

**Reporting Thematic Sessions**  
16:30-17:30, 24 November 2016

Moderator: Unnikrishnan Payyappalimana (UNU-IAS)

Sustainable Consumption and Production (SCP): Carolina Lopez (Candidate RCE Borderlands Mexico-USA)

Biodiversity and Traditional Knowledge: Unnikrishnan Payyappalimana (UNU-IAS)

Climate Change and Disaster Risk Reduction: Philip Vaughter (UNU-IAS)

Capacity Building for Educators: Marlene Chikuni (RCE Zomba)

Policymakers Roundtable: Hanna Stahlberg (UNU-IAS)

**SCP**

**Discussion Points**

- 1) SCP was about learning and applying creativity in order to obtain benefits. It was important to implement programmes in RCEs that give communities a feeling of being part of something and the freedom to go on about their own ways of sustainable livelihoods.
- 2) RCEs can contribute potentially on peoples own consumption, starting at the individual level going outwards to households and beyond (community and state).
- 3) Crucial ways of thinking: circular economy, systemic thinking, sufficiency economy especially in the context of giving back to the localities.
- 4) This goes beyond recycling, i.e. by building sustainability into the product cycle itself.
- 5) RCEs should provide a space for human discontent. So RCEs can act as moderators.
- 6) Help solve the paradox of developing countries consumption as an engine of economy. Need to look into different engines for economy that do not involve endless consumption.

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**Biodiversity**

**Discussion Points**

- 1) History of work on biodiversity since 2012 discussed. Looked at publications, the various policy processes RCEs have contributed to from Bonn CBP COP to now.
- 2) Upcoming CBD COP in December, Cancun, where RCEs have two side events. Mostly American RCEs will participate in CBD (RCE Jalisco, RCE Guatemala, RCE Curitiba, RCE Candidate Borderlands Mexico-USA)
- 3) Looked at various inputs from IPBES workshops two days ago and in Cha-am during AP meeting. Five questions on what RCEs are doing on Biodiversity: activities, stakeholders, existing gaps, assessment, what type of contributions to policy related fora. 22 responses had been received during orientation workshop and summarised under these categories. Planned series of IPBES workshops.

- 4) Ongoing effort to create a policy brief to look at strengths of RCEs in this area (TK and Biodiversity).
  - 5) Many RCEs that work on indigenous issues especially on local consent and documentation – thought of consolidating activities and sharing of best practices.
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## **Climate Change**

### **Discussion Points**

- 1) Climate Change is a common responsibility for all of humanity, but will have a disproportionate impact on poor and marginalized communities.
  - When states negotiate, they tend to do so with less regard to the disenfranchised within their own borders and maintain the status quo rather than seeking transformation.
  - Furthermore, different regions will be disproportionately impacted by climate change due to geographic features outside of social or economic influences.
- 2) Non-State Actors are emerging as some of the most important actors in implementing action:
  - Climate treaties ask states to engage by vying for their own self-interest, and therefore, they do not negotiate for the common interest of the planet. Non-state actors may face the same challenge, however, forming alliances among non-state actors seems to present a way to balance the power of states and link communities engaged in climate action
  - City/sub-national approaches highlight the importance of local context in fighting climate change – this is not a one size fits all solution, and so actions will need to be context dependent, more often locally than nationally.
  - The idea of the city as a classroom or a ‘living lab’ was also proposed by RCE Skane and RCE Iskandar
- 3) The idea that rights have a property focus needs to be re-examined both in terms of climate change and disaster risk reduction. The idea of rights should be maybe more focused on the concept of responsibilities as a citizen.
  - The most well-educated are often the most ecologically illiterate – does academia and education have a responsibility to un-learn unsustainable behaviour?

### **Action Points**

- 1) Because there is so much focus on cities as actors in climate change mitigation, the

RCE community should develop a **policy brief** with UNU-IAS about how cities can use ESD to educate and inform on actions to mitigate climate change.

- 2) Need a more **centralized database** of climate change and disaster risk reduction curriculum and resources. UNESCO and UNFCCC provide good starting places, but too much of these sites are devoted to primary education and case studies with little application in other contexts.
- 3) Most vulnerable group globally are youth and future generations: need to find a platform to **link RCE youth** to enable capacity development to reach out, ramp up, and rehearse action competency in climate change and disaster risk reduction education.

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## **Capacity Building for Educators**

### **Discussion Points**

- 1) The need for educators to be ready and willing to be educated by communities
- 2) Strengthening capacity of educators, trainers, communities and other change agents
- 3) Mechanisms for engagement, knowledge generation & policy and organization.

### **Action Points**

- 1) Create a thematic discussion group on the portal for future interaction
- 2) Document best practices
- 3) Strengthen linkages with media, faith groups and policy makers

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## **Policymakers' RoundTable**

### **Discussion Points**

- 1) Looked at local, national and international perspectives. As well as from larger international organisations such as UNEP, ASEAN, SEAMEO and UNESCO. A change in attitude on the education side was necessary as showcased in Japan to integrate ESD at all levels.
- 2) RCEs were in a good position to convey the ESD message to governmental representatives, argue for their position and initiate a policy debate.
- 3) GAP ends in 2018 so RCEs could be crucial when post-reviewing GAP.
- 4) Consultative meetings of NGOs when revision of international human rights treaties could also be an entry point to the policymaking process.
- 5) RCEs should look into the policy of their country of environmental education and come up with a national plan.
- 6) Potential collaborations with regional unions such as ASEAN or the European Union

- 7) Potential collaborations with regional partners such as for example SEAMEO that look at a blueprint for ESD in all their regional partners.
- 8) There should be a special outreach plan for policy makers where RCEs can meet policy makers and media. RCEs should be provided with policy materials and visual materials that were plain and captured what RCEs had to offer to policy makers.
- 9) RCEs are often seen as research centres and knowledge brokers with links to their universities to use the research and then link to the communities. Strategy needed on how one can explain that RCEs were service providers with a function in society.
- 10) When engaging with policy makers during the policy cycle, at which point can and should RCEs engage? Raising the level of engagement was crucial.

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