10th Global RCE Conference
Yogyakarta, Indonesia

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

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Health: Huberto Zanoria (RCE Cebu)
Youth: Usman Muhammad (RCE Kano)
Higher Education-Driven Initiatives: Mirza Medina Rodríguez (RCE Candidate Borderlands Mexico-USA)
Policy Support: Hanna Stahlberg (UNU-IAS)
TVET: Jos Hermans (Regional Adviser Europe)
Migration: Jos Hermans (Regional Adviser Europe)

Health
Discussion Points
1) Traditional Knowledge (TK) and inventory of herbal plants used by communities
2) How to train those workers that can sustain TK in the communities
3) Organic farming versus high dependency on fertilisers and pesticides
4) Changing nutritional behaviour in urbanising versus rural communities and the disparity of urban and rural communities with access to services
5) Resistance to disease high dependence on antibiotics.
6) Holistic approach of eastern and western medical professionals
7) Three important social dimensions of health especially social support and resiliency (as in mental health for example in migration)
8) Environmental health (climate change repercussions for example Zika, Dengue)
9) Current policy initiatives– link with Institute of Global Health, discussed reports to the state of knowledge review on biodiversity and health and UN Assembly where part of a high level event
10) Broad emerging perspectives pf health – OneHealth, Planetary Health and others

Action Points
1) Training of health workers and in social care
2) Documenting knowledge even to the extent as to explore international proprietary rights
3) RCEs should be on the forefront of SD on the issues of education, information and communication in the context of health programme implementations
4) Necessary to implement an inter or transdisciplinary approach (Natural scientists working together)

Youth

Discussion Points

1) Youth needed to be better integrated into an RCEs' structure. One possibility was to have national/regional focal points to coordinate reporting of youth networks in a given country/region. These Could tie into a continental focal point
2) Youth from different RCEs could scale up action by working on a common project with tangible outcomes that can be measured was emphasized (carbon reduction, water saved, trees planted, etc.)
3) Youth between RCEs need a more effective way to communicate (regional Facebook pages, whatsapp)
4) Need for translation for communication between groups was needed sometimes, however, pages themselves can be in the language the group chooses
5) Youth needed to be in communication with and integrated into the RCE that represents them

Action Points

1) RCEs will be asked to appoint youth focal points for each RCE. The Secretariat will work with the youth network to create regional/national clusters with designated focal points and terms and conditions for the given focal points.

2) The Secretariat will work with youth to propose a common ESD project that RCE youth can work on for the next year across the RCE community. Presentations on this project can be tied to all regional meetings.

3) RCE youth are encouraged to create regional/national platforms for communication among RCEs using a common language, in addition to continued use of the Global RCE Youth Network page if it is available to them.

Higher Education-Driven Initiatives
Discussion Points

1) Co-engaging of HE-institutions with Communities

The discussion focused on efforts to have effective voluntary work and engage the institution in community work, for example via a Course Based Activation Strategy in which courses were given in order to engage the university more. Course participants received diplomas in order to increase satisfaction and motivation to join. Materials such as videos and books were also developed.
Problem of lack of awareness on Sustainable Development from the institution.
Problem of different parties engaging with sustainable development within HE institution or outside of it

2) Organizational Settings

Important to develop material of best practices.

Certification was a good incentive for more community engagement.
Sharing of knowledge to create community learning networks.
Emphasis should be placed on teaching and promoting ESD by practice not theory with the use of three major elements:

1) Voluntarism
2) Working in multi-disciplinary teams with students and teachers
3) The solution and research methodology should be well documented

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Policy Support
Discussion Points
1) Simple policy making model that shows different entry points by RCEs from policy making to policy implementation. Gaps were usually found at the agenda setting and the implementation stages.
2) Adoption often occurs through multi-stakeholder consultations, at various levels of government, may be reformative or incremental and often proposals were not always enacted. Here RCEs could be consulted for technical advice.
3) The Sustainability Approximation Model (SAM) – a model that could be used as a policy instrument and as a framework for Corporate Social Responsibility. It allows policy makers to see how impact is distributed in a very simple visual way showing dependencies between humanity, economy and environment, while seeking to achieve and maintain a sustainable balance among them.
4) Direct connection to government or politician very useful

5) Local projects can serve as examples which can then be used in policy implementation. For example, the ASEAN Action Plan on Environmental Education and ESD (in 10 countries) had identified RCEs as policy instruments of implementation. Here showcasing examples would be beneficial.

TVET
Discussion Points

1) **Global Research on TVET**
   RTesearch on TVET showed that in countries with a good TVET-system, young people find it easier and faster to get a good and appropriate job. Furthermore, it appeared that countries with blended learning TVET-systems (combining learning and practice) perform better in the Small and Medium Enterprise (SME)-sector than countries with just theoretical TVET-training.

2) **Promotion of TVET**
   TVET was nowadays seen as one of the top-priorities in education worldwide. TVET should be a prime issue among the GAP-priorities 4 and 5. UNU-IAS with its RCE-

network was considered an ideal organization to play a crucial role here, as the RCEs are, par excellence, designed to understand the needs of the local/regional communities. From this position they should be the ideal partner for UNESCO, International Labour Organization (ILO) and others to invite these local communities to translate the demands from regions into practical TVET-propositions.

3) **NGO for the promotion of Community-based TVET**
   Suggested initiative to establish an international NGO for the promotion of Community-Based TVET-centres and schools. This new NGO would not be relevant to UNU alone, but it appeared to be advisable to receive acknowledgments from as many international organizations as possible (UNESCO, ILO, IAU, UNIDO, International Chamber of Commerce, UNDP, and other)

Action Points

Establish an NGO to promote Community-based TVET
1) The NGO shall be established as a legal entity, probably a Foundation, with a clear strategy. Following this strategy, an appropriate structure would have to be developed, before reporting back to the attendees of the TVET-workshop. International liaisons would be a central focus of this NGO
2) Apart from international networking, one of the main tasks of this NGO would be to connect those who want to start-up or make progress in TVET, and those who can act as role models in this respect. Hence collecting of good practices will be an important activity of this institution.

Migration
Discussion Points
1) **Concept Position Paper**

Ros Wade and Pinar Guner had been developing a position paper, which gives good insight into the complex situation of refugees. Migration was no longer considered an issue relevant to one region or continent, but rather a globally pressing one with many causes such as terrorism, Climate Change, as well as economic and social circumstances.

2) **Initiatives worldwide**

As a consequence of the multitude of causes, the character of migration flows also differs considerably. It was well understood that quite some immigration countries have already developed, or tried to develop, policies to react on the massive inflow of refugees. Also in Europe, RCEs had developed projects to help migrants and try to create solutions. During the meeting it was considered advisable to take stock of these policies and publish them online.

3) **Policy Development**

An essential element of migration policies was considered to be influencing public opinion and the policy making process. This could be done by publishing relevant articles in newspapers and social media.

Actions Points
1)   Position Paper to be published
2)   Taking stock of policies on migration
3)   Policy development