



The 6<sup>th</sup> Global Regional Centres of Expertise (RCEs) on Education for Sustainable Development Conference took place from 21 to 23 November 2011 at the Abbey of Rolduc in Kerkrade, the Netherlands.

Hosted by RCE Rhine Meuse, in collaboration with the full range of European RCEs, the meeting brought together more than 150 participants from 58 RCEs across the world.

The full list of participants can be accessed through the RCE Networking Portal or via the RCE Global Service Centre.

### **Session 1: Opening**

The Governor of Limburg, Theo Bovens, welcomed participants of the 6<sup>th</sup> Global RCE Conference to Kerkrade, the Netherlands. Professor Govindan Parayil officially opened the 6<sup>th</sup> Global RCE Conference by noting the incredible growth of the network since its beginnings in 2005. Since those early days, RCEs have demonstrated significant results in many areas relevant to ESD and they have advanced learning systems towards a sustainable future through their many projects. He expressed his hope that RCEs would continue to strengthen their engagement with stakeholders to deliver ESD in their respective regions and beyond. Such an effort was at the very foundation of the RCE network and it would be their key to success in continuing to be a vibrant force in ESD implementation in the future.

### **Session 2: The RCE Community: Progress, Challenges and Aspirations**

#### ***Panel Discussion***

Chaired by Kazuhiko Takemoto, Director of the ESD Programme at UNU-IAS, the first panel discussion of the conference featured Alexander Leicht (UNESCO), Yannick Glemarec (UNDP) and Stephanie Hodge (UNICEF) and the RCE Secretariat.

An RCE progress report, delivered by the RCE Secretariat, highlighted the significant growth of RCEs since 2005 and how, six years on, it was natural for the RCE community to now be looking towards the future and wondering what was next. To date, many discussions had revolved around the need for a stronger emphasis on capacity development, as well as greater engagement with international processes. Developing the capacities of the RCE community was particularly important, as the long-term goal of such an initiative would help upscale action research and transformative learning projects

Highlights from the Asia-Pacific region, Africa, Europe and the Americas included: the development of the 2011 Yogyakarta Action Plan on Community-based ESD Action Plan by RCEs in the Asia-Pacific region; the work done by European RCEs towards an all-European bid for funding; the 1<sup>st</sup> African RCE Continental Meeting held in South Africa in August, 2011; and, from the Americas, the successful emphasis RCEs had placed on youth participation and incorporating indigenous knowledge in their work. Recent strides in collaboration between RCEs and international processes and organizations – reflected in the presence of UNDP, UNESCO and UNICEF at the 6<sup>th</sup> Global RCE Conference – was also noted, as was the creation of the RCE Portal for online knowledge-sharing among RCEs.



These were uncertain and risky times in the field of sustainable development and ESD could respond most effectively to the burgeoning challenges of the current day. Creating a strong vision for RCEs around ESD was therefore imperative. Initial thinking for a possible vision for RCEs was outlined for participants. In it, RCEs would be considered innovators -- able to find new approaches to sustainable development at local and regional levels -- and would be true partners in the implementation of the global sustainability agenda.

Mr. Leicht pointed out the sustainable development challenges that UNESCO, as an organization, was focused on, as follows:

- a) Climate change, global warming and helping communities adapt to the effects of both;
- b) The loss of biodiversity;
- c) Disaster risk reduction, which was closely linked to climate change;
- d) Sustainable production and consumption, along with its many social and economic implications; and
- e) The current economy and the state of the global financial system, which would no doubt have an impact on the work being done on sustainable development.

RCEs were in a unique position to respond to these challenges by:

- a) Translating learning and knowledge into concrete actions;
- b) Empowering individuals to act politically and to take local solutions to scale; and
- c) Using their unique position as multi-stakeholder initiatives to respond to development challenges.

Mr. Glemarec pointed out the significant challenges that his organization and others in the field were facing, which were as follows:

- a) A limited supply of local expertise that could make use of already-existing technologies that could help build a sustainable future;
- b) A lack of knowledge-sharing and data around successful initiatives at the local and sub-national level; and
- c) Limited transfers of technology and knowledge from South to North, as opposed to the more traditional North to South technology transfers.

Mr. Glemarec also noted how RCEs could respond to these challenges by:

- a) Creating solutions to the limited supply of local expertise, by identifying and helping to create this important local resource;
- b) Becoming the point of contact for local expertise;
- c) Identifying successful local experiences and sharing those experiences among the broader community;
- d) Playing a central role in the transfer of technology, knowledge and experiences from South to North; and
- e) Encouraging innovation and new approaches to sustainable development at the local level and bringing them to the forefront of global efforts.

Ms. Hodge from UNICEF highlighted the role of children and youth in sustainable development by noting that:

- a) Quality education for sustainable development that touched children was one of the most effective ways in which RCEs could create positive change.



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- b) Every child had the right to a quality education relevant to their particular context and the right to use that learning to help them build a better future for themselves.
- c) A child's education must respond to the increased risk of natural disasters and the impact of climate change for it to be truly called a "quality" education.

Ms. Hodge note how RCEs could support UNICEF in its work by:

- a) Helping to better define what quality education for sustainable development meant;
- b) Creating relevant learning systems that would better respond to local challenges around sustainable development;
- c) Providing UNICEF with technical support; and
- d) Creating a policy and evidence agenda for education reform.

Overall, she noted that education overall and ESD in particular needed to have a higher place on the mainstream development agenda and RCEs could achieve great things towards that end.

### ***Open Question & Answer session:***

In a question and answer session that followed the formal comments, participants highlighted the ways in which RCEs could become the main identifier of local best practices, success stories and data around the impact of education on sustainable development. Because of their unique place within a global network, RCEs could not only identify those best practices and successes, but could also bring them to center stage on a global level. The beauty of the RCE network was that it had global reach but deep local roots and it was a key resource in ensuring South to North technology and knowledge transfer.

### ***Cross-sectoral challenges***

The need for cross-sectoral solutions to cross-sectoral challenges was also underlined in the discussion. Within the UN system, there had already been some important successes along those lines, with greater inter-agency and transdisciplinary activities becoming more and more common. Outside of those UN efforts, including local experts, the public sector, the private sector and international organizations in a comprehensive and integrated strategy for sustainability was seen as key.

### ***Strength of RCEs***

Panelists also highlighted a number of other issues in the discussion, including the need to create an enabling environment for education and sustainable development, the importance of including knowledge gleaned from experiences at world heritage sites in ESD activities and in conducting ESD activities around heritage sites.

### **Session 3: Continental/Regional meetings (Breakout sessions)**

Participants broke into four separate groups to discuss continental and regional issues. The full reports from the rapporteurs in each breakout session are included in Annex 1.

### **Session 4: Report to the plenary on the continental/regional discussions**

Following the continental/regional meetings, each group reported back to the plenary on their discussions.

### ***Africa***



Speaking on behalf of the African continental community, Dick Kachilonda, from RCE Kwazulu-Natal, summarized key points discussed both in the previous breakout session and during discussions that had taken place at the Africa Continental Review Meeting earlier in the year.

African RCEs were enabling universities on the continent to help people and society address some of the most critical sustainability issues facing local communities. It was important, however, for African RCEs to ensure that their work truly was innovative and that they were not simply repeating the work already being done by government or other groups.

Looking towards the future, the African RCEs highlighted the need for a capacity-building resource specific to Africa, as well as an RCE orientation manual that would be focused on strengthening African resilience and grassroots solutions from the continent. They also discussed: the possibility of creating a UNU publication that would explain what made African RCEs unique; organizing side events at international conferences taking place on the continent; developing a strategy for creating case studies and sharing them; and creating a 'shopping and incubation' space for innovation and change. The African RCEs also proposed that the 8<sup>th</sup> Global RCE Conference be held in Africa in 2013.

### **Americas**

Reporting on behalf of the Americas, Roger Petry from RCE Saskatchewan summarized the challenges that RCEs in the Americas were currently facing, including: language differences; different levels of development among the countries in the region; different levels of public awareness among countries; a lack of dedicated government support for issues of ESD and green development models; and a lack of common projects and action plans among the RCEs.

In terms of a vision for the RCE network, the Americas RCEs stressed their desire for a vision that would include the role of RCEs in building good ESD relationships among communities, as well as their role in advancing ESD as part of ongoing teacher training. There was a desire expressed for the creation of a resource base of case studies and best practices for ESD, in addition to a tool that would help RCEs better show the impact of their work. Integrating indigenous knowledge and experiences into the work of RCEs, implementing projects that connected local and global perspectives, and improving policymaking by governments and businesses were also highlighted.

Looking to future opportunities for action, they discussed the possibility of creating regular channels of communication among RCEs, based on the various language groups in the region. This might include the use of the RCE portal to facilitate discussion and for storing key materials. In addition, efforts to link to Rio +20 events and activities were also highlighted as an immediate opportunity for action.

### **Asia-Pacific**

Speaking on behalf of the Asia-Pacific region, Won J. Byun from RCE Tongyeong summarized the discussions that had taken place in the previous breakout session as well as at recent regional meetings, such as the Asia-Pacific RCE regional meeting. In those discussions, Asia-Pacific RCEs recognized the need to adapt and implement appropriate



technologies in the region. Recent events had also highlighted the need to find ways for RCEs to contribute to natural disaster risk reduction more effectively.

The Asia-Pacific RCE network provided a platform for sharing information, networking, and developing collaborative work projects and helped provide input on policy-related discussions and decision. Looking to the future, RCEs in the region noted the challenges they faced, which included challenges of diversity -- both in terms of culture and language -- a lack of funding, a lack of public awareness around ESD, difficulties in bring local initiatives to scale at the continental and global levels, and technical challenges with moving to online reporting and use of the new RCE Portal.

Despite those challenges, the RCEs recognized some of the key opportunities they had ahead of them, including the idea of integrating their work into a common framework and the development of strategies to better engage with other continental networks and groups.

### ***Europe***

Speaking on behalf of the European continental RCE community, Detlev Lindau-Bank from RCE Oldenburger-Munsterland and Jane Claricoates from RCE Wales, summarized the main issues raised during their discussions, which focused on: the identification of common points of understanding; the identification of key elements for a common strategy that respects regional diversity; and essential points for the life of RCEs beyond the current DESD.

In terms of common points of understanding among the European RCEs, there was agreement over the need to make RCEs and their work more visible - both within the RCE network and to outside audiences. In addition, RCEs agreed that ESD could be a connecting concept that would help bridge that divide between “rich” and “poor” groups in the region, which threatened to widen due to current European, political and economic developments.

In terms of a vision for RCEs in the region and key elements for a common strategy, the European RCEs recognized the need to better define their unique selling point. To do this, the RCEs would need to focus on their strengths, such as their expertise in educating for sustainable development; their skills in communicating around the need for sustainable development issues; their ability to coordinate change agents around sustainable development and their potential for maximizing the impact of their activities.

### ***Panel discussion “Being an RCE & Being a Global Community for Change”***

A panel discussion that followed the reports from the regions featured all the previous speakers together in one group and was focused on what it meant to be a global community for change.

While RCEs were quite diverse in terms of language, culture and the challenges they addressed, there were a number of common themes that crossed all borders. For example, European RCEs faced the same challenge as African RCEs in trying to ensure that their work was truly innovative. Similarly, a number of RCEs felt that one of their key strengths was the fact that they were locally based networks that were part of a strong global network.





A challenge that administrators at UNU-IAS had always faced -- communicating the measurable impact of ESD -- was also an issue for many RCEs. That said, when participants were asked to tell stories of the impact of their RCEs on their respective communities, many came up with very tangible examples. Anecdotes from Tongyeong, Kwazulu Natal, Nigeria and Kenya showed that RCEs were truly improving communities where they were based by improving economies, improving education, improving the environment and improving health. There was agreement that RCEs needed to be better at sharing stories of impact.

A number of RCEs talked about the need to connect with those who would be able to help RCEs create the greatest amount of impact. Entering into the policy dialogue and influencing key decision-makers through ESD efforts and knowledge-sharing was underlined as a prime opportunity for RCEs in the future. The key would be to not lose sight of what was at the heart of all RCEs, which was their ability to transform education so that education would become transformative.

Building on that discussion, RCEs came to widespread agreement around the idea of RCEs as agents of change. As an agent of change, RCEs should move beyond rhetoric and the status quo. They should have the courage to stand up and speak out about their beliefs around sustainable development and the RCE approach of ESD. Being an agent of change didn't mean that RCEs should only attempt to create change outside their networks. Instead, it meant that RCEs should demonstrate that spirit themselves and make sure that they changed their own actions and ways of doing business so that it was in line with the change they would try to create elsewhere.

There was a note of caution that was sounded in the discussions around RCEs as an agent of change. While words like "transformative education" and "agent of change" could be inspiring but it would be important to make sure that those phrases didn't just become buzz words within the RCE community. Instead, RCEs should focus on translating those words into concrete actions and true value-added for the people that the RCEs are trying to serve.

### **Session 5: Strategies to implement visions of the RCE Community (World Café)**

Participants broke into four separate groups to discuss capacity development, appraisal of RCEs, engaging with policy-makers and research and development. Full reports from the rapporteurs in each breakout session are not currently available.

### **Session 6: Report to the Plenary from the discussion on the strategies to implement RCE visions**

Following the breakout sessions on strategies to implement visions of the RCE community, each group reported back to the plenary on their discussions.

### ***Capacity Development & ESD***

Reporting from the Capacity Development and ESD group, Rob O'Donoghue from RCE Makana noted common themes from the discussions including the idea that capacity development was a process in which individuals and partners worked together towards a shared vision that could then be carried forward to develop a wide community of practice.



Many participants talked about student participation and noted how tracking and improvement systems were a critical mechanism for growing capacity. Participation could be rewarded with publication credits, either online or in printed materials. Case records and booklets written out of experience were seen as particularly useful to increase capacity building. In addition, participants noted how open and collaborative work was also important in order to ensure transparency and accountability.

It was also important to maintain a pragmatic view of capacity development, with a primary focus on what can actually be done. As RCE capacity develops and matures, it would be possible to grow the size and scope of RCE projects but, initially, RCEs should maintain a realistic outlook. Taking capacity to scale could be quite difficult. Not only would it be challenging to bring together a diverse group of partners and individuals towards a common vision of capacity development, but even the logistics of finding time to meet face-to-face could prove challenging. Funding was also of particular concern.

### ***Appraisal of RCEs***

Reporting from the Appraisal of RCEs group, Abel Atiti (UNU-IAS) noted that the overall goal was to improve participation and competence among RCEs. The facilitators asked three main questions: how self assessments and peer reviews could be strengthened; what other strategies could be used; and to what extent current strategies were bringing about sustainability practices.

In terms of how to strengthen the self assessment and peer review process, many noted that while they were aware of successful models for assessment, they themselves had not yet undertaken a formal assessment. Others felt that the wide variety of activities that RCEs undertook made it difficult to create a common framework for self-assessment, though there was a call for a stronger methodology for assessments and concrete milestones. Some groups suggested other approaches to the peer review and self-assessment process, such as checklists or peer assessments between two or more RCEs. Participants felt that any assessment would need to be simple and practical and should be shared with a broader audience, either online or in key ESD journals.

In terms of other strategies that could be used, regional assessments and place-based or situated learning and assessment were both suggested as possibly helpful approaches. To ensure that these strategies brought about positive sustainability practices, participants noted the need to show “sustainability leadership” and to demonstrate these positive practices themselves. They also noted how sustainability case studies could be very helpful.

One group of participants suggested a four-level framework for evaluation, which included: a quality RCE design, quality RCE governance, quality deliver (e.g. surveys) and an assessment of how the RCE had improved the quality of life in their community. Jim Taylor, who co-facilitated the breakout session and is from RCE-KwaZulu-Natal, described another example for assessment and walked participants through an assessment case study from RCE KwaZulu-Natal, which was an elaboration of the Clement Mader Graz model.

### ***Engaging with Policy-makers***

Reporting from the Engaging with Policy-makers group, Mario Tabucanon (UNU-IAS) and Charles Hopkins, the UNESCO Chair from York University, summarized the needs and



challenges that participants felt stood in the way of strong engagement with policymakers, which included: a lack of resources, a lack of buy-in and interest from policymakers, the competing interests that policy-makers face, the changing political environment, and the fine line between engaging with policy-makers and being used by policy-makers.

In terms of opportunities and strategies for the future, participants noted how a multistakeholder approach could be particularly effective. In the future RCEs should strive to better understand the needs and interests of policymakers and to better plan an advocacy approach that recognized budgetary calendars and other competing priorities that policymakers face throughout the course of a year. Creating assessment tools and reporting responsibilities could also be quite effective. Jos Hermans, RCE European Regional Coordinator, who co-facilitated the breakout session, added a few other comments, such as the need to work towards changing the economic landscape, the need to participate on as many local advisory boards as possible, and the need to approach politicians and policymakers at key times, such as around elections.

Among the concrete actions that could be undertaken immediately, participants suggested immediate and strategic engagement with Ministries of Education, creating opportunities around special events in the short term, engaging with UNESCO national commissions and embedding the work of the RCEs in official national strategies. The important nature of speaking positively about ESD -- for example, not speaking about the end of the DESD but rather about our work to engage in the 2<sup>nd</sup> UNESCO World Conference on ESD -- was also deemed particularly important.

### ***Research and Development***

Reporting back from the Research and Development breakout session, Roger Petry from RCE-Saskatchewan summarized the thoughts of participants on how knowledge generation by RCEs and their research capacity could be improved.

Overall, participants noted the many positive benefits and impacts of the research that was currently being generated. RCEs had a responsibility to not only generate this knowledge but also to disseminate it. To do this more effectively, participants suggested a wide variety of ideas, including making better use of existing collaborative partnerships, creating new networks to discuss methodologies, using local resources and traditional technology to advance research, building case studies of effective RCE approaches, and creating modules on how to do research in diverse settings.

To increase the visibility of research once completed, ideas ranged from launching media campaigns, making better use of online tools and social networking, promoting research directly to stakeholders and through key networks and organizing inter and intra-school activities. Involving celebrities, major companies and cultural industries were also seen as possible opportunities.

Turning to specific and strategic research objectives, participants suggested developing programs to immediately transfer knowledge to communities, conducting more research into education for specific transformative technologies, and greater inclusion of traditionally overlooked disciplines and groups, such as social work, the humanities and indigenous groups.





### ***Open Discussion***

The open discussion brought a number of key issues to center stage. The need for concrete evaluations and self assessments was underlined by a number of participants. Participants also suggested that RCEs could offer this as a service to other partners within the community, especially if they could develop a roster of evaluators that could respond to some of these types of demands.

Dissemination and visibility around key elements of the RCEs' work was also highlighted as an important issue. While the new RCE Portal was welcomed as a prime opportunity to do this type of work, it was suggested that a formal index of materials be created so that information on projects and data on the Portal could be easily accessed in the years to come.

Many participants suggested concrete actions for the immediate future, these included ideas such as immediately engaging with policymakers, creating an immediate and simple assessment strategy that could easily be implemented, creating more face-to-face meeting opportunities, and continuing the discussions on the online portal with organized online meeting opportunities.

### **Session 7: Thematic Session - Part I (Breakout sessions)**

Participants broke into three separate groups to discuss Climate change, Health and Teacher Education and Better Schools. The full reports from the rapporteurs in each breakout session are not currently available.

### **Session 8. Thematic Session – Part II (Breakout sessions)**

Participants broke into four separate groups to discuss Sustainable Consumption and Production, Traditional Knowledge and Biodiversity, Higher Education, and Well-being, Livelihood & Poverty Reduction. The full reports from the rapporteurs in each breakout session are included in Annex 2.

### **Session 9. Report to the Plenary on Thematic Discussions**

Following the thematic breakout sessions, each group reported back to the plenary.

### ***Climate Change***

Reporting back from the Climate Change breakout, Zinaida Fadeeva (UNU-IAS) briefly summarized some of the decisions that discussants made during the discussion, which included a decision to continue working on the issue via an online working group after the conference, a decision to explore collaborative projects around capacity development in a low carbon society and a decision to explore unusual ways of facilitation in low carbon societies. Participants in the breakout agreed to keep other RCE members up to date on their work via the new RCE Portal.

Yoko Mochizuki from UNESCO gave a brief update on how her organization was currently being affected by climate change. Climate change was making it harder for UNESCO and others to deliver quality education and to create a safe environment for learners. In the future, UNESCO would focus on strengthening the capacity of Member States to provide quality climate change education, with a focus on secondary schools, policy development, curricula review and small island developing states.



### ***Health, Well-being and ESD***

Reporting back from the Health, Well-being and ESD breakout, Unnikrishnan Payyappalli (UNU-IAS) noted the many discussions that had taken place in the past around this thematic area that highlighted major challenges, such as the lack of an appropriate knowledge-sharing tool, low literacy rates, ethical challenges related to research, too much dependency on health systems, a lack of responsibility for taking care of one's own health, North-South linkages and inter-knowledge system issues.

A number of learning approaches were deemed worthwhile, including community-based approaches and transformative perspectives on health education. In addition, a series of strategies were discussed for the future, including an integrated approach for clinical medicine, community health education, creating a platform for RCEs to interact more effectively and the use of social media and online websites.

### ***Teacher Education and Better Schools***

Reporting back from the Teacher Education and Better Schools breakout, Margaret Fleming from RCE East Midlands recapped the main objectives of their breakout session, which were: to explore the theme on teacher education holistically; to share opportunities for collaborative projects; and to highlight critical actions for the future. During the discussion, there was broad consensus on the need for a quality teacher education model, though the question remained on how to ensure this would happen effectively.

There were a number of examples from RCE Greater Western Sydney, RCE Crete, RCE Lagos, RCE Delhi, RCE Portugal, RCE Nuremburg and RCE Grand Rapids, which were shared in the hopes that those examples might prove to be useful to the wider group of RCEs. In terms of a concrete path forward, it was agreed that the creation of a global learning space on Teacher Education was necessary. In addition, discussants suggested there was a need to challenge Member States with evidence, to create linkages between the "quality model" and school development processes, and to shift the culture around peer training of teachers.

### ***Sustainable Consumption and Production I***

Reporting back from the Sustainable Consumption and Production I breakout, Jos Eussen from RCE Rhine-Meuse noted how discussion participants felt as though RCEs should put themselves in the middle of sustainable consumption and production activities and do a better job of encouraging key stakeholders to take action. The younger generation was considered key in this regard, as they would shape the future.

Setting a strong example was also imperative, so that RCEs would not only be educating others on what needed to be done but they would also implement those key actions themselves. Noting how developed countries had, in the past, set a poor example regarding practices around production and consumption, discussants stressed the need to create a different set of examples and practices for future generations to model. RCEs were in a unique position to set those examples, share those practices and provide the knowledge necessary to implement a new way of action.

### ***Traditional Knowledge and Biodiversity***



REGIONAL CENTRE OF EXPERTISE  
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Reporting back from the Traditional Knowledge and Biodiversity breakout, Unnikrishnan Payyappalli (UNU-IAS) noted the challenges discussants had raised during the breakout, such as the rapid erosion of ecosystems, biodiversity and related traditional knowledge practices, the lack of self-esteem in learners, and the difficulties in integrating cultural knowledge and practices into science curricula.

A number of areas of engagement were noted, such as the integration of biodiversity and traditional knowledge education in various forms and at various levels of education. In terms of approaches and methodologies, there were a series of suggestions made by a range of RCEs worldwide. Case studies on those topics had already been written and could be shared following the conference.

### ***Well-being, Livelihood & Poverty Reduction***

Reporting back from the Well-being, Livelihood & Poverty Reduction breakout, Jim Taylor from RCE KwaZulu-Natal, Karen Adshead from RCE London and Zinaida Fadeeva (UNU-IAS) summarized some of the key outcomes from the discussion, which highlighted the need to better share information and resources around these issues in the future. To that end, a number of RCE members agreed to share key materials, such as a manual on shareware and open source software, following the conference. Work being done on a sustainable technologies handbook by RCE KwaZulu-Natal would also be continued among the wider RCE network post-conference.

It was suggested that other resources on wealth and well-being should go up on the portal before the end of the year, for use by all RCEs. In addition, a youth exchange project between RCE Rhine Meuse and RCE Nairobi that could provide a good example for the types of projects that could happen in the future would also be shared on that platform.

### ***Higher Education***

Reporting back from the Higher Education breakout session, Kiran Chokhar, the focal point of Indian RCEs, summarized three presentations made during their breakout session which touched on: the capabilities and competencies of leaders; the creation of an RCE Award that had been discussed in previous years; and an international student's seminar on capacity building and development among RCEs.

During the discussion, volunteers offered to continue work on each of the particular areas, specifically by creating opportunities to replicate efforts such as the student seminar and by working on concrete steps forward on the RCE Award.

### ***Open Discussion***

The open discussion solidified the commitment of RCEs on how to proceed post-conference on each of the various thematic areas.

On Climate Change, a working group would begin work on a paper around the issue; this would be shared with the wider group of RCEs on the new RCE portal.

On Health, Well-being and Livelihood, members would start work immediately on the community health aspect of their discussion, which would have strong cross-sectoral linkages as well to climate change.



In terms of immediate next steps on Teacher Education, members would begin to create a working paper on teacher education synthesizing the various case studies, theories and principles to help build towards positive change.

On Sustainable Consumption and Production, members in the group would begin working towards creating programs specific to youth and, potentially, a new Master's Program in Teacher's Education.

In terms of immediate next steps on Traditional Knowledge and Biodiversity, the focus would be on traditional knowledge coming from indigenous groups and ensuring that the voice that would lead future projects in this regard would be the indigenous voice, rather than having non-indigenous speaking louder than the rest.

On Well-being, Livelihood and Poverty, the next steps would be on creating new technologies that could teach and educate on these key issues. The first step would be to create a booklet on the issue that would exist in print and online.

On Higher Education, there were two concrete activities that would be followed up on: the RCE Award that would highlight RCE practices and replicating the students seminar model presented during the breakout.

### **Session 10: Discussion on Strategic Issues (World Café Session)**

Participants broke into three separate groups to discuss Fundraising & Marketing, Communications, and Engagement with International Sustainability Processes. The full reports from the rapporteurs in each breakout session are included in Annex 3.

### **Session 11: Report to the Plenary on Strategic Discussions (80 min.)**

Following the thematic breakout sessions, each group reported back to the plenary.

#### ***Fundraising & Marketing***

Reporting back from Fundraising & Marketing session, Jeppe Læssøe from RCE Denmark noted the use of the portal to help share information and arguments that would help with fundraising. In addition to discussing traditional types of fundraising, the idea of raising other types of support, like human resource support, was also noted.

The idea of establishing a database of information that RCEs could use in their fundraising work was suggested, as was the idea to seek funding from donors who might be based in other regions but who have interests in particular communities where RCEs exist. RCEs should be more proactive in seeking new funding and creating new funding sources by communicating more regularly with funders and potential funders.

#### ***Communications & Marketing***

Reporting back from the Communications & Marketing session, Anna Dirksen (UNU-IAS) and Jos Rikers from RCE Rhine-Meuse highlighted some of the main communication objectives and audiences that discussants agreed upon, both in terms of communication among RCEs and outside the RCE network. Overall, participants felt the main communication goal among RCEs would be to share experiences and best practices, which



could be done via the RCE Portal. In terms of communications goals outside of the RCE network, participants felt it was important to foster dialogue around ESD.

Participants also had the opportunity to walk through the newly launched RCE Portal, which would help RCEs share best practices and experience among RCEs. In the future, it could also lead to the ability to share this information with the outside world.

### ***Engagement with International Sustainability Processes***

Reporting back from the Engagement with International Sustainability Processes session, Mario Tabucanon (UNU-IAS) noted the proposal of RCE Okayama to host the 9<sup>th</sup> Global RCE Conference in 2014, prior to the UNESCO World Conference in Nagoya Japan in 2014. A list of potential entry points to these international sustainability processes were discussed, as well as key international conferences, processes and events that would be interesting for RCEs to work more closely with in the future.

### ***Open discussion***

In the open discussion, participants were encouraged to share their thoughts on a common vision for RCEs. Participants mentioned the challenge of diversity in reaching a shared vision though participants also noticed that the diversity of RCEs was also a strength that should be shared and communicated. It was suggested that there would be value in having a written document that explains the links among the three pillars of sustainable development and how it relates to ESD and RCEs.

The need to communicate with policymakers was also highlighted. George Heartwell from RCE Grand Rapids, who is the Mayor of Grand Rapids, listed off four things that policymakers needed and four simple things that RCEs could do immediately to reach policymakers. The four things that policymakers needed were:

- a) Information and practical suggestions of what can be done in a policy arena,
- b) Support if those decisions are unpopular,
- c) Positive reinforcement after making tough decisions,
- d) A mechanism for implementation of some of the political solutions that are adopted.

In terms of the simple things RCEs could do immediately, they were:

- a) Invite your mayor or council member to meet with the RCE,
- b) Request a time to present the RCE before the local government body,
- c) Identify one policy solution that could be presented and lobby for that solution,
- d) Form coalitions with others around that issue.

There was also a discussion around the need for RCEs to prioritize what sustainability issues were most critical to address first, since there was a wealth of issues that existed. A pragmatic approach to a global framework was possible, which would be adapted for a local context would be welcomed.

In terms of a common vision for RCEs, the desire to have higher education institutions better highlighted was expressed so that those key stakeholders could find themselves in a vision statement. At the same time, the need for a short and simple tag line or hook was also raised, in order to easily communicate the value and worth of RCEs and ESD. It was also noted by some that there was a time for vision-making and a time for policy-making; this





conference was a key opportunity to talk about policy-making while the next conference might be a better place for vision-making.

Some of the longer-standing members of the RCE community reflected back on the original vision of the RCEs which was to bring together the educators within a community with experts who knew about the sustainability challenges communities faced in an effort to create a more sustainable future. It would be important to know the history and keep that history in mind when discussing the vision for the future.

### **Session 12: Open Discussion on RCE Vision and Strategies**

Capturing the discussions of the previous two and a half days of conference discussions, the RCE Secretariat summarized key themes that had arisen on issues such as capacity-development, communication, research, influencing policy and engagement with international organizations and processes.

- a) On capacity development, it was noted how RCEs could benefit from a needs and capacity assessment, as well as identification of tools and methodologies towards that end and the need for an appropriate appraisal.
- b) On communication the need to better share experiences and best practices among RCEs via the RCE portal was highlighted.
- c) Opening RCEs up to the outside world to foster dialogue around ESD was highlighted as a priority for communicating to external audiences.
- d) In terms of research, the need for collaborative flagship research, such as sustainability research and learning to use indigenous technologies for low carbon societies was noted.
- e) In terms of influencing policy, the need to change sub-national policy on key sustainable development issues was highlighted, and
- f) And efforts towards policy development and input into international sustainability processes was also highlighted.
- g) Engagement with international organizations & processes was also a major theme throughout the conference, as it seemed RCEs could become implementing agents and strategy evaluators for international organizations, such as UN agencies.

The types of support that the UNU-IAS RCE Global Service Centre could offer RCEs towards those efforts were listed as follows:

- a) Encourage communication,
- b) Facilitate links with international processes,
- c) Act as stewards of the RCE road map,
- d) Provide thought leadership to policymakers, and
- e) Facilitate collaborative research projects.

In looking towards the future, the offer made by the African RCEs to host the 8<sup>th</sup> Global RCE Conference, as well as the offer of RCE Okayama to host the 9<sup>th</sup> Global RCE Conference prior to the UNESCO World Conference on ESD in Aichi/Nagoya were duly noted. The need to look to the future and what lay beyond 2014 was also strongly underlined.

When the floor was opened to the wide group of participants, discussants noted the responsibility that all RCE members had to advance ESD and influence policy towards a more sustainable future through education.



### **Session 13: Towards the next Global RCE Conference**

Dong-Jin Kim, the Mayor of Tongyeong, Republic of Korea, the site of the next Global RCE Conference, expressed his sincere gratitude for allowing Tongyeong to host the next Global RCE Conference. The people of Tongyeong felt honored and privileged to be in such a position. RCE Tongyeong would work closely with the RCE global community to maintain and build upon the momentum generated during the current conference.

### **Session 14: Closing of the 6<sup>th</sup> Global RCE Conference**

Delivering a final message on behalf of RCE members to close the conference, Jim Taylor from RCE KwaZulu-Natal thanked RCE Rhine Meuse for hosting the conference and for the enormous enthusiasm they generated throughout its duration.

He noted how the terminology at the conference had evolved from years past. Many participants this year used the phrase “concrete actions” to refer to the actions that would come out of the conference though perhaps the better - more sustainable – terminology would be the “crystallization of ideas” that took place over the course of the conference. One of the ideas that crystallized over the course of the conference was the idea of RCEs as agents of change and the need for each individual and each RCE to change themselves before attempting to change others.

Jos Eussen from RCE Rhine Meuse expressed his happiness with the way the conference had unfolded in a few final words on behalf of the hosts. He thanked participants for their enthusiasm and their participation throughout the week and encouraged them to not lose momentum once the conference ended.

In his closing remarks, Prof. Parayil looked back over the long history of sustainable development and noted both how much and, in some ways, how little progress had been made. Now was the time to talk about equity and sustainable development, to ensure that it would no longer be just the poor who lived sustainably, but the rich as well. People often linked the production and consumption of material goods to high levels of happiness but that link was not necessarily true. Sustainable development should include a happiness indicator, which would help inform individuals on what was truly needed to be happy. The planetary limits were being pushed because of the actions of a few. Changing the world therefore required changing the political structures that promoted unsustainable models of living. In conclusion, he offered his thanks to the variety of individuals who made the 6<sup>th</sup> Global RCE Conference a success and expressed his sincere excitement around the next chapter for RCEs.

### **Summary of action points**

African RCEs proposed to host the 8<sup>th</sup> Global RCE Conference in Africa in 2013.

RCE Okoyama proposed to host the 9<sup>th</sup> Global RCE Conference in 2014, prior to the UNESCO World Conference in Aichi/Nagoya Japan in 2014.

- a) A small working group comprised of various RCEs will begin work on a paper around the climate change.



- b) A small working group comprised of various RCEs will begin work on an integrated approach to community health education.
- c) A small working group comprised of various RCEs will begin work on a working paper on Teacher Education.
- d) A small working group comprised of various RCEs will begin work on developing youth-specific programs on Sustainable Consumption and Production.
- e) A small working group comprised of various RCEs will begin work on a booklet around new technologies for Well-being, Livelihood and Poverty.
- f) A small working group comprised of various RCEs will begin work on two Higher Education initiatives: developing an RCE award and replicating a student seminar model on Higher Education.
- g) A working group comprised of various RCEs will begin work on a book publication on good practices in Traditional Knowledge, biodiversity and ESD (this is expected to be ready by COP 11).
- h) The working group on Traditional Knowledge, Biodiversity and ESD will jointly work on a capacity development module in the thematic area.
- i) RCE Global Service Centre will conduct a communications needs assessment survey among RCEs that would eventually lead to a more formal communications strategy in 2012.
- j) RCE Global Service Centre will work with a small team from African RCEs to develop and implement a capacity building programme in 2012.
- k) RCE Global Centre in collaboration with RCE KwaZulu Natal and RCE Graz-Styria will write a paper on RCE appraisal (evaluation) for submission to the Journal of Education for Sustainable Development.



**Annex 1  
Continental/Regional Meetings**

**Meeting Summary for Session 3, Continental/Regional Meetings: Americas**

Session Facilitated by: Roger Petry (RCE Saskatchewan) and Eduardo Sacayon (RCE Guatemala). Final notes synthesized by Roger Petry.

**1. Election of Chair(s) and Recorder(s) for Meeting**

Roger Petry (RCE Saskatchewan) and Eduardo Sacayon (RCE Guatemala) chaired and acted as recorders for the session. Final minutes were compiled by Roger Petry.

**2. Welcome and Introductions**

Each person was invited to introduce themselves (their own organizational affiliations/role and the RCE they are a part of) and any emerging issues in their region.

Charles Hopkins, Regional Advisor for RCEs in the Americas and Member of the Ubuntu Committee of Peers

- Indicated he is working to get RCEs established in the Americas. Noted there has been more success in Europe and that there has been some difficulty to begin RCEs in the U.S. with negative views of the U.N. Dr. Hopkins noted the challenge of language barriers in the Americas but also the success not only of having Curitiba but now also Lima and Bogota. Dr. Hopkins helped bring together 7 leaders of political parties to sign an agreement to see ESD as an agenda of all parties and that it would be seen as non-partisan.
- Noted problems facing indigenous people in Lima and the difficulty in providing adequate education in reservations and villages, In addition there are challenges with. Indigenous people moving to the city and the problem of unemployable youth (having youth without jobs and jobs without youth). A key question and part of the ESD questions has to be how to engage people to prepare for the world of work.

Maria Mercedes, RCE Bogota

- Noted her RCE is engaged in action research and networking with Higher Education institutions and schools and other organizations including NGOs in the region.
- Teacher education is a focus (both schools and university teachers). Also developing environmental forums and organizing around the themes of the U.N. Decade of Education for Sustainable Development. Engaged in research into teacher education. The RCE is also doing investigations/research with indigenous peoples. Doing both school and university environmental projects.

Teresa Salinas-Gamero, RCE Lima-Callao

- The RCE has teacher education as a focus and are members of the UNESCO network of faculties of education.
- Are examining and what ESD means in a south American context.



- See subsequent e-mail from Javier Carbajal-Mendoza (RCE Lima-Callao) in item #7 (below)

Tamara van Kaick, RCE Curitiba-Parana

- Indicated she is working with Ziole. The RCE now has a dedicated office in a new university building that has been constructed.
- RCE is working with schools and teachers. RCE has projects involving water resource management with schools as well as with public policy and with air quality.
- RCE engages multiple municipalities around Curitiba.
- Shared an e-mail message from Ziole (see item 7 below)

Volker Minks, RCE Sao Paulo

- Working with Prof. Oswaldo Mosambani. Have been an RCE member since 2009. A great group of stake holders and universities.
- Working at the elementary and high school level along with general public engagement around climate change and related to agendas of the state and universities
- A large city climate change summit was held in Sao Paulo with 60 cities represented exchanging ideas about climate change action
- Sao Paulo has a city action plan for mitigation and adaptation on climate; sharing expertise about transportation, energy efficiency, and green areas; focusing on water and waste management
- Working for a 2012 activity to bring all stakeholders together and sharing documentation about projects
- Want further connections with other RCEs in Brazil along with at an Americas level

Keith Winn, RCE Grand Rapids

- Have a regional centre of expertise in West Michigan. Located in the centre of the Great Lakes that has 20% of World's fresh water supply; mayors around the great lakes are trying to protect that resource
- Challenged with reporting to the RCE and putting projects together; trying to understand how we can share information with other RCEs. His wife is Jenna (a school teacher) and an issue is how to engage with young students in school and how to share resources especially around Climate Change, biodiversity, and impact of production and consumption
- Also need to help educate parents about issues; children are educating parents.

Jene Winn, RCE Grand Rapids

- Very enthusiastic about being at the global RCE conference.
- Getting to the child's heart is where it begins and real learning occurs when this happens
- Need to step back and need to educate teachers (particularly those who have already graduated from system); teachers need to be more aware and more educated.

Eduardo Sacayon, RCE Guatemala

- RCE acknowledged in January 2010





REGIONAL CENTRE OF EXPERTISE  
ON EDUCATION FOR  
SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY



**UNITED NATIONS  
UNIVERSITY**

Sixth Global RCE Conference  
21-23 November 2011  
Kerkrade, the Netherlands  
**SUMMARY REPORT**

- Working with 4 programs in the areas of training, research, communication and international cooperation
- Training: focus on university teachers (basic discussion about coordinating change in 3 topics: ESD, incorporating indigenous perspectives (especially dialogues between western and traditional knowledge) as well as an academic support program for indigenous support in universities; programs to enhance Mayan identity
- Program for bully prevention in public schools
- Developing a plan for research regarding indigenous perspectives as well as programs on radio and television about ethnicity at the University
- Currently cooperating with other universities in Latin America and looking for support from the European community

Lyle Benko, RCE Saskatchewan (present via Skype)

- Co-coordinator of RCE Saskatchewan (where it currently was -29 degrees celcius)
- Focus highlighting the voice of youth and education as part of Saskatchewan Instructional Development Research Unit (SIDRU) events at the University of Regina
- Lyle Benko also has a climate change focus as part of his work
- RCE is working with the Sustainable Education Academy (SEdA) to bring sectors (formal, nonformal, and informal) to advance ESD in the region; includes reorienting school systems from development to sustainable development and changing the purpose of education to produce citizens who will live in a sustainable manner; intend to host next June with a public consultation with SMEs, business, government officials, faith groups, and citizens and the role of the RCE and, in turn, encouraging the Ministry of education
- RCE focus on First Nations and smaller communities; a delegation of university leaders and elders came to Regina recently from the community of Nipawin that reciprocated an earlier visit to Nipawin by the University
- Emergent issues include examining the connection of formal, nonformal, and informal education for SD and the connection to rural communities

Roger Petry, RCE Saskatchewan

- RCE Saskatchewan continues to hold a recognition event for ESD projects in the region (see <http://www.saskrce.ca/RecognitionProgram/>)
- The RCE through its tour of sustainability last year facilitated the signing of various MOU's committing organizations to pursue sustainable development (<http://www.saskrce.ca/files/Tour%20of%20Sustainability%20Media%20Release%20October%208%202010%20rev2.pdf>)
- The University of Regina has created a President's Advisory Committee on Sustainability that includes formal representation of RCE Saskatchewan

George Heartwell, RCE Grand Rapids

- Emphasized the importance of having a longterm vision and a good relationship among communities
- Also identified the need for intellectual cooperation between scientists that is enriched with other stakeholders (e.g., the private sector, higher education institutions, government, and practitioners)



- Identified importance of sustainable development and teaching teachers to be able to teach about ESD (i.e., having the university teaching school teachers/teacher preparation about ESD); this can include developing technologies for cleaning water and waste management along with simple technologies that are useful for each household

Norman Christopher, RCE Grand Rapids

- Stressed the importance of a set of case studies and best practices, identifying the actual tools that work and needing to get them into a resource database
- Mentioned a collaborative project in teacher education (for schools and for universities) for sustainable development
- Also need to think about education related to cultural issues
- Using UN guides for projects for ESD (UNESCO)
- Need further Inter-american organization fostering regional collaboration
- The purpose of education is to produce people who live in a sustainable manner, i.e. Those who protect mother earth (in indigenous cultures)
- Need to increase the knowledge of citizens in the community and to see how a more knowledgeable citizenry and consumers can lead to a more sustainable community and public pressure for these things
- Hopefully we can do a metaanalysis of what we have learned and what needs to be done and what is effective/what is a sustainable community within our own context
- Sustainability education initiatives have to be practical and provide an understanding of local and global perspective
- The education system has to prepare our grandchildren; the voice of today is the action of tomorrow
- Our RCEs need to start measuring the impacts of the work we are doing and need to aggregate the data as to what the impacts are on the social, economic, and environmental aspects of sustainability; we could choose a set of measures that we could be feeding into to see the impact we are making; otherwise we don't know how effective we are being

#### 4. Vision of RCEs in the Americas

RCE members identified the following challenges facing RCEs in the Americas

- language differences with no common language for discussion
- different models of development between countries spanning developed and developing countries
- lack of dedicated government support for issues of ESD and green development models
- need for greater awareness of each RCE (issues and structures) to develop common projects and action plan
- differences in public awareness within Americas and with other regions (e.g. Acceptance of climate change)
- need for dedicated follow-up following international RCE meetings and to address the length of time between meetings



RCEs in the Americas identified the following elements of a Vision for RCES

- RCEs role in building good relationships among communities (cultural and organizational) on ESD
- Central role of RCEs in advancing ESD as part of teacher preparation and ongoing teacher training
- Creation of a resource base of case studies and best practices for ESD
- Integration of indigenous knowledge in advancing regional sustainable livelihoods
- Strong role for RCEs in advancing ESD regarding citizenry and consumers to improve policy decisions of government and business
- Practical projects and understanding connecting local and global perspectives
- Ability to show impacts of RCE work in diverse areas
- RCEs as a new way of doing scholarship

#### 5. Next Americas Meetings

- It was agreed to continue trying out having two sets of meetings running at the same time, one conducted in English and one in Spanish to which all RCEs in the Americas would be invited (though it was expected each RCE would participate in one of the meetings). These meetings are to occur every 2-3 months.
- One RCE will be dedicated to organize each meeting over the course of 1 year (following which another RCE will agree to host the meetings for the following year).
- RCE Grand Rapids agreed to hosting the English meeting and will let every one know about it and allow them join in. Skype or some other platform of their choice will be used.
- RCE Curitiba will organize the Spanish meeting to occur by the end of February.
- RCE Grand Rapids and RCE Curitiba will develop a joint agenda to cover similar topics. Roger Petry (RCE Saskatchewan) will share the minutes from the last RCE of the Americas Steering Committee that included possible agenda topics. Agenda items will also be identified from this meeting.
- Minutes from both meetings will be shared with all RCEs in the Americas.
- Noted the importance of using the RCE platform to facilitate Americas discussion and storing of materials from the Americas

#### 6. RCE Portal

- RCEs agreed to enter their project data into online RCE portal and RCEs of the Americas agreed to use the new portal to communicate and share information.

#### 7. Possible Upcoming Activities

RCE Presence/Side Event at Rio+20 Meeting in Brazil, June 20-22, 2012

- Ziole Zanolto Malhadas of RCE Curitiba-Parana (Brazil) indicated that RCEs in the Americas should consider the possibility of organizing a side event to the Rio+20 Conference focusing on ESD best practices in the Americas or as just a kind of parallel encounter to elaborate a joint proposal to be implemented in the near future focusing on strategies to advance ESD; this would provide continuity and allow a meeting of RCE colleagues who are planning to attend the UN Rio +20 Conference from June 20-22, 2012. We would need to draw up an Action Plan as soon as possible to be considered by the representatives of the Americas RCES as well as



the UN ESD committee, UNESCO, and the UNU-IAS Service Centre and look for support.

- Javier Carabajal-Mendoza of RCE Lima-Callao following the meeting provided ideas on having an “Americas’ Pre-Rio plus 20” meeting, in March, in Lima-Peru. The Objectives of the meeting would be:
  1. To develop as a block a statement for Rio plus 20. This document will be presented there via the United Nations University's Presidency. The document is organized as per the tracks developed in the 6th RCE World Conference (that is, health and wellbeing, traditional knowledge and biodiversity, etc.).
  2. To explore the possibility of common, regional projects as well as their potential sources of funding.
  3. To spread the RCEs centers in other South, Central and North American cities (we may plan a workshop for majors, for instance).
- The Participants would be RCEs from the Americas (recognized by the UNU) and other RCEs from around the world would be welcome.
- Javier will share a first draft meeting agenda for comment once available.

#### 8. Discussion of Upcoming 7th Global RCE Conference

- RCEs suggested that middle November was fine for a meeting but that it should be no later than mid-November
- Also a suggestion that the conference avoid the Rio +20 meeting in June

#### 9. Other Business

- Charles Hopkins mentioned a meeting of the pan-American teacher education organization he is engaged in taking place from May 16-20, 2012

#### 10. Adjournment at 12:45 p.m.



## **Meeting Summary for Session 3, Continental/Regional Meetings: Europe**

Session Facilitated by: Detlev Lindau-Bank (RCE Oldenburger Munsterland) and Jane Claricoates (RCE Wales)

### **Agenda**

Detlev opened the meeting and proposed the following agenda:

1. Explanation of origin of discussion topics (Detlev):
  - 1.1 5<sup>th</sup> RCE Conference, Curitiba, Brazil, May 2010 (Detlev)
  - 1.2 Newcastle, UK, July 2011 (Jane)
2. European RCE SWOT analysis
3. Discussion to refine and consolidate the continental vision of the European RCEs
  - 3.1 Word-cloud of key words, and explanations
  - 3.2 Discussion

There was a short discussion during which it was agreed that

- a) in their communications with outside agencies and the public, RCEs in Europe will project a positive, collective and active image, to establish the understanding that 'We exist' and 'We work together to achieve our ESD Vision'.
- b) it is not appropriate for us to discuss or operate in denial of the geopolitical and financial perturbations currently running their course in Europe and beyond, but it is precisely because of such effects that our RCE work should continue and should aim to address the root causes of such effects.

The above agenda was then adopted. The meeting recognised the many positive and significant contributions being made by European RCEs to ESD; our discussions focused on the challenges which continue to compromise the European RCEs' current and future sustainability and impact.

### **1. Explanation of origin of discussion topics**

#### **1.1 5<sup>th</sup> RCE Conference, Curitiba, Brazil, May 2010**

The discussion started from a little survey undertaken and analysed by Jos Hermans and Detlev Lindau-Bank. RCEs were asked to document the benefits they recognize on the global and local level to figure out what we have to discuss on a continental level, without doubling the work and getting an idea of the added value of a European strategy (see figure, below).





Level Perspective	Knowledge Expertise	Ability	Attitude	Communication
• Regional level	<ul style="list-style-type: none"> <li>• X-cutting topic ESD; Health etc.</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainable networking</li> <li>• Acceptance Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting local initiatives with global perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Promote SD to heart and brain of People</li> <li>• Passion</li> </ul>
• Continental level	<ul style="list-style-type: none"> <li>• !!!!!</li> </ul>	<ul style="list-style-type: none"> <li>• !!!!!</li> </ul>	<ul style="list-style-type: none"> <li>• !!!!!</li> </ul>	<ul style="list-style-type: none"> <li>• !!!!!</li> </ul>
• Global level	<ul style="list-style-type: none"> <li>• Knowledge shared with other RCE</li> <li>• Inter-disciplinary Research</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainable networking</li> <li>• Acceptance Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Global initiatives with regional impact</li> </ul>	<ul style="list-style-type: none"> <li>• Authenticity</li> <li>• Trust</li> </ul>

9 of the (then) 22 European RCEs met in Curitiba and started to

- summarize the discussion about European Strategy building
- share information about contacts with UN-bodies in Europe and with the EU
- discuss better ways of communication between RCEs
- outline a strategy for RCE-action on a European level

The following assumptions were made

- An EU-wide RCE-Association would facilitate joint-project collaboration and development
- Structure follows action – action follows vision
- Contents are more important than formal issues; there is no need for weighty bureaucracy of further administrative coordination but there is a need for better (formal) communication
- Communication and transparency of actions at the European level are necessary
  - Involve all RCEs in communication
  - Decisions about common strategy
- Work on coordinated European strategies for European RCEs is important for survival after 2014
- A European Strategy 2013 -2020 is needed

One point discussed was controversial. It was not clear if European RCEs already have or should have a vision. Undisputed was that we have to come from Vision to a European



strategy because the RCE strategy is not only global (UNU-IAS) but also continental and even local (individual RCE)

Therefore it is essential to look for a strategy which addresses how European RCEs may have the best impact on European policy-making (EU, UNECE, ...). To be prepared for this we have to come in touch with European policy at eye level. What we should do until the next global conference in Kerkrade.

### 1.2 Newcastle, UK, July 2011

This preparatory meeting was hosted by RCE Northeast (UK) over 2 days. Ten European RCEs and 1 Candidate-RCE were represented by a total of 17 participants.

Key points of the discussion which were taken forward into this (Kerkrade, European) meeting:

- **Opportunism:** RCEs are largely opportunistic in the choice of activities they undertake; they have to follow the funding and so are generally unable to set the agenda; this reduces their opportunities to be transformational
- **Limited capacity:** RCEs have very limited capacity; therefore they choose to support those projects which others can lead, most often taking a co-ordinating role rather than an active role
- **Impact:** Some RCEs choose projects which they believe will have maximum social or political impact
- **Novelty / Unique Selling Points:** RCEs undertake work which other organisations cannot or will not
- **Risk-taking:** RCEs can and do take risks when trying new or unorthodox approaches
- **Non-mainstream agenda:** RCE agendas and activities are not mainstream and are often pioneering / experimental / innovative; this increases the difficulties of attracting funding
- **Cash-poor:** Many RCE Partners give contributions in-kind (cf direct funding), raising the challenge of finding direct funds to enable meetings, planning and project activities
- **Multiple agendas:** collaborative partnership working brings a mix of agendas to which partners are committed *as well as* to (different aspects of) the project; partners must simultaneously service their institutional agendas, especially if giving institutional time; without funding and hence dedicated time, it can be very difficult to arrive at a common understanding initially, and to maintain it
- **Diverse understandings / expectations:** Many RCEs enjoy tacit or direct political support; this can affect the understandings and expectations of stakeholders regarding the 'ownership' and 'agenda' of an RCE, and hence engagement; this raises challenges concerning the management of expectations and about keeping a focus on *Education for Sustainable Development*



- Strategy or pragmatism: RCEs find it extremely difficult to maintain a strategic programme when their insecurity of funding necessitates day-to-day pragmatism and responsiveness
- Lack of continuity: insecure funding and under-resourcing of RCEs results in staff turnover and a loss of continuity and organisational learning, compounding the direct impacts of under-resourcing
- Scale and visibility: there seem to be more possibilities to raise funds for large-scale projects than for small, local projects; this situation reduces the capacity of RCEs to engage local stakeholders, to develop situated learning for SD and to demonstrate the impact and further potential of RCEs
- Communication is essential: within, between and beyond RCEs, in order to
  - Explain RCE concepts, and how time/in-kind support has been used and its impact
  - Justify current and future support
  - Advocate, to influence and attract support
  - Collaborate on activities
  - Educate one another and beyond the RCE community
  - Learn; social learning is an important result of effective communication
- Communication needs attention: RCEs all wish to improve their communications; we need to think about what we can learn from others, and vice versa, and how we might better organise our communications in order to do so; we should think more clearly about who we need to reach, what we need to communicate, and why.
- Personal commitment: RCEs are driven and maintained by committed, skilled, and experienced individuals who share a personal belief in the essential role of ESD; most RCEs do not enjoy the benefit of such dedicated professionalism on a full-time basis
- Institutional commitment: RCEs exist with the support of many supporters and sponsors; the UN-related 'badge' is significant for all in maintaining outside interest; institutional partners need to see activity and impact in order to justify their continued involvement/association
- Motivation: there are many motivations amongst the committed and active participants in European RCEs, including:
  - Immediacy: the practical and local nature of the work, and of its visible impact
  - Social process: the ESD *process*, that is, by a high level of direct engagement with people
  - Purpose: a belief in the inherent correctness of ESD goals.

## 2. European RCE SWOT analysis



To help us all learn more about existing European RCEs, with a view to easier and more effective European collaboration, before the Kerkrade meeting, and again in this session, European RCE colleagues were invited to complete a SWOT (Strengths/Motivations; Weaknesses/Restraints/ Threats; Opportunities/Facilities; Tasks/Activities) analysis of their own RCE. The responses we received are provided in Appendix 1.A.

### 3. Discussion to refine and consolidate the continental vision of the European RCEs

#### 3.1 *Word-cloud of key words and explanations*

Participants were asked to submit, at any time during this session, individual key words which, for them, described an essential characteristic of a (European) RCE. Participants could submit as many words as they wished, but each was to be written on a separate piece of paper. If they wished, an explanation could be provided on the reverse side of the submitted paper. Subsequently, the individual words were entered into 'Wordle' software ([www.wordle.net](http://www.wordle.net)) to create a 'word cloud', which presents the most frequently-submitted words in the largest format and the least-frequent in the smallest (see Appendix 1.B for our result). The word-explanations are provided at Appendix 1.C.

Recalling that the word cloud is generated based on the *frequency* of submitted 'European RCE Vision' keywords and not on the relative *importance* we assign to each, a few points are suggested from the resulting graphic:

- Communication is considered a key function of an RCE
- 'learning' and 'education' occurred in equal frequency, prompting us to give consideration to the merits of adopting different language and refocusing our attention from 'Education for SD' to 'Learning for SD'
- 'Change' is a key concept attaching to RCEs
- Whilst we think in terms of 'education' for SD, 'policy' was also clearly indicated to be at the forefront of our minds when considering a common vision for our RCEs.

#### 3.2 *Discussion*

Based on the main points arising from the Newcastle meeting, a discussion was invited around four questions, to contribute to the development of a sharper vision for European RCEs.

*How do you decide which activities your RCE will support/undertake? What is your Unique Selling Point ('USP')?*

- Sustainability is a cohering concept; sustainability-focused activities help to connect people
- RCE network offers us the opportunity to develop our own ESD responses and to learn more widely and deeply about priority ESD needs at the European and global levels, and bring them to the attention of policy-makers
- RCEs offer the opportunity to make more visible to policy-makers at EU and sub-EU levels the existence, significance and potential of the excellent ESD work done by so many local organisations



- Aligning an RCE's work with policy improves an RCE's influence with decision-makers
- An RCE should act as a change agent, changing understandings via advocacy at individual and political levels
- The role of an RCE is to *co-ordinate* change agents (eg to support teachers to improve their practice and opportunities)
- RCEs are *regionally* situated and connected, and should therefore take this opportunity to develop their own unique identity and lead change in their community
- RCEs have an obligation to *maximise* the impact of their transformational activities
- The business of RCEs is *education for SD*; this includes the education of policy-makers
- More effective use of our communication skills, and more RCE-focused marketing, is needed to achieve the full potential of RCEs and their collective network

*Which challenges do you face with regard to managing and financing your chosen activities?*

- Finding sufficient time and expertise to complete the significant application requirements for European funding
- Unsuccessful EU funding applications use up precious resources
- It is important to be allowed to 'fail', which is to say that RCEs must be enabled to experiment and to share the learning thus acquired; funding bodies and their programme rules are currently not designed to accommodate such an unorthodox approach
- Creativity is an inherent characteristic of an RCE's work and it should not be lost in the chase for funds; RCEs should base their proposals primarily around their strengths and not be drawn from this by the requirements of a funding opportunity
- Our RCE work does not in itself generate income, which causes us to run the risk of compromising our aims, potential and professional qualities when negotiating for necessary funds
- The need to identify ESD projects which are of mutual interest to the university [or other RCE-staff employer] and one or more RCE Partners who can access funds requires a sound understanding of the organisations involved and their needs/politics
- If RCEs could broaden the search, and increase the number of successful, EU-funding applications this would serve to include and support more RCEs
- There is a lack of understanding among policy-makers of the European Community about how ESD can contribute to the goals of European policy; RCEs need to achieve more influence on EC funding in order that programmes and their requirements are better aligned to the needs of ESD insofar as ESD can contribute to the goals of European policy
- It is challenging to maintain a focused dialogue of change and ESD with Europe [EC and EU], and there are resource implications in doing so





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- The requirement for match-funding of European programmes can be a significant, sometimes, prohibitive, challenge for RCEs
- The legal status of individual RCEs can complicate possible funding arrangements and may in themselves cause additional project costs
- When the goals of ESD are interpreted or understood to be open-ended, that is, other than 'behaviour change', problems can arise in attracting funding, since this where much otherwise relevant European funding is focused
- RCEs appear to find it challenging to as for what we think is needed; we are insufficiently clear about what we need to do; there would be significant benefit in remedying this situation, recalling that not all European funding is for *commissioned* work; we should take more of a marketing approach, offering solutions and propositions that address a recognised problem
- There are significant differences between eastern- and western-European RCEs in terms of their potential access to European funding; opportunities exist and we must identify them

*What is communication necessary for?*

- To know more about each other's RCEs
- For marketing purposes, to raise the visibility of RCEs and our work
- To connect with others who may already have activities/solutions relevant to our own needs
- To collaborate and thereby build strength
- For mediation: to align processes and systems between different agencies; RCEs can act as mediators
- To respond to missed opportunities to communicate across established boundaries with those who are impacted by issues that threaten their sustainability, such as climate change, providing educational expertise to groups, e.g. social workers, who do not ordinarily have it
- To educate for Education for SD, including that needed for situated learning
- Why does our communication not work well? Our working language is an issue: not everyone involved with an RCE can use English and translation is prohibitively expensive
- The preceding Ubuntu Committee meeting also discussed the shortcomings of our current communications; it was reported in that meeting that the improved portal had been designed with RCE-participant comments in mind and it was anticipated that it could facilitate improved communications between us *if we use it*

*Motivation: What do you value? What keeps you committed?*

- The immediate relevance of the work
- The opportunity to integrate ESD into mainstream activities
- Designing educational responses to market demands



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**SUMMARY REPORT**

- The *urgency* of our task: we are behind with the transformation of our curriculum if we intend to overcome the challenges by 2020 or even 2050
- Originality of approach: unorthodox (“subversive”) approaches in teaching practice are important contributions to curriculum change, as a means of introducing transformative opportunities
- The deep and far-reaching opportunities that ESD offers to unite the spirit of people in Europe through education and entrepreneurship



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## APPENDIX 1.A: European RCEs' SWOT analyses

RCE E Midlands (UK): Margaret

	Strength Motivation	Weakness Restrains/Threats	Opportunities Facilities	Tasks activities
On regional level	Many diverse active participants, from a historical perspective that predates the RCE. Interest in building closer links with European partners.	Lack of regional and national funding opportunities. Reduced capacity as a result of public sector cutbacks	Goodwill, optimism and collaborative spirit of members.	Responding to local changing contexts. e.g. SCORE, carbon Trust , energy efficiency EPSRC research MELA transforming education Festival Global education
On European Level	Comenius networks Comenius Regio Comenius INSET/ Grundvig	Lack of a formalised secretariat	Lifeworld learning has offered to be the Community interest Company to hold the secretariat and enable a more formal mechanism. Members have a wide and extensive range of European partners currently in operation.	Presently looking into forming a secretariat and revised structure which will enable EC projects to happen in a more collaborative way
On global level	An Established body of global learning practice e.g. lifeworlds, Masaya link group, Mundi, Global Education Derby, MELA etc. UNESCO UNEP on Youth lifestyles and climate change.	See above	See above	UNIP on Youth lifestyles and climate change.
Visions Principles	Refer to page on RCE network ( <a href="http://www.rce-network.org/elgg/pg/pages/view/24/">http://www.rce-network.org/elgg/pg/pages/view/24/</a> ) With a move to a more formal network, work is underway to review this in the light of these changes. We would appreciate feedback from other European members who could support us in this process of change.			



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RCE Rhine-Meuse (Jos Rikers)

	Strength Motivation	Weakness Restrains/Threats	Opportunities Facilities	Tasks activities
On regional level	To base education on sustainability principles Work with schools (secondary and vocational) and companies	<ul style="list-style-type: none"> <li>- visibility</li> <li>- funding</li> </ul>	- the current system has problems of motivation, shrinking numbers and innovative power RCE offer an alternative	<ul style="list-style-type: none"> <li>- training of teachers</li> <li>- developing innovative learning experiences</li> <li>- developing learning communities</li> </ul>
On European Level	Diversity of relevant partners on the regional level, networked through RCE network Capability to address EU formulated policies	<ul style="list-style-type: none"> <li>- visibility</li> <li>- track record</li> <li>- status</li> <li>- no decision making strength within the RCE network</li> <li>- no clear common strategy in the RCE network</li> </ul>	<ul style="list-style-type: none"> <li>- high quality staff and students</li> <li>- we can reach out to many <ul style="list-style-type: none"> <li>- EU looks for large consortia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- agree on common strategy</li> <li>- Define collaboration areas and themes</li> <li>- establish working groups to actually develop potential funding proposals</li> </ul>
On global level	large network cross cultural collaboration	lack of funding lack of human resources	need for education is growing new solutions are needed small scale activities are possible ICT makes collaboration easier	define problems define solutions look for partners act!
Visions	In order for individual RCE to be strong and stay strong it is necessary to connect to at least the continental network. Just to be an RCE and then by definition be a member of the global network is not sufficient. Each RCE has to contribute to the common agenda on the continental and global level.			
Principles	Each RCE at least has to have one project to address this obligation.			



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RCE Wales (Jane Claricoates)

	Strength Motivation	Weakness Restrains/Threats	Opportunities Facilities	Tasks activities
On regional level	<p>Relates directly to national ESDGC policy</p> <p>Common aim of multisectoral stakeholders to make a difference</p> <p>Energy, skill and enthusiasm of individual stakeholders</p>	<p>Lack of understanding about what ESDGC is (scope, pedagogies, transformational aims, and complexity).</p> <p>Lack of common understanding about what RCEs are (aims, opportunities for new or deeper approaches)</p> <p>Lack of human and physical resources</p> <p>No dedicated staff</p> <p>Not well connected with <i>education</i> researchers</p> <p>Education as an agent of change slower and less tangible and immediate than high-tech or economic/market 'fixes'</p>	<p>Possibility to draw on ESDGC experience in every sector</p> <p>Forthcoming SD-legislation consultation and subsequent requirement to make SD the 'central organizing principle' of all public bodies</p>	<p>Inter-sectoral working groups focused on ESDGC needs: Food, Energy</p> <p>Steering group meetings</p>
On European Level	<p>Detailed and specialist know-how that is sought by EC as a timely contribution to current policy aims</p> <p>Easy access to communications technology</p> <p>Mobile population with international study and travel opportunities</p>	<p>Lack of clarity about RCE added value and USP</p> <p>Individual RCE status / configuration not straightforward to align with EU funding structures, application requirements and delivery (multisectoral and variously-focused agendas)</p> <p>Purpose and clarity of communications within and between RCEs</p>	<p>Meltdown of Eurozone</p> <p>Underlying, high-level aims and purpose of EU policies and structural frameworks are actually or potentially compatible with the change agenda of ESD</p>	<p>Input to research and development of funding bids</p> <p>Complete research looking at funding possibilities – identify specific examples of common endeavour between EC policy aims and those of European RCEs</p>



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On global level	A significant number of enthusiastic, experienced individuals and educational organizations spread across the world and wishing to collaborate to support learning for sustainable development	Global RCE aims (to address MDGs) not expressed in terms that clearly align with aims of university within which RCE sits Global RCE purpose not valued and responded to equally by all. Communications and collaborative modus operandi weak Democratic deficit in decision-making processes Time and funding to support dedicated ESD developments Agenda being usurped by more powerful sectors End of DESD, with risk of loss of impetus, shared identity, status and drive	Increased questions about economic system and social impact of its malfunctioning University 'Internationalization' agenda: students and alumni coming to and returning home from, Wales Relevant (subject) research fields and competencies within the university Wales-Africa programme Under-utilised expertise within long-established 'Development Education Centres'	Nil at present – EC bid failed.
Vision	Individuals working collaboratively, with ESD as their central organising principle and with common purpose and local [regional? – ambiguous] relevance, to research, develop, demonstrate and promote transformational learning [education?] opportunities that contribute to human and societal sustainability locally and globally.			
Principles	Focus on learning about and developing <i>educational processes</i> that support more impactful <i>Learning for Sustainability (LfS)</i> Narrow the focus of individual projects and their goals, in order to enable deeper learning Be clear about your purpose for any action: do not be deflected by other agendas; align work to opportunities that offer possibilities to research, develop, demonstrate, or advocate strategic LfS possibilities that contribute to the advancement of the LfS agenda Include an element of LfS-relevant research in all projects			





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RCE Oldenburger Münsterland (Detlev Lindau-Bank)

	Strength Motivation	Weakness Restrains/Threats	Opportunities Facilities	Tasks activities
On regional level	Regional pride Feeling unique as a small region	Resources To much to do for a small RCE	Perspective from a rural and agricultural point Addressing young people and young adults	Mobility: Traffic safety, prevention Food and production: farm life in an agri-industrial area Economy: My finance coach Research: Regional Youth report in a rural area
On European Level	Living "Small is beautiful"			Organizing a summer school at the university of Vechta in the frame of ERASMUS Applying for a Leonardo- Project with vocational schools
On global level	Living "Small is beautiful"			RCE-Award
Visions	We are aware of the uniqueness of our region as an education region on SD			
Principles	Take your time			



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RCE Hamburg (Jens Schwarz)

	Strength Motivation	Weakness Restrains/Threats	Opportunities Facilities	Tasks activities
On regional level	Being close to our target groups. Direct contact to learners.	Success of ESD depends on professional success / benefit of the learners	Business-oriented creativity for ESD; acceptance	Creation of learning offers close to the needs of the learners Identify future challenges
On European Level	Experience with EU and international partners; EU-ideal spirit	Education systems are too diverse	Learning from each other helps reflect own approaches	Strive for more detailed transparency in education and qualification
On global level	Thematic topics can be similar	Systems and policies are too different as well as funding opportunities	Emphasis the global and UN approach	UN organizations are supposed to do more efforts on ESD to push the national governments
Visions	ESD must become an integral part of education <ul style="list-style-type: none"> <li>• more governmental pressure needed</li> <li>• national schemes</li> <li>• teachers' education towards ESD</li> </ul>			
Principles	Guidance and consultancy in the regions by RCEs together with governmental agencies			



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RCE Nizhny Novgorod (Igor Arzhenovskiy; Andrey Dakhin)

	Strength Motivation	Weakness Restrains/Threats	Opportunities Facilities	Tasks activities
On regional level	ESD Competence Regional network Regional society	Limited fundraising Low business activity	Development of capacity World football Cup 2018	Nizhny Novgorod (NN) Programme  NN Rehabilitation programme  NN regional planning programme
On European Level	Partnership with Germany and Netherland	Non EU country  Only "third party" in EU- programs	Russian speaking community  NIS countries  RCE Network in Europe	Participation in EU- neighbourhood policy  Lifelong learning Project (TEMPUS)
On global level	International experience  UNU-support	Weak connections with other continents	Communication with JCT  International foundations	Participation in ESD-Decade 2005-2014
Visions	To be a centre of ESD in NN			
Principles	Integration of science and education Interdisciplinary Multicultural			



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RCE Espoo (Maari)

	Strength Motivation	Weakness Restrains/Threats	Opportunities Facilities	Tasks activities
On regional level	Good governance and management Committed networkers SD is value	funding	The size of the city is perfect Reputation in education High tech Political support to SD	To promote public awareness and understanding Wellbeing SD and the ways to act in a sustainable in every day life with different kind of projects
On European Level	The will to find common visions, values, strategies for sustainable future		To integrate our common work to EU Innovation centered	Create the strategies for common visions and values project
On global level	To cooperate, share and learn from each other Common values, vision and strategy		To share our humanity	Create the strategies for common visions and values Common projects <ul style="list-style-type: none"> <li>• Climate change</li> <li>• TK Block</li> <li>• Wellbeing</li> <li>• Health</li> <li>• Energy</li> <li>• Water</li> <li>• Teacher education</li> <li>• Entrepreneurship &amp; intrapreneurship</li> <li>• High education ???</li> </ul>
Visions	The sustainable future is an active choice and we will reach it together			
Principles	To promote wellbeing, SD and ways to act in sustainable way in everyday life in Espoo with every citizen.			



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RCE BENE München (Thomas Schwab) (translated by DLB)

	Strength Motivation	Weakness Restrains/Threats	Opportunities Facilities	Tasks activities
On regional level	Zusammenarbeit unterschiedlicher Akteure finanzielle Unterstützung durch die Kommune  Collaboration of different actors Financial support by municipality	Ziele und Aufgaben des RCE sind dem Umfeld nicht klar Finanzierung ist nicht dauerhaft gesichert It is not clear to everybody what are the goals and tasks of the RCE	Sichtbarkeit erhöhen bessere interne Kommunikation Social Media nutzen  Enhancing the visibility Strengthen the internal communication Using social media	Professionalisierung der Öffentlichkeitsarbeit; übergeordnete Ausrichtung "Kultur der Nachhaltigkeit" Professionalisation of outreach work; Superior alignment; Culture of sustainability (connecting the concept of CoS of the municipality and the inherent typical values with the work of RCE
On European Level	Zusammengehörigkeitsgefühl erste Zusammenarbeit Shared identity First Steps of collaboration	zu wenig Zeit ; noch nicht genug Unterstützung im eigenen Umfeld für europaweite Aktivitäten - RCE are short of time; Not enough support in our own context for European-wide activities	Beginn einer deutschen Zusammenarbeit  Start of a German collaboration	Unterstützung bei RCE- Gründungen; Einladung für ein Wochenende im Herbst 2012 Support of RCE foundings Invitation for a weekend meeting in autumn 2012
On global level	Community Interesse anderer UN- Einrichtungen an den RCEs Various UN-Bodies show interest in RCE work	Kaum Ressourcen Dominanz Japans Little ressources Dominance of Japan	Network-Plattform als Kommunikationshilfe wissenschaftlicher Austausch Network Platform is helpful for communication Academic exchange	Best Practice und Evaluation Community pflegen  Best practice and evaluation Cultivate community
Visions	Vielleicht kann die Suche nach einer regionalen Form von Kultur der Nachhaltigkeit, einschließlich der dafür anstehenden Bildungsherausforderungen, auch für andere RCEs interessant sein. Perhaps the cast for a regional culture of sustainability, including the educational challenges is interesting for all RCEs			



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Principles

Dialog, offenes Suchen als Schlüssel für BNE, Bildung für alle  
Dialogue; open mindedness as a key for ESD; EFA – Education for all





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<b>COMPREHENSIVE SWOT</b>	Relates directly to national ESDGC policy	Lack of understanding about what ESDGC is (scope, pedagogies, transformational aims, and complexity).	Possibility to draw on ESDGC experience in every sector	Inter-sectoral working groups focused on ESDGC needs:
On regional level	Common aim of multisectoral stakeholders to make a difference	Lack of common understanding about what RCEs are (aims, opportunities for new or deeper approaches)	Forthcoming SD-legislation consultation and subsequent requirement to make SD the 'central organizing principle' of all public bodies	Food, Energy
	Energy, skill and enthusiasm of individual stakeholders	Lack of human and physical resources	the current system has problems of motivation, shrinking numbers and innovative power RCE offer an alternative	Steering group meetings
	To base education on sustainability principles	No dedicated staff	Goodwill, optimism and collaborative spirit of members.	training of teachers
	Work with schools (secondary and vocational) and companies	Not well connected with <i>education</i> researchers	Perspective from a rural and agricultural point	developing innovative learning experiences
	Many diverse active participants, from a historical perspective that predates the RCE.	Education as an agent of change slower and less	Adressing young people and young adults	developing learning communities
	Interest in building closer links with European partners.	Limited fundraising	Business-oriented creativity for ESD;	Responding to local changing contexts. e.g.
	Regional pride	Low business activity	Acceptance	SCORE, carbon Trust , energy efficiency
	Feeling unique as a small region	visibility	Development of capacity	EPSRC research
	Being close to our target groups.	funding	World football Cup 2018	MELA transforming education Festival
	Direct contact to learners.	Lack of regional and national funding opportunities.	The size of the city is perfect	Global education
	ESD Competence	Reduced capacity as a result of public sector cutbacks	Reputation in education	Mobility: Traffic safety, prevention
	Regional network	Ressources	High tech	Food and production: farm life in a agriindustrial area
	Regional society	To much to do for a small RCE	Political support to SD	Economy: My finance coach
	Good governance and management	Success of ESD depends on professional success / benefit of the learners	Enhancing the visibility	Research: Regional Youth report in a rural area
	Committed networkers	Limited fundraising	Strengthen the internal communication	Creation of learning offers close to the needs of the learners
	SD is value	Low business activity	Using social media	Identify future challenges
	Kollaboration of different actors	Fundings		Nizhnny Novgorod (NN) Programme
	Financial support by municipality	It is not clear to everybody		NN Rehabilitation programme
				NN regional planning programme
				To promote public awareness



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<p><b>COMPREHENSIVE SWOT</b></p> <p>On European Level</p>	<p>Diversity of relevant partners on the regional level, networked through RCE network</p> <p>Capability to address EU formulated policies</p> <p>Comenius networks Comenius Regio Comenius INSET/ Grundvig</p> <p>Living “Small is beautiful”</p> <p>Experience with EU and international partners; EU-ideal spirit</p> <p>Partnership with Germany and Netherland</p> <p>The will to find common visions, values, strategies for sustainable future</p> <p>Shared identity First Steps of collaboration</p>	<p>visibility track record status</p> <p>no decision making strength within the RCE network no clear common strategy in the RCE network</p> <p>Lack of a formalised secretariat</p> <p>Education systems are too diverse</p> <p>Non EU country</p> <p>Only “third party” in EU-programs</p> <p>RCE are short of time; Not enough support in our own context for European wide activities</p>	<p>high quality staff and students we can reach out to many EU looks for large consortia</p> <p>Lifeworld learning has offered to be the Community interest Company to hold the secretariat and enable a more formal mechanism. Members have a wide and extensive range of European partners currently in operation.</p> <p>Learning from each other helps reflect own approaches</p> <p>Russian speaking community</p> <p>NIS countries</p> <p>RCE Network in Europe</p> <p>To integrate our common work to EU Innovation centred</p> <p>Start of a german collaboration</p>	<p>agree on common strategy Define collaboration areas and themes establish working groups to actually develop potential funding proposals</p> <p>Presently looking into forming a secretariat and revised structure which will enable EC projects to happen in a more collaborative way</p> <p>Organizing a summer school at the university of Vechta in the frame of ERASMUS Applying for a Leonardo-Project with vocational schools</p> <p>Strive for more detailed transparency in education and qualification</p> <p>Participation in EU-neighbourhood policy</p> <p>Lifelong learning Project (TEMPUS)</p> <p>Create the strategies for common visions and values Project</p> <p>Support of RCE foundings Invitation for a weekend meeting in autumn 2012</p>
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<p><b>COMPREHENSIVE SWOT</b></p> <p>On global level</p>	<p>large network cross cultural collaboration An Established body of global learning practice e.g. lifeworlds, Masaya link group, Mundi, Global Education Derby, MELA etc. UNESCO UNEP on Youth lifestyles and climate change.</p> <p>Living “Small is beautiful”</p> <p>Thematic topics can be similar</p> <p>International experience</p> <p>UNU-support</p> <p>To cooperate, share and learn from each other Common values, vision and strategy</p> <p>Community Various UN-Bodies show interest in RCE work</p>	<p>lack of funding lack of human resources Lack of a formalised secretariat</p> <p>Systems and policies are too different as well as funding opportunities</p> <p>Weak connections with other continents</p> <p>Little ressources Dominance of Japan</p>	<p>need for education is growing new solutions are needed small scale activities are possible ICT makes collaboration easier Lifeworld learning has offered to be the Community interest Company to hold the secretariat and enable a more formal mechanism. Members have a wide and extensive range of European partners currently in operation.</p> <p>Emphasis the global and UN approach</p> <p>Communication with JCT International foundations</p> <p>To share our humanity</p> <p>Network Platform is helpful for communication Academic exchange</p>	<p>define problems define solutions look for partners act!</p> <p>UNIP on Youth lifestyles and climate change.</p> <p>RCE-Award</p> <p>UN organizations are supposed to do more efforts on ESD to push the national governments</p> <p>Participation in ESD-Decade 2005-2014</p> <p>Create the strategies for common visions and values Common projects</p> <ul style="list-style-type: none"> <li>• Climate change</li> <li>• TK Block</li> <li>• Wellbeing</li> <li>• Health</li> <li>• Energy</li> <li>• Water</li> <li>• Teacher education</li> <li>• Entrepreneurship &amp; intrapreneurship</li> </ul> <p>High education ???</p> <p>Best practice and evaluation Cultivate community</p>
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<p><b>COMPREHENSIVE</b></p> <p>Visions</p>	<p>In order for individual RCE to be strong and stay strong it is necessary to connect to at least the continental network. Just to be an RCE and then by definition be a member of the global network is not sufficient. Each RCE has to contribute to the common agenda on the continental and global level.</p> <p>Refer to page on RCE network (<a href="http://www.rce-network.org/elgg/pg/pages/view/24/">http://www.rce-network.org/elgg/pg/pages/view/24/</a>)</p> <p>We are aware of the unique of our region as a education region on SD</p> <p>ESD must become an integral part of education</p> <ul style="list-style-type: none"> <li>• more governmental pressure needed</li> <li>• national schemes</li> </ul> <p>teachers' education towards ESD</p> <p>To be a centre of ESD in NN</p> <p>The sustainable future is an active choice and we will reach it together</p> <p>Perhaps the cast for a regional culture of sustainability, including the educational challenges is interesting for all RCEs</p>
<p><b>COMPREHENSIVE</b></p> <p>Principles</p>	<p>Each RCE at least has to have one project to address this obligation.</p> <p>Take your time.</p> <p>Guidance and consultancy in the regions by RCEs together with governmental agencies</p> <p>Integration of science and education</p> <p>Interdisciplinary</p> <p>Multicultural</p> <p>To promote wellbeing, SD and ways to act in sustainable way in everyday life in Espoo with every citizens.</p> <p>Dialogue; open mindedness as a key for ESD; EFA – Education for all</p>



The word cloud features the following terms, with sizes corresponding to their frequency or importance in the document:

- communication** (largest)
- learning**
- education**
- action**
- policy**
- change**
- focus**
- exchange**
- sustainable**
- participation**
- regional**
- integration**
- transparency**
- agency**
- crisis**
- common**
- learning**
- communication**
- action**
- policy**
- change**
- focus**
- exchange**
- sustainable**
- participation**
- regional**
- integration**
- transparency**
- agency**
- crisis**
- common**
- learning**
- communication**



## APPENDIX 1.C: RCE Key word explanations

### Communication

- We have to tell what we are doing in a „marketable“ way
- Share good practices
- Meet people + talk to each other
- Consider all words are meaningful → openly share ideas
- This is the easiest part
- The RCEs have to scale up the communication on activities and projects.
- The new platform should become an instrument for this.

### Network

- Find a way to establish some sort of EU structure that can work on the connection between RCE-EU and help RCEs to develop relevant project proposals

### Solution-centered

- Start with the problem in mind

### People

- Question is about people not countries, political parties, institutions, companies etc.
- People and especially children come first
- We are friends

### Connectivity

- A unique setting point of the RCE network is that we are able to connect local communities across the globe

### Finance

- Where to get funds to organize activities + finance coordination of RCEs on European level
- If sponsors → how to keep RCE “individual” so that sponsors do not take “power” ? or direct activities
- How to form good (sharing same values) network that will give win-win situation to all participants with different topics?
- How to work on EU level?
- How to use “free” activities as at the bottom it is all about minds and thoughts RCEs agenda is based on (key)

### Lifestyle

- What are our values? What is popular way to think?
- What we choose to consume, how to spend your lifetime?
- How to change “24/7” –lifestyle and ideology? Rather → “8/5” lifestyle / balanced use of time

### Crisis

- The financial & economic crisis is influencing the agenda
- The signals are that business comes first, then SD, then ESD
- The current crisis must be addressed by RCE:





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**SUMMARY REPORT**

- What are the causes?
- Which alternatives are there?
- Can crisis be solved with the same actors/systems that caused it?

#### Context for ESD

- Context is even more important than content

#### Research

- Research as a starting point for education on sustainable development

#### Humanity

- Find your humanity! We are more than empty bowl. Who are following leaders who cannot understand what sustainable development is? We people need to be brave, and follow our hearts.
- Everyone should have opportunity to find his/her deepest or highest humanity. So that everyone can find the meaning of their lives. See the beauty of every life and find your opportunity to find a common sustainable world.

#### Joy

- We have to find a joy of learning, living, participating, cooperating, acting, valuing; finding our humanity.

#### EU teacher Program

- Join forces/knowledge in building life-long-learning-lives on themes: energy, water, food...
- What do we have to do to change and improve education at our schools, in order to make our youth strong and wise for THEIR future?

#### Choices

- Choose wisdom
- Choose love
- Choose strength

#### National policy

- (some of the) regional issues are not recognized at the national level of policy. RCE could bring them into the discussion. Practical outcome: standpoints

#### Future Visioning

- Disintegration – whenever short-sighted interests appear, a process of disintegration occurs
- Integration (any – on EU or RCE level) – depends on shared visions. These are also the main factors on which any development depends (anything other is aggression(?))

#### Common Goals

- As we have different RCE(s) – different regions etc. → To find out common goals we have to discuss what makes us different...



#### Raise funds

- What are the means to raise funds?

#### Coordination

- Between networks involved in sustainable development but willing to remain individual

#### Intergenerational

- Meaningful participation across ages

#### Act

- Don't trust only on papers and speech, trust on your everyday sustainable steps

#### Chain of Generation

- We all belong to the chain of generations. If we find our highest and humanity and understand that we belong to the chain of generation, SUSTAINABILITY will always be inside us.

#### European Network

- Policy support is needed. Under unstable political conditions of certain European countries, wider context is needed → policy support from other EU countries

#### Identity

- Who are we? Do we really have a common EU-RCE-Identity?

#### Practice

- Applied ESD
- Working with people to make SD happen

#### Guidance

- RCEs are supposed to provide guidance, at least consultancy

#### Action

- RCEs should transfer SD-knowledge and skills into action

#### Examples

- RCEs provide examples of how ESD can be successful

#### Participation

- Enable individuals to be part of the SD-process through ESD

#### Focus

- On the EU level groups of RCEs have to focus on a theme to collaborate and try to connect to the EU programs
- If every RCE focuses on its key issues we together form a strong network of experts.

#### Ambition

- Over the years we needed to lower our ambition due to
  - o Lack of funding
  - o Lack of engagement of SM
  - o Lack of power



REGIONAL CENTRE OF EXPERTISE  
ON EDUCATION FOR  
SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY



UNITED NATIONS  
UNIVERSITY

Sixth Global RCE Conference  
21-23 November 2011  
Kerkrade, the Netherlands  
**SUMMARY REPORT**

○ ...

#### Intrapreneurship

- “Intrapreneur = a person who acts as an entrepreneur in his/hers work as an employee”
- Way of thinking and acting as an “entrepreneur” or self-employed but working for an organization as an employee (either company, public sector or NGO)
- Responsible, active, participating role
- Gives a meaning to a person’s ideas + actions in the concept he / she works in
- All Europeans become active players in society → solutions to Europe’s many different problems \* challenges?? → stronger Europe in global context (for example compared to BRIC-countries)

#### Entrepreneurs

- Jobs are created in companies
- Must support entrepreneurs, especially SMEs
- Must work on how to “value” (appreciation) more entrepreneurs (not to think only companies as “capitalist system”)

#### Work

- Developing current way of dividing work is a major challenge and area of discussion
  - Some people have too much work while some have no work
- Division of labour & work →
  - How to find new socially sustainable way of working?
  - What is “wealth of nations” by Adam Smith in nowadays-context → refocus & develop idea

#### RCE EU – Youthforce

- Enable youth to learn at school about themes like energy, food, water.
- Find and connect this youth with teachers and school directors who believe in their (youth) strength, ideas and research
- Connect youth worldwide (social media) to learn and share together

#### Hyper-connectivity

- Sustainability is a principle of hyper-connectivity

#### Connectedness

- Tying together all the loose ends and forming an adaptive learning community

#### Values

- Our vision shall be value-based (respect, tolerance, honesty)

#### ONE!

- At eye with Europe: EU/EC is not one!
- SD & EDU competency is spread over several services.

#### Bi-directional

- What can a RCE do for Europe ( network / platform / ...)



- What can Europe (network / platform / ...) do for an RCE/RCEs?

Regional focus? EU-level?

- EU is disaggregating itself – its mainstream economic and political systems are facing huge challenges in a world of change.



**Annex 2**  
**Thematic Sessions Part II**

**Meeting Summary for Session 8, Thematic Session F: Well-Being, Livelihood and Poverty Reduction**

Session Facilitated by: Roger Petry (RCE Saskatchewan) and Zinaida Fadeeva (UNU-IAS).  
Final notes synthesized by Roger Petry.

**2:30-3:15 p.m.**

Roger Petry provided highlights from the background paper he had prepared for the session that synthesized discussions leading up to the session (included at the end of this meeting summary).

Using a talking circle format each individual was invited to provide a response to 1 or more of the following questions.

- (1) Consider the RCE work on livelihoods to promote well-being and reduce poverty outlined in the background paper for this session. Describe a further case example from your RCE in one of these areas (or some further area) or provide a comment/question in relation to one already presented.
- (2) Are there sustainability issues (e.g. climate change, biodiversity loss, soil depletion) in your region to which existing livelihoods are especially vulnerable or are there livelihood practices that are particularly unsustainable? What education strategies might RCEs undertake to increase livelihood resilience and/or sustainability in these cases?
- (3) Do you see opportunities for general popular education related to sustainable lifestyles and sustainable livelihoods as a shared identity? What research and collaboration might help RCEs advance such education in our regions?

Abdhesh Gangwar, RCE Srinagar:

A local RCE project sent children around the country to talk with people about poverty. They discovered that many people don't link poverty to the economy. Dimensions of poverty included if you don't have a sense of value, family, knowledge of where you come from, or who you are. The first level of poverty is exclusion.

Ranjana Saikia, RCE Delhi:

The RCE is engaged in a project working in slum communities in 7 cities that involves a women's group and students from two colleges working with each community. They are teaching women how to make bags from other materials (e.g. ketchup bags and polystyrene/tetra packs). The RCE provides market linkages to selling these products. They are now moving to more slums in Delhi. The project enhances sustainable livelihoods by adding to woman's earnings and cleaning up the environment by using discarded plastics.

Samuel Maling, RCE Greater Mbarara:

The RCE is focusing on health. Work is based on the relationship between poverty and health. Very serious problems exist in Uganda. The national poverty eradication strategy didn't work. A new national plan is developed but poverty is getting worse.

Dick Kachilonda, RCE KwaZulu-Natal:



RCE is promoting useful sustainable practices as a way of addressing poverty. People in rural areas use locally available natural resources such as getting wood for fuel and heat. The RCE is promoting the use of energy saving stoves to reduce the use of wood.

Ali Bukar, RCE Kano:

Livelihood issues are very extensive. A lack of livelihood is a concern for young people, women, and the aged. RCE Kano is seeking to address the issue of young people (3 to 5 years) being sent 500 km away to go to Koranic schools having no food and no place to sleep with 2000 students for one teacher. This is 5 times the number of students/teacher vs. those in conventional schools. Therefore the community is in jeopardy with unparented children who as students are forced to beg along with being really excluded. The RCE is trying to bring them back into the community and is discussing this with UNICEF. The RCE has also signed an MOU with Senegal and Malaysia. There are also differences between rural and urban poverty. In rural areas it is a lack of livelihood. In urban areas it is a combination of livelihood and well-being. In most rural areas one is not poor if one can feed one's family and has shelter along with use of traditional medicine; here one is still content. In urban areas, if you don't have good shelter with access to electricity this is an issue (in rural areas people have access to animals and fish). Women are also more affected by poverty. While government programs and policies are good these are not translated into practice. Women's poverty is linked to illiteracy (and low enrolment relative to boys) though Koranic schools are made up 100% of boys vs. girls.

Charles Hopkins, RCE Regional Advisor and UNESCO Chair at York University:

Coming out of Africa was a moving expression of what sustainable development meant: "enough, for all, for every". Can ask what each element means (e.g., what is for all?). In wealthy countries "enough" had the connotation of things/stuff. We now talk about well-being, for all, forever. In Finland at Espoo they are delving into what is well-being. A national goal of Canada in the 1970's included the idea of well-being. A national institute in Espoo is examining "key drivers of subjective well-being". Ultimately this relates to meaningfulness of life, mental coherence, and meeting Maslovian needs. These depend on your multiple roles in life that depend on the environment where you live along with your laws, resources, and capabilities you have at hand along with income—though money is only one small factor. Yet in the North well-being connotated with how much money one makes. Espoo is taking the idea of well-being, for all, forever and basing its education upon this.

Kirsti-Liisa Nopanen, RCE Espoo:

There is also poverty in Finland. Working on vocational education and trying to educate young people so everyone has a vocation and can have one's own apartment (vs. facing homelessness) and normal work opportunities.

Sirkka Hulkkonen, RCE Espoo:

There is a program on vocational education in Finland. 50,000 students not making exams and have risk of dropping out. Some of the vocational educational programs are very practically oriented. This includes "expanded on the job training" so that individuals can be enabled to do things especially those that don't like to sit in the classroom. Now we let them work and see the workplace as a learning environment and send teachers to these environments to teach and assess them. We also use learning technologies (e.g., Ipads) so the process and learnings can be documented enabling transparency.

Barbro Kalla, RCE Sweden (candidate):

Are starting to talk about child poverty in Sweden, the idea school should be free, and the significant differences in the population. Young women are much more stressed than young





boys and suffering from self destructive actions. Problems of poverty relate to social and mental conditions. Though we have well being on paper there is no sustainable society.

Jene Winn, Michigan, RCE Grand Rapids:

Mentioned her husband, Keith Winn, is on the U.S. Green building council that provides regulations and scoring guidelines for LEED certifications for buildings. Jene took ideas from him to 2<sup>nd</sup> grade teachers (7 and 8 year olds). One can think of poverty in affluent districts. Jene teaches in a private christian school. Children have a poverty of wealth: children see the world as a place to take from vs. one o give back to. As a Christian school she takes the idea of God and the idea of a responsibility to care for the world and to make it healthy and sustainable for everyone. There is ann environmental lens for each grade level: e.g. students grow pumpkins and include their families/parents (e.g. roasting pumpkin seeds). Students learn economics. As an educator the role is to see that children care for the earth and people of the earth. Was thrilled to be among part of such a wonderful group of people at the RCE conference.

Okorie Okoro, RCE Lagos:

Those who are poor don't have a proper place to live are unsatisfied and those who made it were satisfied. Noted that every year after secondary school, 60% of these students joined those in poverty. Noted that something had to be done to reduce the percentage. Found out that the people who were no longer satisfied wanted to attack those who had made it creating conditions of violence. The RCE analyzed the situation and found out that at least if you revamp the primary education to give a different kind of thinking and followup one can help to groom citizens to create value for themselves and make sure they have a prospect for a livelihood. Poverty not being sure of where you live, not knowing a means of livelihood, having risks day by day (e.g., go out and if lucky you get something and if nothing then "that is it"). Need to improve the agreement so we can say, there is something out there for you: you can learn a few things and do it for yourselves. People are getting tired of certain conceptions of the good life. The number going into crimes is now declining: child trafficking and drugs is reducing. Trying to find partnerships and collaboration to show all hope is not lost. You can learn a trade and be empowered and one day you'll be a person having your home and showing this to others to bring hope. Want to learn better ways to eradicate poverty.

Jos Rikers, RCE Rhine-Meuse:

RCE started connecting with RCE Greater Nairobi and supporting newcomer RCEs. We promised ourselves when starting the RCE that we would especially be very careful in selecting one or two RCEs to connect to for a very long time (i.e. building a long-term relationship). Started doing exchange projects for students (vocational training and university) to experience how life is different. Didn't think it was fair to show wealth in developed countries and decided to give something to exchange students to take back, that is, entrepreneurship training. As such, when you get home you have something extra. Then a research group in the Nethlerlands invited people in Kenya to help us identify the problems that should be solved vs. imposing a high tech solution. Proposed to have students in Kenya do research to come up with the main issues (eg., health, access to clear water) but then they said you can forget about this if you help us to help ourselves; if we empower people to be economically independent then they are empowered to take responsibility for all the other issues (it is their problem to address). This started the idea to have a change in curriculum at university and to send people to communities to do things. Learned to turn projects into economic activities that sustain themselves; again the idea is about introducing



entrepreneurship (sustainable social entrepreneurship) into training (e.g., video games, interactive materials vs. traditional approaches). All this is done digitally and once one becomes an alumni he or she can take all the material to community (all is in video messages) and can train people in entrepreneurship skills. Need a support system where people can drop problems with others and ask for help. Can use the RCE portal as a focal point.

Jim Taylor, RCE KwaZulu-Natal:

Poverty stricken area near where I live made up of refugees in south Africa who can't send their children to school since they have no documents. Those that are doing better have access to job and food networks (these are more important than money) and have richness if they are prepared to share (vs. an inward looking and selfish focus that makes one less happy). Much of what was going on in this community ran counter to the literature. People weren't acting rationally according to Maslow. People who had little money bought bad things (e.g., fizzy drinks, and alcohol) if have cash or spent money on burials that are far too expensive (with money leaving to burial societies while they continue to live in poverty). A social media network was created to post employment opportunities when available (as phone cards were free). Then the government cracked down when they found that crooks were managing crime with cell phones. Now, if you don't have an address you can't buy a free simcard and therefore the functioning media network that had been established crashed in a 24 hour period. People were also drinking and washing in effluent from the wastewater treatment works; now people are making money sampling sewage water and doing tests with the water; now that the village has sampled the water quality and communicated this publicly, the quality of water has gotten hugely better; neighbours testing water led to overall improvements. Jim subsequently noted several ideas he had coming out of the livelihoods session. This included our general orientation, specifically facets of humanity that need to be in place to address well-being and human livelihoods. Sustainable practices should aim at the goal of happiness which includes having a job and food networks, richness through sharing, human dignity, pride and purpose. In terms of learning and education he emphasized the importance of words (e.g., instead of "concrete" actions (where concrete is not a particularly sustainable building material) we could "crystallize" action; instead of "sending messages" we should be "making meaning"; instead of aiming to "change others" we should "set a better example". He noted the problem of fear and how it can create action paralysis.

Suhita-Osorio Peters, RCE Creas-Oeste:

A few years ago poverty was seen as something for other countries, not Europe. If people were in poverty it was their fault. Suddenly we have the economic crisis and now we see the economic system is totally unstable and everyone is at risk of being poor. Now is a good moment to address this issue in Europe; in Portugal we are experiencing things that weren't experienced since the 70s; poverty was eradicated and had a status of well-being where we felt well (including having the material wealth people had dreamt about it). Now everything is being destroyed as social services of the state are being undone; systems are being destroyed all over Europe (e.g. ageing people not being able to pay for their medicine). Now is a crucial moment where we have to discuss about these problems; communities need to reflect about their own resources. As people can't get credit anymore from banks, we need to think about what we can do without credit. Need to understand the benefits of solidarity and shared resources in these circumstances and sharing machines and facilities if one can change people's mindsets away from egoism. The RCE is trying to make people understand they are very rich as they have a good educational background and have a lot of capital upon which to build upon. Are currently discussing how to make this into a project.



Karen Adshead, RCE London:

Had riots that took place in London and other parts of the United Kingdom this summer. The public media gave a version of the events galvanizing an image of the have-nots. In London there is considerable disparity and many don't benefit from what the city has to offer. London has many migrants (e.g. some forced to come due to difficulties; others come voluntarily because they want a different life). Much social marginalization of migrants and ghettoization is taking place over many decades along with a scaling back of social protection and increasing unemployment. In London there is a high concentration of this vs. other areas. London has the most diversity. The RCE is in South London and is partnered with a University in East London that is traditionally more marginalized. Awarded Olympics for this summer and some activities are to look at the environmental component of the development of Olympic sites and also looking at young peoples engagement with potential legacy projects (e.g. transforming of East London). But it is the haves that are benefiting (e.g. Creation of the largest shopping mall in Europe). Working with community groups on how post Olympics some of the space can be taken over afterward (i.e. reclaiming space by community groups and youth). Also a place-based learning network to transform urban space. Also looking at social workers and how one can include physical and natural environment consideration into their work: where people live and how poverty can be linked. However, have now lost core funding and are now just academics and volunteers and therefore are reaching out to other universities to help champion these things.

Kristof Dewaele, RCE Southern North Sea:

"Consumer citizenship" network started in 2003; had 6 years of this network trying to be responsible as consumers. Now have created a partnership for responsible Living in Europe and Africa (PERL: Partnership for Education and Research about Responsible Living). The goal is for social innovation and developing learning methodologies and sharing research; have toolkits and materials that could be useful for RCEs (e.g., LOLA: "Looking for Likely Alternatives"). All are available online (and in other languages, e.g. Spanish, Portuguese); can be freely downloaded. Will have a conference in Berlin in March: the "Beyond Consumption" conference. Can also organize capacity building training at: [perlprojects.org](http://perlprojects.org).

Zinaida Fadeeva, UN University Institute of Advanced Studies (UNU-IAS):

Looking at how to connect the PERL network with the RCE network. The UNU could assist this. Mentioned some cases in the developed world. Japan has taken good care of people but look at what is occurring in area of ageing. There is a huge debate going beyond costs (e.g., are people really better to live so long and be on artificial life support). Issue of democratic disparities and large number of young people in Asia. RCE Cebu in the Philippines did a project on "earning for livelihood" as a way to maintain the last remaining forest on the Island. Universities and schools got engaged to train the local community regarding ecosystem services and biodiversity and became tourist guides. Would need to check how this is going now. In Eastern European countries under the Soviet Union had an aspirational goal in life and a sense of purpose in life. Now when going back seek 17 to 19 year old women who see themselves as exceptionally poor unless marrying a millionaire in early 20s. Women become very desperate from 20 to 25 and give up on themselves. Role of values education as a component of ESD and needing a long term vision.

### **3:15 -3:30 p.m.**

In a large group people were asked, based on the previous discussion, to identify opportunities for inter-RCE collaboration.

Possible Areas for Collaborative Actions:



- ▲ earning for livelihood
- ▲ the issue of quality education for women and children and emphasizing the rights of women
- ▲ wellbeing as an educational goal (conceptual work UNU IAS) along with projects for engagement on ground
- ▲ Money wealth vs. true wealth (jobs and food network, richness in giving, human dignity, pride, and purpose)
- ▲ the idea of “poverty of wealth”
- ▲ impacts of an ageing population
- ▲ role of ESD in empowering for a better community through self reliance of the community and redefining wealth
- ▲ reclaiming physical spaces by marginalized groups in society
- ▲ advancing specific projects:
  - RCE Rhine-Meuse and Nairobi and an invitation to join and link to education at the university level
  - Social media networks for job searching
  - Invitation of PERL network of NGOs to RCEs and look for new methodologies
  - Promotion of sustainable practices (e.g. Those that promote energy self-sufficiency)
    - (e.g., sharing of a solar tunnel dryer to preserve tomatoes in Kano, Nigeria so that tomatoes don't all enter market at once; helps stabilize production and consumption; working to share solar tunnel dryers and everyone is careful when using them; an MOU with RCE Kobi; exploring other options to get funding for equipment; farmers recognizing it is work of them and are going for a larger tunnel
  - Finding support for RCE applications that fail to receive funding at a particular moment but are still viable (e.g., creating an RCE space for posting these projects and finding partners)
  - Portal for sharing information about sustainable technologies; a book developed by RCE KwaZulu-Natal (Jim Taylor) of sustainable technologies with educational dimensions of each (21 technologies)—would like friends to edit it;
  - In RCE Delhi have a flagship project: “light a million lives” and providing people with solar lighting and a patented a solar station and a “solverter”; used for village schools to be able to run a computer; have covered more than 900 villages and want to extend it to Africa; individuals can earn money through operating the local recharging station

### **3:30-4:30 p.m.**

The large group was divided into 3 smaller groups for focused discussion on the top 3 items. These were identified as follows:

#### **(1) SD Technologies to address livelihood challenges, object oriented education around these technologies and sharing these technologies**

The following actions were identified from this group in the following chart:

- ▲ Sustainability Technologies booklet: 20 Technologies in one booklet (action to be taken by Dick re. getting feedback on the booklet by 30/11/2011)
- ▲ RCE Portal: Jim and Anna to explore placing resources on RCE portal of theme area and specific projects (action by Jim by 23/11/2011)
- ▲ “Light 1 Million Lives” providing solar powered CFL lights to people (action to be taken by Ranjana in sharing with other RCEs by 30/11/2011)
- ▲ Software Proposal to enable sharing of productive capital (Roger to share



proposal developed in Saskatchewan with group by 30/11/2011)

**(2) Reflection group on well-being, values, and redefinitions of wealth**

▲ Possible RCE Action: develop a working paper on this topic for RCEs and the UNU-IAS using ideas gathered from RCEs in their respective communities.

**(3) Training in social entrepreneurship**

Possible RCE Action: document rapid responses of RCEs to specific needs/requests (e.g., RCE Cebu's earlier request of RCEs); Jos Rikers noted that we can examine the challenges that arise in such a process to help solve a problem posed by an RCE to the RCE community; once we have captured responses that have come in we can then convert that into a learning experience and recreate learning materials.



**Annex 3**

**Discussion on Strategic Issues (World Café Session)**

**Meeting Summary for Session 10, Discussion on Strategic Issues: Communications & Marketing**

Session facilitated by Jos Rikers (RCE Rhine Meuse) and Anna Dirksen (UNU-IAS)

Participants from three groups were asked to prioritize their:

- a. Main communication objectives, within the RCE community and to external audiences
- b. Target audiences, within the RCE community and among external audiences
- c. Immediate next steps on communications

A summary of the combined feedback of all three groups is included in the table below:

	For Communications Within the RCE Community	For Communications with those Outside the RCE Community
Communication Goals:	<ol style="list-style-type: none"> <li>1. Share expertise</li> <li>2. Exchange best practices to increase knowledge</li> <li>3. Foster intercultural dialogue</li> </ol>	<ol style="list-style-type: none"> <li>1. Form alliances with other networks</li> <li>2. Encourage use of ESD as a tool in SD</li> <li>3. Bring outsiders into our community of practice</li> <li>4. Understand how to inspire "moments of change" by encouraging others to tell their personal story of change</li> </ol>
Key Audience:	<ol style="list-style-type: none"> <li>1. Those working on similar projects/programs</li> <li>2. Those working on different projects/programs</li> <li>3. Those from different cultural areas</li> <li>4. RCE stakeholders by sector</li> </ol>	<ol style="list-style-type: none"> <li>1. Policymakers (local authorities, gov't agencies)</li> <li>2. Funders &amp; potential funders</li> <li>3. UN agencies &amp; other international bodies</li> <li>4. Youth</li> </ol>
Immediate Actions:	<ol style="list-style-type: none"> <li>1. Better share our experiences via RCE Portal</li> <li>2. Strengthen partnerships &amp; meeting opportunities with other RCEs to create collaborative action</li> <li>3. Commit to the action items from conference</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate more consistently with current stakeholders</li> <li>2. Create policy recommendations</li> <li>3. Create interest groups around specific themes to foster dialogue &amp; intelligent engagement</li> </ol>