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RCE community:
some considerations for the future

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REGIONAL CENTRE OF EXPERTISE
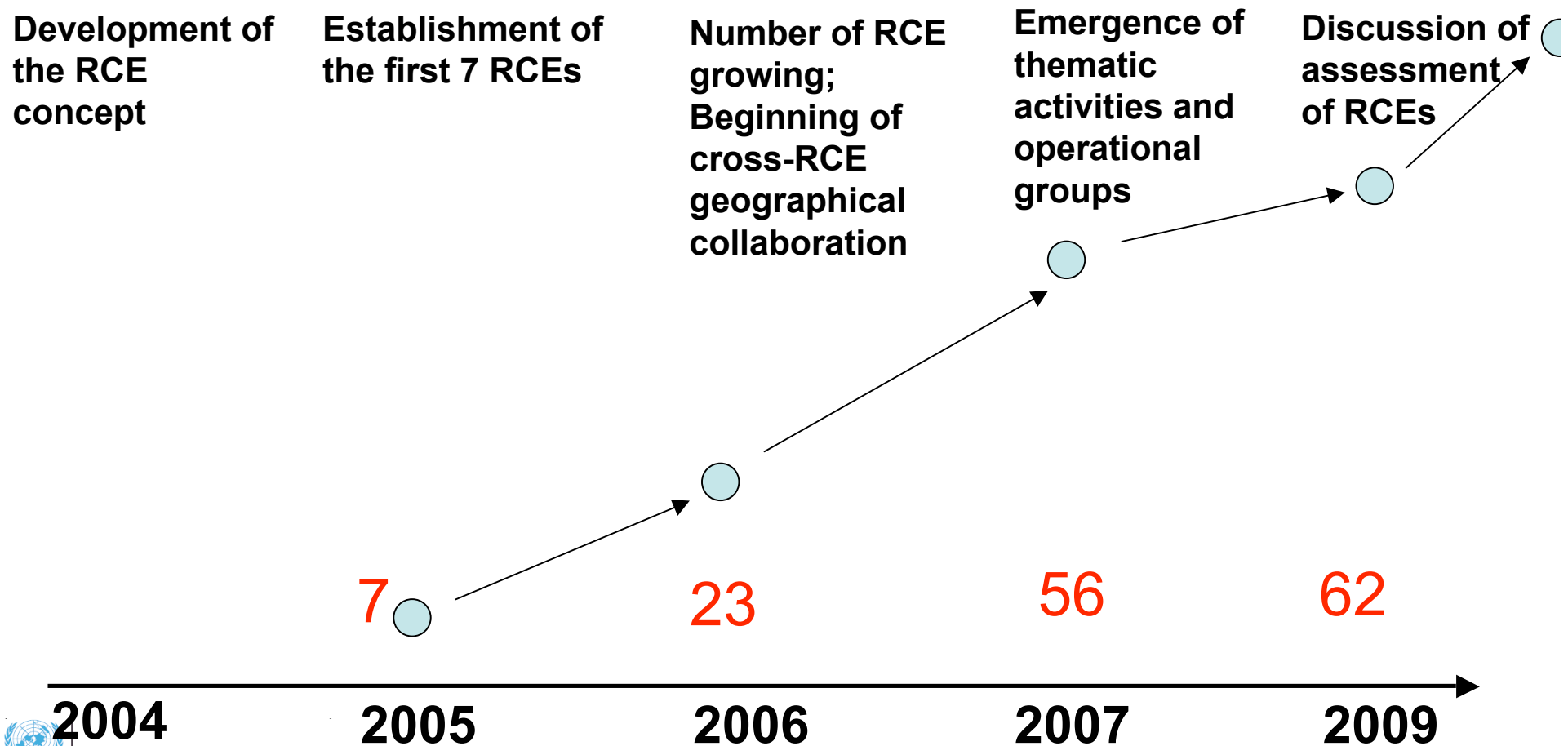ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT

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62 Acknowledged RCEs

Stages in evolution of global RCE community

Development of the RCE concept

Establishment of the first 7 RCEs

Number of RCE growing; Beginning of cross-RCE geographical collaboration

Emergence of thematic activities and operational groups

Discussion of assessment of RCEs

7

23

56

62

2004   **2005**   **2006**   **2007**   **2009**

RCEs globally

- 62 RCEs worldwide
- 26 in Asia-Pacific
- 11 in Africa
- 8 in Americas
- 17 in Europe and Middle East

- **Across RCEs actions**
- Formulation of thematic networks
- Starting of the operational working groups
- Promotion of RCE idea and assistance for RCE candidates by established RCEs
- Across RCE projects
- Consolidation of continental actions

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Mobilisation of new RCEs

- **Strategies today**
- Candidates approach UNU-IAS or established RCEs for advice
- UNU-IAS approaches prospective candidates
- Established RCEs – alone or in collaboration with regional organisations -- facilitate RCE establishment

What is the best strategy for mobilising RCEs globally?

- Which regions/countries should be of importance?
- Who could take a lead in promoting the RCE concept and support of the candidates?
- How many RCEs would be desirable? And consequently,
- Should we pursue the strategy of expansion of the number or deepening engagement of the existing community of RCEs?

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Sustaining the growing RCE community and its vitality after 2014

- **Need to test feasibility of some actions that would strengthen the RCE community:**

- RCEs in Asia, Americas, Africa and Europe coordinating existing RCEs?
- Coordination around thematic networks?
- Coordination around operational issues?
- Knowledge sharing mechanism
- More clearly formulated systems of mentoring and twinning among the RCEs?
- What is the scale of such possible coordinations?
- What is a character of coordination? Is coordination nessesary? Who coordinates?

Thematic and operational developments within and among the RCEs

- **Inter-RCE Thematic Networks**
  - Sustainable Production & Consumption, w/ emphasis on food
  - Youth
  - Health
  - Teacher training
  - Biodiversity
  - E-learning

Opportunity to propose additional themes for joint RCE actions

While some of the themes – notably health and SCP – produce joint actions and enjoy continuous communication, some others still need intensive facilitation. (Net)working opportunities in-between annual meetings?

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Promotion and recognition

- Appraisal of the activities of the RCEs – how to do it?
  - **Individuals?**
  - **Organisations?**
  - **Projects?**
  - **RCEs?**
- Who puts together criteria? Who decides? What is the mechanism?

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Assessment of the RCEs

- Agreement on self- and peer-assessment
- Should system(s) be process- or result-oriented?
- How can reflexive assessment systems that promote meaningful learning be developed?

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Partnerships with legitimate partners and interlinkages with other educational movements

- Links with strategic partners and networks in the area of ESD and SD, e.g.
  - UNESCO schools to become RCEs stakeholders
- International organisations working with thematic activities interesting for the RCEs
- Synergies with other transformative educational movements

Direction of policy work

- **Contribution to international and national SD and ESD processes**

- **Strengthening contribution to the continental and global processes, e.g.,**
  - Working with CBD-COP
  - Working with Climate-COP
  - CSD

- **Policy work with inter-governmental and international bodies, e.g.,**
  - APFED or SEAMEO
  - NEPAD
  - EU

- **Do RCEs operate within the framework of national/regional policies or critically challenge established political systems?**

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Communication

- Need for one global communications strategy? Should not stop each RCE from developing one for itself in keeping with its regional identity.

- A concept paper and draft action plan for communications has been sent to you. Your input is necessary to understand the future direction of communications efforts.

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Reporting

- Reporting is only one annual duty – in terms of sharing combined information on the activities
- Large diversity in reaction to the on-going reporting
- What should be reporting? How can the questions give justice for the RCEs work?
- Shall the content of the reports be shared with the world outside the RCE community

- Proposal for a working group on reporting

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RCE essentials

- Development of educational materials
- Research
- Training
- Policy work
- Partnerships

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Research

- RCE as an experiment in social learning?
- RCEs as problem solving vehicle in a move towards sustainability?
- Through research on RCEs as partnerships for ESD we can report on the results of the RCE movement in the UNESCO global and monitoring evaluation framework?
- Previously mentioned items (coordination, communication, reporting, etc.) could constitute research area