

**United Nations University Institute of Advanced Studies**  
**Global RCE Service Centre**

**Framework of Action on Youth for the RCEs**  
**(DRAFT)**

**1. Introduction**

At the 7<sup>th</sup> Global RCE Conference hosted by RCE Tongyeong, Republic of Korea, the RCE community issued the Tongyeong Declaration reaffirming all previous declarations related to education for sustainable development (ESD) and declared their commitment to implementing strategic actions that build a global learning space on ESD.

In support of the Tongyeong Declaration was the Positioning RCEs document declaring that in affirmation to their commitment to ESD, RCEs will implement the strategic and thematic actions outlined in the document, as well as other relevant actions that may arise over time, with a view to building a global learning space on sustainable development issues. Among the thematic actions identified is **‘RCEs, Youth and Schools’** which positions the RCEs to embark on the following goals:

*“The RCEs will establish and enhance youth and school capacities and resilience in adapting, solving, and tackling problems and challenges, and empowering the community by empowering the youth to solve problems and improve resilience. The RCEs are also committed to building the capacity and character of school students to enhance the knowledge, and engage them for local initiatives to protect the environment for sustainability. The RCEs will undertake research and adapt appropriate technology in response to problems, challenges and opportunities faced by the community, and engage in training of trainers by and for the youth or young adult in the community on appropriate technology and skills. The RCEs will commit to establish social networks for sharing knowledge and exchanging ideas, and developing collaborations with stakeholders (ministries, local governments, private sector, media, civil society, schools, universities, and others).”*

The framework of actions on youth for the RCEs is anchored on the relevant plans contained in the Positioning RCEs document.

## **2. Strategies**

### **2.1 Strategy 1**

“The RCEs will establish and enhance youth and school capacities and resilience in adapting, solving, and tackling problems and challenges, and empowering the community by empowering the youth to solve problems and improve resilience.”

### **2.2 Strategy 2**

“The RCEs are also committed to building the capacity and character of school students to enhance the knowledge, and engage them for local initiatives to protect the environment for sustainability.”

### **2.3 Strategy 3**

“The RCEs will undertake research and adapt appropriate technology in response to problems, challenges and opportunities faced by the community, and engage in training of trainers by and for the youth or young adult in the community on appropriate technology and skills.”

### **2.4 Strategy 4**

“The RCEs will commit to establish social networks for sharing knowledge and exchanging ideas, and developing collaborations with stakeholders (ministries, local governments, private sector, media, civil society, schools, universities, and others).”

## **3. Actions**

At the RCE Youth Session held at TERI University on 30 January 2013, back-to-back with the 2013 YUVA Meet, youth participants from a number of Asia-Pacific, African, and European RCEs met and discussed on how to translate the strategies on youth to actions by the RCEs. The following actions were recommended:

### **3.1 What are the actions that can be initiated and implemented by the RCEs that could enhance capacity building and empowerment of youth and students? (With reference to Strategies 1 & 2)**

1. Establish RCE Youth Exchange Program (both intercontinental and national/local levels)

- Develop methodology and implement
2. RCEs to partner with businesses and industries to create incubators for youth empowerment
    - Bring businesses and industries on board the RCE and encourage them to champion specialized incubators
  3. Target in-service teachers' training to the youth sector
    - Through providing learning materials and good practice cases
  4. RCEs to be agents to promote ideas from youth to potential sponsors and donors
    - RCE Youth Coordinator position to be established and for the post-holder to gather ideas from youth
  5. RCEs to conduct capacity building programs for the youth especially on project proposal writing and project development
  6. RCEs to organize regular leadership programs/workshops
  7. RCEs to establish a youth volunteer immersion system during no-class session.

**3.2 What kinds of research and appropriate technology adaptation actions that you would recommend that RCEs undertake involving youth and students? (With reference to Strategy 3)**

1. RCEs to promote public awareness especially the youth
  - E.g. street plays, social networking, media
2. RCEs to involve the youth in upscaling of pilot projects in rural areas
  - Through training and handover
3. Youth to become mentors to educate farmers
  - Regular visits to farmlands
4. RCEs to focus on primary schools
  - Incorporating ESD/SD in curricula
  - School students taken to field trips
  - Organizing competitions, project works, and recognizing them
5. Documentation of RCE activities involving the youth and promotion by persons of influence
  - Database system; in the form of movies; exhibitions
6. RCEs to promote innovative ideas coming from the youth through competitive exhibition and recognition

### **3.3 What are the actions that can be initiated and implemented by the RCEs involving youth regarding the establishment and use of social networks? (This is with reference to Strategy 4)**

Under this session, discussion was focused on youth's involvement in intra-RCE communications, inter-RCE communications and outreach (a wider group of people outside the RCE community). As a result, the following plan of actions was identified:

Intra-RCE Communications – It is significant for RCEs to establish a more solid mechanism to better involve youth in the loop of communications and engage them in the decision-making process within the RCEs.

1. RCEs are to identify a youth coordinator from each RCE and add him/her to the regular mailing list of the RCE to share information (in reflection to the fact that youth are not usually informed of any activities/events taking place outside their own projects)
2. Youth are to make the best use of the RCE website, Portal, Blog and other mediums and share their activities to bridge the gap between youth and other stakeholders
3. RCEs are to assist youth to create some promotional materials (e.g. advertisement at the shopping mall, local radio/TV programmes, etc.) to support youth activities
4. To contact local schools to share the information on the RCE (and youth activities) on their school website (this can also enhance Inter-RCE collaboration by increasing the visibility of youth activities)

#### Inter-RCE Communications

1. Youth are to draft a letter to contact other RCEs to nominate youth coordinators from their RCEs (The letter will be sent out to the whole RCE community through the Global RCE Service Centre)
2. To create the mailing list for the RCE youth and invite them to the Youth Community on the RCE Portal Site
3. To share the newsletter (which many RCEs already issue on a regular basis) with other RCE members through the RCE Portal
4. Youth are to film their activities and share them on YouTube, the RCE Portal, and the RCE E-Bulletin and potentially showcase them at the Global RCE Conferences and/or regional RCE meetings.
5. To identify a role-model for the RCE Youth Initiative

6. Documentation of youth activities (good practice publication, video, etc.)
7. Youth Award

#### Outreach

1. To approach local/national media (TV, radio, magazines) for promoting their activities
2. Youth are to implement their activities under the name of RCEs by using the RCE Logo (ask RCE coordinators for their assistance to get approval of the Global RCE Service Centre)
3. To make a formal visit to local officials to present their activities (for recognition and fund-raising purposes)
4. To invite public figures to increase visibility
5. To collaborate with local schools (school teachers) and involve parents to their activities
6. To actively participate in exhibitions and showcase their activities at various conferences/meetings/seminars

*Note: This document was prepared based on the discussion during the RCE Youth Session on 30 January 2013.*

---