

**10<sup>th</sup> Global RCE Conference | Working with local communities**  
Yogyakarta, Indonesia



**Americas Continental Meeting**

15:00-17:00, 23 November 2016

Moderator: Philip Vaughter (UNU-IAS)

Facilitator: Gayle DeBruyn (RCE Grand Rapids)

This continental session of the Americas allowed for recap of the work completed during the annual Americas RCE Conference, hosted in Curitiba, Brazil October 19-23, and to work on integrating more RCEs from around the region into the proposed projects of the regional action plan. At the same participants reviewed action plans for individual RCEs in the region. At the end future steps were discussed.

Presenters and discussants were invited to address how the RCE community can best engage with ESD and the SDGs as a region:

1. Recommendations for Youth Network of the Americas, including coordination and organization by youth from RCE Bogota, RCE Guatemala, and RCE Lima-Callao.
2. Discussion of Indigenous Knowledge diploma program(s) proposed by RCE Lima-Callao.
3. Possibilities for filling regional gaps of RCEs in the region.
4. Communication and coordination of the region's RCEs and ways to share resources
5. Discussion of next year's regional meeting

**Agenda**

Introduction

Overview of RCE Americas Meeting, with updates on proposed projects and activities

Coordination and communication within region

Possibilities for Regional Youth Network, and ways to engage youth jointly across region

Regional/national SD/ESD platforms to engage with

Regional Gaps and strategies for addressing these

Ideas for next year's regional meeting

Open discussion

Wrap-up

**Overview of RCE Americas Meeting, with updates on proposed projects and activities**

- 21 RCEs 8 regions, 35 Countries
- 6/8 have ratified the Paris Agreement – start working on Nationally Determined Contributions (NDCs)
- Federal republics: Decentralized complex education system

- Regional meeting: 10 RCEs attended with shared areas of interest such as transit and low carbon economy.
- Individual action plans were tied to either GAP or SDGs
- Policy – Global action areas – RCEs were part of area 5. In the city policy pact, flagships were emerging

## **Goals of the Session**

### **Communications**

- Parallel facebook group can do translations from fb – administrators to disseminate to translators and send back to the translators, a secretariat could synthesize and translate.
- Dropbox of 2016 meeting – Philip will share this
- Google drive for documents – Gayle will do this
- Add to the list serve – Gayle will do this

### **Projects**

- Diploma course from Lima-Callao

How could RCEs communicate what they do? Radio programmes like in Jalisco, and podcasts were suggested or even mascots.

### **Youth Engagement**

- Communication platform – for English and non-English speaking youth. Looking for funding opportunities to bring youth to conferences. Roger Petry (RCE Saskatchewan) was investigating funding sources.
- Idea to engage youth across regions and globally
- Exchange programmes between universities for teachers and students. Practicum work – Carolina Lopez (RCE Candidate Borderlands USA/Mexico) may be able to share more experiences.
- Youth Conferences that are specific to the Americas would be beneficial
- Recommendation that each RCE assign a youth coordinator – to coordinate with other RCEs – the definition of youth [Australia up to age 24, Africa 35]. A region can determine their own.
  - The Center for dialogue and transformation in Lima can help determining a regional decision about age.
  - Youth voice – mentors to assist youth confidence and credibility
  - Youth networking: Identify youth networks in RCEs example: *Girl Up*
  - Work in parallel with global conferences – there is a disconnect between the needs of other regions and the Americas. Support working with the youth in America as a priority.
  - Student exchanges between universities. Connecting the learning content to other RCEs and timeline is considered to regional meetings.

### **RCE Logistics**

- Columbia was working under the name of – RCE Bogotá – there was some discussion regarding an official separation. Charles Hopkins explained that the historic intent was for RCEs to be regional / sector focused collaborations defined by country / region / watershed / ecozone.
  - Considering broadening networks by associating with organizations that share an interest in sustainable development. Platforms in the region could be AASHE, World Affairs Council, Biosphere II project – University of Arizona, Alba Organics – migrants become small entrepreneurs, Second Nature – network of 700 Universities with climate commitment, Enactus, XQ institute, 2030 District, and NetImpact.

### **Indigenous Research**

Charles Hopkins shared his research on education for indigenous communities where 12 RCEs were involved. ESD improved the overall quality of education. The discussion continued around how to improve indigenous schools, particularly via changes in curriculum and pedagogy:

- Curriculum should include local social, environmental and economic issues i.e. be a place based education
- Pedagogy should be starting at the top with local stories, culture, language, working down into the different disciplines. Based on all types of learning styles. Each tribe runs their own programme. A research university would have to be involved. Defining a platform site for each school, linking networks, preparing folks for the world of work. Also providing quality technical, vocational education since not all participants are RCEs. There was a programme called 'We Change' that will be the platform that the Americas will use.
- Theresa Salinas raised the concern regarding political sensitivities.

### **Resources**

- Curriculum development for teachers – search for toolkit on the RCE portal.
- Mentorship for faculty in classroom projects. Examples are pen-pal projects.
- Share projects and provide workshops

### **2017 meetings**

Should include a strong youth component. Maybe the conference should be tied to a project The global meeting for 2017 was under consideration. The regional meeting was planned for late summer with a global one envisioned in November, bearing in mind that teachers can only get time off for one event.

### **Summary**

#### **Key discussion points**

#### **1) Communications**

There was a strong need to convey information in a timely and efficient matter for the RCE community in the region, including English and Spanish (and Portuguese and French if possible). The need for basic translation elements from English into Spanish was highlighted.

## **2) Curriculum Development**

The region was in need of curriculum development and distribution of teachers and professors in formal education systems. Too often there was a lot of enthusiasm but little knowledge of pedagogy or good practices.

## **3) Youth**

The need for better engagement and communication with youth within the RCEs of the region was highlighted. The concern was that while some RCEs were actively integrating youth into their activities, others in the region were not.

## **4) Indigenous Knowledge and Communities**

The need to better engage with First Nations and Indigenous communities in RCE regions was highlighted, especially given the region's complicated relationship with indigenous communities, including legal and land relations.

### **Action points**

#### **1) Communications**

A Facebook page should be created for the region, as suggested in the regional action plan. Members of RCE Border Lands have offered to help with translation of summary points into Spanish. A list serve will be updated to include all members. Drop Box and/or Google Drive will be used to share, and disseminate documents.

#### **2) Curriculum Development**

RCEs will be asked to develop local biodiversity curricula, as suggested at the regional meeting; there will be work on coordinating a structure and template; RCEs will be asked to choose a mascot (RCE Borderlands can help with graphic designers)

#### **3) Youth**

Create a communication platform for youth in region(s) – similar to the African RCE Youth network. Recommend each 'region' in Americas to work with a regional youth coordinator. All RCEs will select two youth to act as youth coordinators and vice.

#### **4) Indigenous Knowledge and Communities**

RCEs in Latin America will create a diploma course on TK as it can be applied to ESD/SD. RCE Lima-Callao was working on a project combining biodiversity, TK, and nutrition. They invited the RCE community to collaborate.