

Session 6-2: Thematic Discussion – Higher Education Driven Initiatives

13:00-15:00, Thursday, 24 November 2016

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Higher education-community interaction: RCEs as facilitators

In the analysis of RCE practices we will concentrate on the first part by exploring **how the RCE works with community in promoting sustainable development solutions based in research.**

By facilitating HE-Community interaction we expect:

- to stimulate an inclusive dialogue **for problem identification** between researchers and communities, represented by CBOs, NGOs, other representatives of various social groups;
- to foster **mutual understanding** and co-create research outcomes and policy agendas effective in solving community problems;
- to ensure **acceptance of transformation** in community development.

Case study is related (but not limited) with the topic of sustainable consumption and production.

FRAMEWORK FOR ANALYSIS

1. METHODOLOGY

1.1. Problem identification: how community problem that require involvement of researchers/educators/students were identified?

1.2. Partnerships: what partners (not beneficiaries) and for what purpose were involved in defining and solving of community problem?

1.3. Communication with community: how did you define target groups and communication approaches?

1.4. Communication with higher education institutions

1.5. RCE competences: what competences you consider as essential in facilitation of higher education – community interaction? See ANNEX

ETHICS

- *How did you know/ ensure that envisioned transformation in the community will meet its expectations and values?*
- *Did you pay attention/ involve all community groups (youth, the elderly, people with special needs, other vulnerable populations? Did you consider interests of all community groups/ representatives?*
- *Did you take special measures to avoid discrimination and promote equal opportunities?*
- *Did you ensure privacy and data protection issues?*

- *Lessons learned*

GENERAL OVERVIEW (please provide particular features in implementing sustainable development principles)

- *Value-orientation*
- *Understanding complexities and holistic approach*
- *Reflexivity and future-oriented thinking*
- *Contextuality*
- *Multiple partnerships*

ANNEX

COMPETENCES FOR SUSTAINABLE DEVELOPMENT¹

Methodological competences

- Applying learning in a variety of life-wide contexts
- Decision making also in situations of uncertainty
- Dealing with crises and risks
- Acting with responsibility
- Acting with self- respect
- Acting with determination
- Posing analytical questions / critical thinking
- Understanding complexity / systemic thinking
- Overcoming obstacles / problem-solving
- Managing change / problem-setting
- Creative thinking / future oriented thinking
- Understanding interrelationships across disciplines / holistic approach

Social competences

- Acting with responsibility (locally and globally)
- Acting with respect for others
- Identifying stakeholders and their interests
- Collaboration/team working
- Participation in democratic decision making
- Negotiation and consensus building
- Distributing responsibilities (subsidiarity)

Personal competences

- Self-confidence
- Self-expression and communication
- Coping under stress
- Ability to identify and clarify values

¹ Learning from each other: the UNECE Strategy for Education for Sustainable Development, United Nations, New York and Geneva, 2009.