

## **Report on the 3<sup>rd</sup> International RCE Conference**

2-4 July 2008, Technical University of Catalonia, Barcelona, Spain

### **DAY 1**

#### **Opening: Welcome and Opening Remarks**

The opening included an introduction by Heloise Buckland from RCE Barcelona. She informed participants that the goal of this year's conference was to move beyond presentation towards successful networking and inter-RCE plans of action.

#### **Miguel Barceló, Technical University of Catalonia/RCE Barcelona**

Miguel Barceló welcomed all participants to Barcelona and presented the region's history, programmes and initiatives, ESD goals and vision.

#### **RCE vision from the Global RCE Service Centre by Yoshihiro Natori and Zinaida**

##### **Fadeeva**

Yoshihiro Natori of the Global RCE Service Centre presented the RCE vision of creating a truly worldwide network of RCEs to transfer its international objectives into the operational framework of regional communities.

#### **ESD Dialogue: Dialogue for Sustainability**

##### **Facilitator: Zinaida Fadeeva**

Bernard Combes of UNESCO, Donna Goodman of UNICEF, and Rene van Berkel UNIDO discussed the potential synergies between their work and that of RCEs with the facilitation of Zinaida Fadeeva. Following the presentation of videos by UNICEF, representatives from RCEs who were not present at the conference conveyed their messages through video conference and Skype messaging.

## **Session 1: Operational Issues: Plenary**

Direct RCE participation through presentation of Operational Issues, Q&A discussions, evaluation and reporting

### **Communications**

**Chair: Sampreethi Aipanjiguly, UNU-IAS**

Our World 2.0 presentation by Brendan Barrett of the Media Studio, UNU (via video conference)

Dr. Barrett introduced Our World 2.0 internet based platform which explores the interaction between climate, oil and food and stated that the RCE communications strategy must be based on the premise of hope and the possibility of change. The transformation of Our World through activities of conservation, investing, promotion of collective actions and supportive transitions can only be made by breaking out of “business as usual” and utilizing the internet to connect people, share knowledge, create and link networks, reduce travel and our carbon footprint by working in local communities bringing about the transition on the ground. He suggested RCEs should create blogs with regular information feeds, utilize social networking sites, write to the public in understandable language and create alliances. Our World 2.0 is one way for RCEs to reach out to a broader audience and share knowledge, he added.

RCE Electronic communication presented by Adam Cade, RCE East Midlands

Adam Cade addressed the issues of electronic communications, posing the advantages and disadvantages of available technologies. When selecting technology, possible environmental, social, political and educational values and accessibility should always be considered, he said. He highlighted current trends in international communication citing growing trends in video, telephone and web conferencing along with current examples of RCE e-communication such as the use of Skype, Doodle, Ning, Basecamp and the RCE portal. Adam Cade discussed the pros and cons of e-communications, the value and accessibility of these tools for RCEs and concluded that it is vital for ESD and RCEs to reach many people in an accessible way, which can be accomplished through e-communication.

RCE Server by Professor Kimio Uno

Professor Kimio Uno presented an RCE Server option whose prototype was unveiled before the 3<sup>rd</sup> International RCE Conference. RCEs were encouraged to test the utilization of the server to access and share information

Brief presentation on Virtual office by Jos Rikers, RCE Rhine-Meuse

An internet-based virtual office was presented by RCE Rhine-Meuse for use among stakeholders of the RCE.

### RCE Communications by Sampreethi Aipanjiguly of EfSD, UNU-IAS

Sampreethi Aipanjiguly rounded up the earlier communications presentations as examples of what RCEs could do to communicate with their stakeholders, within their networks, with other RCEs and with a broader audience. In her presentation, she gave a short history of RCE communications by the RCE Global Service Centre. During 2005-2006, the focus was primarily on mobilizing RCEs and the message from the Service Centre was for organizations to join the growing network. Tools developed by the EfSD Programme during the period reflected this message. Current RCE communications focus on continued mobilization of the RCE network, sharing knowledge among RCEs and promoting the initiative among donors, peer organizations, UN agencies and other institutions.

### Evaluations and Reporting by Zinaida Fadeeva and Yoko Mochizuki of EfSD, UNU-IAS

Dr. Fadeeva presented observations from the annual/self evaluations and reminded RCEs that the goals of the assessment procedure are to verify if RCEs meet the expectation of stakeholders and whether RCE activities conducted are in relation to UNU's DESD strategy. Furthermore, the goal is to evaluate the monitoring of internal processes by RCEs. Results of the evaluations and assessment must be transformed into new actions and improvements.

## **Session 2: Group Discussions**

Brief discussions on communication, evaluation, reporting and marketing issues relevant to each RCE were conducted. Regarding communications, RCEs were requested to focus on tools and information felt to be necessary and existing gaps. Some suggestions that came up from discussions were:

- E-communications is no substitute for face-to-face discussions, particularly for some Asian and African RCEs. Communications tools are complementary to face-to-face meetings.
- The UNU-IAS website could post the formal acknowledgement certificates for RCEs to show to their stakeholders.
- An online library of information sources would be helpful, as would be a searchable directory of reports.
- Clustering of RCEs based on languages could be explored.
- An online pool of experts on various topics could be set up.
- Alternatives of tools depending on access, literacy and language would be helpful.
- A single-entry tool with many features was preferable to multiple sites and multiple entry points.
- Marketing was considered to be important for conveying the importance of the RCE initiative and for garnering institutional support.
- A workshop on marketing RCEs was suggested.
- Best practices and working progress of RCEs should be shared regularly.
- Communications should be simple and structured.
- Focus groups could help test online tools.

## **Session 3: Participant Feedback**

Participants provided their feedback and opinions on the discussions from the plenary.

## **DAY 2**

### **Session 4: Thematic Discussions 1 & 2**

Discussions on each theme centred on partnerships, governance, evaluation, management, promotion, finance and marketing. The afternoon session was a continuation of topic discussions from the morning with participants choosing either the same or a different topic.

#### **GROUP 1: Sustainable Production & Consumption (SPC)**

(Coordinated by Z. Fadeeva & R. van Berkel)

The group identified a variety of issues and approaches regarding this theme and proposed a set of actions.

##### **Issues**

- Ultra-consumerism
- Nutrition – obesity, food choice, amount of food consumed and nutritional education
- Protecting autochthonous species and indigenous knowledge (Mexico)
- The accumulation of pesticides in foods, including sea food
- Food security and safeguarding quality of the food, preservatives, chemicals
- Successfully communicating with large and small producers in the area of sustainable products
- Industry and resource productivity of food and forestry products
- Education and training as key components of sustainability
- Linking economics of sustainable production and consumption
- Understanding the content and methodology of monocultures, soil, water, air, organic, life cycles, cycle of food, GMO, import and export of food

##### **Approaches**

- Collaboration of RCEs through teaching packages, business groups and training
- Fair-trade products
- Local production and consumption
- Promotion of bio-gas and sugar plants as fuel
- Micro/short-teaching on SCP (tool box meetings)
- Bridging production and consumption through utilization of social and scientific aspects
- Acquiring multi-stakeholder (education sector, extension services, local governments, consumers) engagement
- Clean the plate campaign (Korea)
- Urban agriculture (greater Nairobi, Mexico – video at UNU webpage)

##### **Inter-RCE Actions**

- Situational analysis, baseline on food SCP practices (RCE members level and/or nationally), including poverty and hunger dimension to assist in defining concrete

- lines of action of interest to RCEs to be facilitated by Per Arne and Zinaida Fadeeva and RCE Swaziland
- Unit for learning materials on food SCP and train the trainers modules to be facilitated by Marie and Zinaida Fadeeva
- Visitor from Brazil will lead an initiative on SCP of small scale forestry products and services (including agro-forestry and best practices)
- Action/research study and identification of best practices on sustainable production and consumption of cereals (grains), across South and North RCEs to be facilitated by RCE Creias-Oeste.
- Facilitate a special issue of JESD with an emphasis on ESD particularly regarding sustainable production and consumption of food, to be facilitated by Kiran Chhokar from CEE, India
- Urban local agriculture (greater Nairobi and Jalisco): producing clean and safe products (learning process, sharing good practices, domestic technology)
- Development of a process to ensure documentation and action research regarding ESD

## **GROUP 2: Youth**

(Coordinated by A. Cade and H. Buckland)

Discussions of the thematic group on youth began with a definition of their target audience, youth, and categorizing by priority. NEET (not in education, employment or training) youth are given first priority followed by students. Ultimately learning, empowerment, global citizenship and intercultural understanding for all youth is the goal.

### Issues:

- Partnerships
- Governance
- Evaluation
- Management
- Promotion
- Finance

### Current strategic platforms:

Youth Ning Group provides experience of

- Working with youth
- A platform of activities planning
- Partnering for marketing, communications, funding, and evaluating

### Key questions:

- What are the key issues and challenges of educating youth for sustainable development?
- What do youth want and need in terms of sustainable development, and from whom?
- What international partnerships exist for youth education for sustainable development?
- What are the current partnerships within and between RCEs, if any?
- What is the added value of working in partnership with other RCEs on youth activities or projects, if any?
- What activities could be developed in partnership with other RCEs?

- What need? Why? When? By whom? With whom? With what? What results? What risks?
- How could the partners work together and communicate?
- How could it link to vision and other activities of each RCE?

#### Inter-RCE Actions:

- Identify the key issues and challenges of educating youth for sustainable development.
- Determine what youth want and need in terms of sustainable development, and from whom.
- Ascertain what international partnerships exist for youth education for sustainable development.
- Explore the current partnerships within and between RCEs, if any.
- Assess the added value of working in partnership with other RCEs on youth activities or projects, if any.
- Decide what activities could be developed in partnership with other RCEs: What need? Why? When? By whom? With whom? With what? What results? What risks?
- Establish how the partners could work together and communicate.
- Extrapolate how could it link to vision and other activities of each RCE.

### **GROUP 3: Health**

(Coordinated by Z. Sanusi and Y. Mochizuki)

The group acknowledged three themes: knowledge and sharing, awareness and capacity building, and community project. Approaches to the undertaking of joint efforts were discussed along with future actions for the each.

#### Knowledge Sharing Activities:

- Analysis of RCE annual reports (by 1 August) to be facilitated by UNU-IAS
- Development of a questionnaire on sustainable health to be distributed to all RCEs (by 7 August) to be facilitated by USM and Saskatchewan
- Development of database to be put on Ning (mid October) to be facilitated by no specific.

#### Awareness and Capacity Building Activities:

- UNU-IAS interns, USM research assistants: Survey of existing approaches to building awareness and capacity for sustainable health (August) to be facilitated by UNU-IAS
- International workshop among interested RCEs to be facilitated by UNU-IAS and all RCEs

#### Community Project Activities:

- Developing a process of technology adoption to be facilitated by UNU-IAS and UNU-IIGH
- Establish a (virtual) technology learning centre to be facilitated by UNU-IAS and UNU-IIGH
  - (1) Testing, piloting
  - (2) Training in the use of technology

### (3) Strategies in adoption and diffusion

- Provide information on necessary procedures and requirements for importing new technologies (end of October) to be facilitated by participating RCEs
- Pilot in accordance with the local requirements (end of 2008) and Feedback from RCEs (March 2009) no specific
- Devise educational strategies for dissemination of the technology to be facilitated by UNU-IAS

### **GROUP 4: Teacher Training**

(Coordinated by C. Hopkins and J. Taylor)

The group identified over 80 examples of adjectival evident education seeking to intervene or find a place in the curriculum including AIDS Education, Human rights education, Youth education processes and environmental education and discussed how change can be brought and supported. A three-tiered structure was developed.

#### RCE's and Teacher Education Outcomes

- Wherever possible support existing networks e.g. UNESCO
- Encourage the development and writing of local case studies
- Encourage Self-organising principles within RCE's
- Use Base-camp and Ning to allow ideas to organically develop and grow
- Holistic teacher capacity building that is 'reality congruent' and relevant to the real world
- Ask questions of sustainability rather than teach for sustainability
- Support change through strengthening what is positive and constructive within existing disciplines and curriculum
- Integrate top-down and bottom-up as is most appropriate in any given context
- Revisioning / re-thinking education

#### Learning Support Material Groups

- The availability of many materials makes choosing difficult and a structure for accessing these resources does not exist
- Cross referencing of other interest and copyright free areas should be used
- Action-oriented materials should be used whenever possible
- Encouragement of adaptation and localisation is key

#### Three-tiered Structure

##### I. Policy and Supplementary Guidelines

- UNESCO Policy Guidelines
- Mainstreaming ESD in African Universities (MESA)
- ESD and Global Citizenship (Wales)

##### II. Activity Based Learning

- e.g. Enviro-Picture Building

##### III. Field-work & Tools of Science

- Water quality
- Health and Sanitation
- Cultural Diversity and Heritage

#### Possible Collaborative RCE Project

- Learning Support Materials teacher exchange which can be conducted by RCEs interested in exchange opportunities.
- Internet based pupil exchange which can be facilitated by any interested RCE

#### **GROUP 5: Biodiversity**

(Coordinated by Shyamala Mani of RCE Kodagu, Y. Natori, S. Aipanjiguly and  
Z. Fadeeva)

The group identified a variety of issues connected with biodiversity and proposed joint activities that integrated awareness raising and education, maintaining ecological landscapes and adaptation of strategies for business and industries with the immediate target of CBD-COP 10 in Nagoya in 2010, and activities to be identified as a build-up towards it.

#### Two types of activities:

- Undertaken by the whole network to keep the network's momentum
- Activities that are undertaken by clusters of 2 or more RCEs within the network

#### Areas of Joint Activities:

- Exchange of educational materials, experiences and good practices, including a repository of materials
- Creation of a factsheet on biodiversity, including species and genetic diversity, culture and food, designated to RCE Skane, RCE Chubu, RCE Tongyeong, RCE Kodagu, RCE Greater Sendai, and RCE Hyogo-Kobe.
- Linking between opposite sides of the supply-chain of food production that impacts biodiversity (research and capacity building), to be facilitated by RCE Chubu and RCE Kodagu.
- Satoyama project: Satoyama is the Japanese way of sustainable use of natural resources in rural areas. To be facilitated by 6 Japanese RCEs and open to all other interested RCEs
- Media/Film to be facilitated by RCE Kodagu
- Forum on business and biodiversity and possibly linking with SPC thematic network; RCE Munich has experience from the previous COP 9 in Bonn

#### Activities/Ideas to be explored further:

- Sharing of educational materials with the possibility of developing new materials
- Seminar on what is education for biodiversity
- Resource-gathering / analysis of methodologies linking decision-making and policy with biodiversity
- Small businesses and biodiversity. Possibly facilitated by RCE Kodagu
- Awareness raising of RCE members on actions affecting livelihood of marginalised community members
- Biodiversity and tourism
- Biodiversity and traditions
- Biodiversity and traditional knowledge



## **GROUP 6 E-learning**

(Coordinated by H. Holt and J. Rikers)

It was agreed that e-learning is a priority issue within the RCE community, and a network involving eleven RCEs and three RCE candidates was launched as a concrete outcome of the discussion of the Working Group on E-learning. The ambition of the network is to share experiences, knowledge and education modules and develop a 'community of practice' amongst the RCEs that participate in the online learning initiative.

It was proposed that the working group would start by searching for basic materials on how to use e-learning in ESD. Materials on how to create e-learning materials will be gathered and presented to the RCE community. The working group will operate on the principles of Open Educational Resources, and the first step would be to offer an introduction course (or range of modules) to introduce e-learning and the possibilities and challenges it presents, to the RCE network. A wide range of possibilities are available for future development, such as an integrated Master's programme shared amongst universities that are part of the RCE network.

### **Poster Presentation**

RCEs presented posters on their regions, current projects and activities toward sustainable development. Winners of the "Best Poster Award" were RCE Chubu and RCE Kuwa Zulu Natal.

## **Session 5: Facilitator Feedback**

Facilitators of each group provided feedback of the group discussions as well as action plans and responsibilities for the success of any approaches brought up during the group discussions.

## **DAY 3**

### **Session 6: Continental Discussions**

#### **Africa**

The group of African RCEs emphasized the point that it is the community that makes communications, and that the network should focus on communications without being technicians. They concurred that the principles governing African RCEs would be thoughtful action and seeking conceptual depth, a spirit of cooperation, consideration of the people as a whole, and a sense of humanity. Food and nutrition, health and sanitation, rethinking schooling and education, energy risks, functional literacy and south-north, north-south, and south-south dialogues are all challenges that RCEs in Africa need to address.

#### **Americas**

Yoko Mochizuki of the RCE Service Centre and an observer from UNU reiterated the need to discuss strategies on achieving the creation of more RCEs in the Americas

including central and other parts of Latin America, as stressed by the Ubuntu Committee of Peers.

#### Chuck Hopkins, UNESCO Chair

Chuck Hopkins highlighted the need for building on existing relationships and the challenges in relation to language use and perception of UN in the U.S. Hopes for RCEs in Portland, Oregon and Nicaragua were discussed. UNESCO is currently working to encourage the start of new RCEs particularly in the Americas.

#### Eduardo Sacayon, Prospective RCE Guatemala

Eduardo Sacayon stated that there is an interest in teacher education and a change in the government curriculum. He also mentioned the region is interested in creating a webpage for sharing information.

#### RCE Grand Rapids (U.S.A.)

This region announced the creation of a database based on interviews with people in the region who have a strong interest in sustainability issues, to be shared with RCEs. RCE Grand Rapids now has a flagship project developing a sustainable school of grades 6 through 12, within the public school system, that integrates formal, informal, and non-formal education using a social learning for sustainability focus to develop a core set of interests in structured projects from a variety of people and backgrounds.

#### RCE Saskatchewan (Canada)

Bob Regnier clarified the region's geographic focus which is between Regina and Saskatoon corridor including both rural and urban areas. Current happenings are facilitation groups that meet to undertake policy, envision initiatives and consolidate advancement, a Technology Group and six thematic working groups that each meet to undertake initiative in relation to themes. There is also an interest in identifying curriculum materials in ESD that are exciting for students and teachers.

Daryl Hepting of RCE Saskatchewan stated the region is focusing on local food production and Google maps are being used to create an inventory of producers in the region. The main issue is the need to educate people about the impact of the food they are consuming and what this implies as it relates to land use issues.

#### RCE Curitiba-Parana (Brazil)

This region currently has 11 institutions working separately on individual projects and is now discussing how to put these projects into the framework of the RCE. The separate projects include working toward improving the quality of housing and the environment related to the housing processes, improving the health issue of providing information related to sexually transmitted diseases for low-income groups, developing E-learning systems to improve knowledge to different groups of people to share information and be more informed, improving knowledge of those teaching in specific areas by incorporating sustainability issues into the curriculum and mapping the benefits of forests such as the functions and products of forests versus services. As a whole there is a focus on actions related to developing a community; developing both teaching and other materials and working towards putting these into practice. The current challenge of the region is how to keep the RCE group together and the need to cover operational costs and work being undertaken. Vitor Afonso Hoeflich of the RCE stated the International RCE group should be more aggressive in identifying different funds to put into a global and/or regional system. The main challenge for RCE Curitiba-Parana is maintaining efforts in a

sustainable way rather than relying entirely on volunteerism with the current limitations of time, infrastructure and operational costs.

#### RCE Western Jalisco (Mexico)

Salvador Garcia Ruvalcaba stated the region is working with recycling programmes for 100 schools in 10 municipalities, working towards implementing a system for preventing mountain fires, studying the ecology of oceans at the Pacific ocean and implementing ESD in this area with other partners, and focusing on an organic agriculture programme at the University of Guadalajara.

#### ESD Resource Sharing and Funding in the Americas

- To meet funding needs, RCEs of the Americas must look for different programmes and lines of support including and beyond their own national basis; this includes international support through inter-RCE fundraising cooperation.

#### Lack of RCEs in the Americas

- Perceptions and anti-UN sentiment and lack of visibility of the UN may be factors in the lack of RCEs in the Americas particularly in North America where ESD is not seen as a priority; thus there is a lack of national support
- The lack of Spanish and Portuguese speaking personnel is also an issue.

#### Inter-RCE Networking and Sister RCEs in the Americas

- There is need for a plan for the development of other RCEs in the Americas by identifying possible prospective RCEs and developing a system to find opportunities for synergies and collaboration between RCEs.
- The UNU media studio could be used for profiling RCE activities and the UNU can develop a web-based database searchable by RCEs with keywords identified and simple search tools.
- A pre-meeting with preliminary reports distributed between RCEs of the Americas that result in a substantive report would be beneficial and effective; focused sessions could be spent on identifying problems faced by RCEs such as mobilizing resources as well as rewarding volunteer members and key organizers.
- A reporting structure could be prepared in a grid or matrix organized by RCEs and the common topics identified by the UNU and other focus topics of RCEs.
- One individual from each RCE could be designated as responsible for relating to other RCEs in the Americas to create an inter-RCE working group via Skype, the creation of a common website or internet space, which would provide a sense of real connectedness as well as bottom-up organization
- The creation of “sister RCE” relationships, as suggested by RCE North Texas, could be formalized. Ex: education regarding the local food in Saskatchewan and organic agriculture in Mexico and the connection of food production to the living situation of people within that area.

#### Linking with Local Organizations and RCEs in the Americas

- Graduate student involvement with teacher and student exchange opportunities between RCEs was a suggestion that would create cross-linkages on a local level. Ex: RCE Western Jalisco has received students from Wisconsin comparing river ecosystems; this process can be implemented with other RCEs.
- A means must be provided for smaller Education for Sustainable Development groups to tap into larger RCE networks.

### Advancing Awareness of RCEs with Organizations in the Americas

- Time should be allotted for existing RCEs in the Americas to help advance and nurture other RCEs in the Americas; including through repeated visits to the regions.
- The current challenge of how to get involved with the government in Latin America could be solved by promoting RCEs with international agencies, such as the Organization of American States in Washington DC which is a respected organization in Latin America. Development agencies can potentially provide greater support.
- Google maps is an accessible platform and a way to provide information.

### International RCE Meetings

- International meetings could be held every two years to avoid competition between a national and an international meeting.
- Organizing the International RCE Conference should have theme area conversations first (as it is the ESD issues that motivate use), followed by continental and global structure questions (i.e., one applies the issue of scale and interest that informs the discussions around larger scales and areas where issues overlap).
- RCE meetings could be scheduled along with larger meetings of other organizations, for example municipalities could strengthen the relationship between RCEs and regional issues while increasing RCE visibility.
- Allocation of a separate annual Global RCE meeting and continental meeting or a continental meeting along with an international meeting would provide an excellent opportunity for information exchange and planning.

### RCE Reporting and Evaluation in the Americas

- There is a need to spend time on the relationship between the reporting structure and policy and practice and to have these materials useful to RCEs individually but also to allow us each to understand what other RCEs are doing (meta-analysis).
- More time should be allotted for a team to assist with reviewing and evaluating what has taken place thus far in RCE activities as it relates to ESD and RCE functioning.
- The purpose and methods of evaluation must be clear and culture must be taken into consideration.
- Actions taken after evaluation, after technical and strategic issues have been dealt with, must be clearly proposed.

### Asia-Pacific

There are twenty-two RCEs across ten countries in Asia. It was felt that regional issues and challenges were diverse and there was little to unify Asia-Pacific RCEs by their geography. Asia-Pacific RCEs felt that grouping by thematic areas of interest rather than by continent was more appropriate for them.

Innovative and unique thematic topics suggested to be formulated among A-P RCEs include:

- ASEAN workshop+3 countries (Japan, China, and Korea) on ESD, i.e. SPC, migration, gender and Youth forum

- Thematic topics do not need to be based on the categorization of North - South, or South - South, but what is important to be addressed is the sustainable interaction (i.e. biodiversity, multiculturalism, and SPC)
- small and medium enterprises
- traditional knowledge, wisdom, and culture
- migration (Urban-Rural migration)
- social cohesion/peace
- sustainable interaction (biodiversity, multiculturalism, SPC\*)
- rice paddy which addresses the issues of climate change and biodiversity
- governance

With regard to the management and format of communications within an RCE and between RCEs, the following ideas were suggested:

- exchange of solutions
- creation of platform which strengthens/assists mobilization
- by using Ning
- ultimate goal, objectives ---collaboration and mobilization to enhance ESD

Actions to be taken from here are:

- establishment of unique topics to A-P regions, and continuing discussion on Ning site
- collecting information on thematic topics which each RCE wants to focus
- developing and bringing forward tangible actions/influence that we can take/make
- share and briefing your partners/stakeholders in your RCE
- deciding leading RCEs for thematic topics
- identifying stages and milestones
- funding for actions
- communications tools

Possible occasions for organizing continental meetings prior to the 4<sup>th</sup> Intl RCE Conference include:

- SPC meeting in 23-25 October 2008 (Tongyeong)
- Youth meeting in Feb 2009 (Greater Sendai)
- COP10 in Oct, 2010 (Chubu)
- APEID Meeting, Dec 2008 (Roles of RCEs in reorienting HEI for ESD)

Following the Continental meeting in the morning, several RCE representatives gathered to discuss on how to promote exchange and collaboration among the Asia-Pacific RCEs.

## **Europe**

The European continental discussion group began with a briefing on current applications and projects. Valerie stated that Skype and base camp will be the communications platform and would allow for the connection of thematic groups on European level C2C info for RCEs to decide on participating. A workshop is planned for December 2008 showcasing various programmes.

#### RCE Funding and marketing

- A marketing plan and clarity of funding are integral
- Funding strategies must consider products for money/shared, approach to donor community
- RCE information on subsidy options
- RCE communication on successful bids and failures
- Central level agreement

#### RCE Communication and exchange

- RCE presentations and descriptions should be readily available
- Newsletter
- Annual meeting
- List of addresses
- supporting emerging RCEs and build collaboration
- utilization of staff/students/interns

#### Annual meeting:

- Ireland, provisional date 15-17 December in Limerick
- Programme suggestions: workshop info on different funding programmes,
- RCEs in new EU member states
- Inclusion of Russia in funding
- European network

### **Session 7: Plenary: Evaluation of conference and suggestions for 2009**

#### Concluding Remarks by Heloise Buckland

Heloise Buckland summarized the previous day's discussions and encouraged RCEs to take advantage of networking plans, partnerships and communications created at the conference to move forward and conveyed expectations for the next International RCE Conference in 2009. A special thank you was given to RCE Barcelona and the Technical University of Catalonia for their dedication and hospitality towards the success of this year's International RCE Conference.

### **Session 8: Final Reflections Panel**

An individual from each continental discussion group, UNU-IAS and RCE Barcelona provided their final reflections of the conference and visions for the next steps to be taken towards goal accomplishments and planning for the international RCE Conference of 2009.