

10th Global RCE Conference

Yogyakarta, Indonesia



UNITED NATIONS
UNIVERSITY

UNU-IAS

Institute for the Advanced Study
of Sustainability

Closing Session

16:00-17:30, Friday, 25 November, 2016

Moderators:

Zinaida Fadeeva (UNU-IAS)

Mario Tabucanon (UNU-IAS)

Agenda

Recap of the Conference

RCE Award Giving Ceremony

Closing Remarks

Recap of the Conference

Zinaida Fadeeva reflected on the last three days and shared some observations and action points. Three major strategic directions had emerged from the conference:

1. Strengthening governance and coordination towards learning and actions within the RCE Community
2. Strengthening the impact of actions by linking local and regional SD and ESD debates and processes with international platforms
3. Enhancing capacity development of local and regional stakeholders to contribute to local / global sustainable development initiatives

Strengthening governance and coordination towards learning and actions within the RCE Community included the following action items:

- Linking to national level (government and stakeholders) and policies
- Continental coordination (communicators, coordinators, common plans)
- Working with youth network (incl. new responsibilities)
- Thematic clusters of activities – activities by RCEs beyond already listed ones ('emerging areas' – mapping of RCEs projects (in making) and exploring processes of supporting such clusters
- Development of communication and exchange opportunities (including via UNU-IAS communication portfolio)

Enhancing capacity development of local and regional stakeholders to contribute to local / global sustainable development initiatives

- Course-based activation of partner networks
- Open hybrid (self)evaluation – development of support process aligned with ESD capacity development
- Collaboration opportunities – training on ESD in context of multi-stakeholder networks (Copernicus Alliance, ProSPER.net, IAU)
- ICT assisted learning

- Communicate about how RCEs organize themselves (learning about governance and coordination)

Strengthening the impact of actions related to SD/ESD by linking local and regional SD and ESD debates and processes with international platforms

- ‘Codification’ of RCEs experiences (to make them transferable / translatable methodologies)
- Engaging RCEs with ESD and SD-related international policy processes (GAP, IPBES, SCP, Climate Change, Migrants, TVET)
- Strengthen the science-society-policy interfaces
- Using the concept of Global Learning Space to promote the RCE community
- RCEs as a process and as partnerships to localise the global agenda

Zinaida summarised this by saying the RCEs was a community of many which is learning together towards change: (1) Where Translation of global ambitions happens in many languages of different groups and disciplines, (2) Where co-engaged learning is an inspiration and a test-bed of policies and ideas for national and international partners, and (3) Where we are a movement where our ‘business card’ says “Unity in Diversity”

Questions and Comments from Participants:

- 1- Was it possible to have policy makers more among our means? It would ease communication of the RCEs’ work.
- 2- The conference allowed for an inspiring and stimulating dialogue, it allowed for exposure to multisectors and one could feel the paradigm shift, the historic movement.
- 3- One important aspect was for RCEs to make themselves relevant. RCEs should take an interest in what others are doing in order to upscale. If one knows more about the RCEs agenda, then during public meetings with governments, RCEs could be more prominent. This was important not just for governments but also for other institutions.
- 4- We need to extend this movement more into schools.
- 5- The roundtable on migration was very interesting considering it was a worldwide topic not just a European one.
- 6- We need to remember that some of us do not have the capacities to develop projects.
- 7- Panellists should also include other stakeholders outside the RCE network to see the external view. Also the topic of people with special needs was not included. The Secretariat should identify RCE champions to find mentors for other RCEs.
- 8- The volunteerism of this conference has been great and I asked myself: How much can we contribute? I learned a lot and I don’t know where to start when I get back probably knocking on more doors in the private sector.
- 9- We have talked about different stakeholders, museum, schools, libraries, and what we have seen that here there were mainly educators. We need to re-visit the concept and ask ourselves what happened with all the other original stakeholders.

Zinaida emphasized that this conference was particularly outstanding in showing community engagement and it was wonderful that RCE Yogyakarta had won ESD prize given by RCE Okayama. We still require stronger engagement modalities with other groups such as the

private sector or NGOs. UNU-IAS was very conscious of this and that stronger civil society engagement was needed.

Zinaida thanked everyone for their solidarity and the people of Indonesia for their hospitality. RCEs have, in order to reach transformation, great responsibilities.

Suratman, UGM Vice Rector for Research and Community Service (RCE Yogyakarta) thanked everyone on behalf of the host university - Universitas Gadjah Mada.

Mario Tabucanon closed the session by saying: This is the 10th time that we have come together. I feel the Ubuntu spirit is getting stronger. There were only 7 RCEs when we started in 2005 and we are still growing strong. We were delighted that many RCEs were represented in this conference and we did have much to discuss. We expect that the RCE community will continue to develop the Global Learning Space on behalf of UNU-IAS. We thank the organisers for being outstanding hosts and hope this provides an inspiration to future hosts. We also thank all other supporting organisations. UNU-IAS is honored to work with all these organisations. A special thanks goes to all Ubuntu members for their work on screening RCE candidates and helping with the strategic direction of the RCE movement.

2016 RCE Awards for Innovative Projects in Education for Sustainable Development (ESD)

The RCE Award for Innovative Projects in ESD was established in 2012 to celebrate ‘good practices’ in ESD conducted by RCEs worldwide. The Award recognizes projects, initiatives, and activities that have translated existing local knowledge into concrete sustainable practices, and empowered individuals and communities to make sustainable choices. The nominated projects provide evidence of involvement of diverse actors in addressing local sustainable development challenges through dialogue, education, research and multi-stakeholder learning.

The RCE Award honours RCEs that have made outstanding contributions to sustainable practices and have influenced and strengthened various education and sustainability efforts. In 2016, ten projects were nominated for an Award under the following themes:

- (1) Biodiversity
- (2) Climate Change
- (3) Disaster Risk Reduction
- (4) Higher Education & TVET
- (5) Sustainable Consumption and Production
- (6) Youth

The RCE Service Centre is pleased to announce the winners of the 2016 RCE Award for Innovative Projects in ESD in the three categories (1) Outstanding Flagship Project, (2) Acknowledged Flagship Project, and (3) Honourable Mention.

Outstanding Flagship Project Disaster Risk Reduction

RCE Srinagar – Climate smart and disaster resilient communities in the Indian Himalayan region
Project Type: Contributing to community engagement

Acknowledged Flagship Projects

Biodiversity

RCE Kodagu – Community linked biodiversity conservation: sacred groves of Kodagu, Karnataka, India

Project Type: Engaging with transformative learning and research for sustainable development

RCE Okayama – Okayama creature village project

Project Type: Capacity Development

RCE Greater Pwani – Botanical garden: a transformative and holistic learning laboratory

Project Type: Engaging with transformative learning and research for sustainable development

Higher Education & TVET

RCE Saskatchewan – The sustainability and education policy network (SEPN): leading through multi-sector learning

Project Type: Enabling policy formation and/or institutional change

Sustainable Consumption and Production

RCE Severn – Regeneration for the Future

Project Type: Capacity Development

Youth

RCE Greater Eastern Uganda – Youth empowerment for promoting sustainable development education and practice

Project Type: Engaging with transformative learning and research for sustainable development

Honourable Mention

Climate Change

RCE Chandigarh – Addressing the issue of climate change by articulating information and promoting collaborations at the local level

Project Type: Capacity Development

Higher Education & TVET

RCE Greater Dhaka – Whole-institutional approach of RCE Greater Dhaka through water reuse, biodiversity conservation, and youth mobilization in commitment to the GAP on ESD

Project Type: Engaging with transformative learning and research for sustainable development

Sustainable Consumption and Production

RCE Minna – New design for safer canoes: a documentary

Project Type: Capacity Development