
www.cemss2009.df.gob.mx/en

3rd International Conference on HESD

Universiti Sains Malaysia, Penang, 20-22 November 2009

The Universiti Sains Malaysia (USM) and Leuphana University of Lüneburg, Germany are co-organizing the Third International Conference of UNESCO Chair Higher Education for Sustainable Development in November. The primary aim of the conference is to promote more effective implementation of strategies for the incorporation of sustainable development in universities and other higher education institutions. Emphasis is on the need for interdisciplinary approaches to teaching and research.

About 40 participants from 15 countries have registered their interest in the conference so far.

Details of participation at www.hesd09.org

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3rd European RCE Meeting

University of Graz, Austria, 16-18 December 2009

Following the European RCE meetings in Skåne and Limerick in 2007 and 2008, RCE Graz-Styria welcomes participants to the 3rd European RCE Meeting to be held in Graz. Strategic workshops on topics like fundraising, N-S cooperation, evaluation, and RCE expansion in Europe will be

supplemented by content-oriented workshops like community exchange, youth & intergenerational exchange, as well as policy involvement. All acknowledged and candidate RCEs and other interested actors in the RCE movement are invited to join the meeting.

Contact: Clemens Mader
RCE Graz-Styria
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www.rce-graz.at

Environment and Sustainable Development course

Ahmedabad and Delhi, India, 10-23 January 2010

The Centre for Environment Education (CEE), India, is offering a two-week course in Environment and Sustainable Development to undergraduate and graduate students from around the world in January 2010.

The course fee is INR 50,000 for Indian participants, USD 1000 for participants from Least Developed Countries (as listed by the UN) and USD 2,200 for all others. An early registration discount is available until 30 September 2009. The fee covers course expenses, course material, room and board on a double occupancy basis during the period 10 to 23 January and local travel costs.

More information is available at
www.cceindia.org/cee/sdp.htm

International Conference on Environmental and Rural Development

Royal University of Agriculture, Phnom Penh, Cambodia, 4-5 March 2010

The main objective of the conference is to discuss and develop suitable and effective processes and strategies for sustainable rural development taking into account agricultural and environmental aspects in developing countries. Scientists and resource persons of all disciplines belonging to international, government or non-government organizations are invited to participate in the event which is being organized as part of RCE Greater Phnom Penh's activities.

Organizers of the conference would also like to invite RCEs in the Asia-Pacific region to present a paper. Participants are welcome on a self-financing basis.

More information at www.int-erd.org

Active Citizenship Congress

Malmö University, Sweden, 11-13 March 2010

Malmö University, partner of RCE Skåne, welcomes you to the Nordic Educational Research Association NERA's 38th Congress Active Citizenship at Malmö University 11-13 March 2009. The Congress theme is Active citizenship in local, regional and global perspectives: Critical and interdisciplinary approaches.

Information regarding the conference will be updated and made available at www.mah.se/NERAcongress2010