Development of the RCE community:
Progress and questions for further actions

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～ RCEs around the World ～

- Acknowledged RCEs
- Newly Acknowledged RCEs

75 Acknowledged RCEs (as of April 2010)

Europe (22)

Austria
1. Graz-Styria
Belgium etc.
2. Southern North Sea
Germany
3. Hamburg
4. Nuremberg
5. Munich
6. Oldenburger Münsterland
Greece
7. Crete
8. **Ireland**
Netherlands etc.
9. Rhine-Meuse
Portugal
10. Creias-Oeste
11. Porto Metropolitan Area
12. Açores
Russia
13. Samara
14. Nizhny Novgorod
Spain
15. Barcelona
Sweden
16. Skane
UK
17. East Midlands
18 Severn
19. North East
20. Yorkshire & Humberside
21. London
22. Wales

Asia-Pacific (28)

Cambodia
23. Greater Phnom Penh
China
24. Beijing
25. Anji
India
26. Guwahati
27. Delhi
28. Lucknow
29. Pune
30. Kodagu
31. Bangalore
Indonesia
32. East Kalimantan
33. Yogyakarta
34. Bogor
Japan
35. Greater Sendai
36. Yokohama
37. Chubu
38. Hyogo-Kobe
39. Okayama
40. Kitakyushu
Korea
41. Incheon
42. Tongyeong
43. **Kyrgyzstan**
Malaysia
44. Penang
Fiji and Pacific Islands
45. Pacific
Philippines
46. Cebu
47. Northern Mindanao
48. Ilocos
Thailand
49. Cha-Am
50. Trang

Middle East & Africa (13)

Egypt
51. Cairo
52. **Ghana**
53. **Jordan**
Kenya
54. Greater Nairobi
55. Kakamega-Western Kenya
Malawi
56. Zomba
Mozambique
57. Maputo
Nigeria
58. Kano
59. Lagos
South Africa
60. Kwa-Zulu Natal
61. Makana & Rural Eastern Cape
62. **Swaziland**
Uganda
63. Greater Mbarara

Americas (12)

Canada
64. Saskatchewan
65. Greater Sudbury
66. Montreal
67. Toronto
68. British Columbia (North Cascades)
Columbia
69. Bogota
USA
70. Grand Rapids
71. North Texas
Mexico
72. West Jalisco
73. **Guatemala**
Brazil
74. Curitiba-Parana
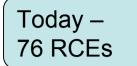**Argentina**
75. Chaco

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Where we are and where we are going?

- What is the role of the RCE community in learning and acting towards sustainable development?

- What is the role of each RCE, at the regional level and as a part of community, on this journey?

- Life beyond 2014…

Growth and development of the RCE community

- Expected number of the RCEs by the end of the DESD (2014) is around 200
- Shall we keep the number as a target?
- Could we significantly increase this target?
- Growing in number or focusing on thematic, operational etc. priorities?

Evolution of Global RCE Community

Today – 76 RCEs

DESD Launched

Mid-Decade Year

Establishment of ESD Programme at UNU-IAS

Development of the RCE concept

Establishment of the first 7 RCEs

Beginning of cross-RCE geographical collaboration

Emergence of thematic and operational groups

Discussion of how to assess RCEs begun

Showcasing RCEs at the World Conference on ESD (Bonn, Germany)

UNU/UNESCO Conference on Globalization and ESD (Nagoya, Japan)

1st International RCE Conference (Yokohama, Japan)

2nd International RCE Conference (Penang, Malaysia)

3rd International RCE Conference (Barcelona, Spain)

4th International RCE Conference (Montreal, Canada)

Number of RCEs Acknowledged by UNU

10   28   47   61   74

2003   2004   2005   2006   2007   2008   2009

Emerged roles of RCEs

- RCE as a mobilising agency
  - Bringing together local champions
  - Bridging historical and institutional divides
  - Second waive of mobilisation through thematic networks
- RCE as a coordinator
- RCE as a facilitator of social learning and transformation

Future growth

- Expected number of the RCEs by the end of the DESD (2014) is around 200
- Shall we keep the number as a target?
- Could we significantly increase this target?
- Growing in numbers or focusing on thematic, operational etc. priorities?
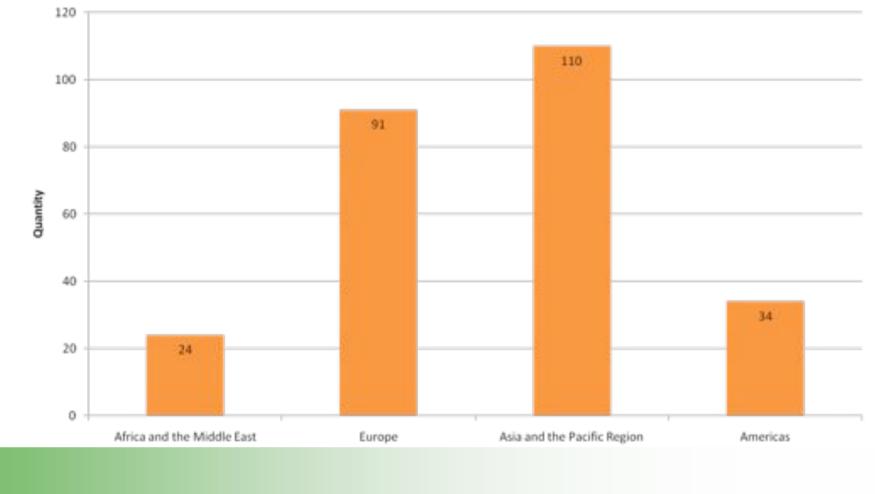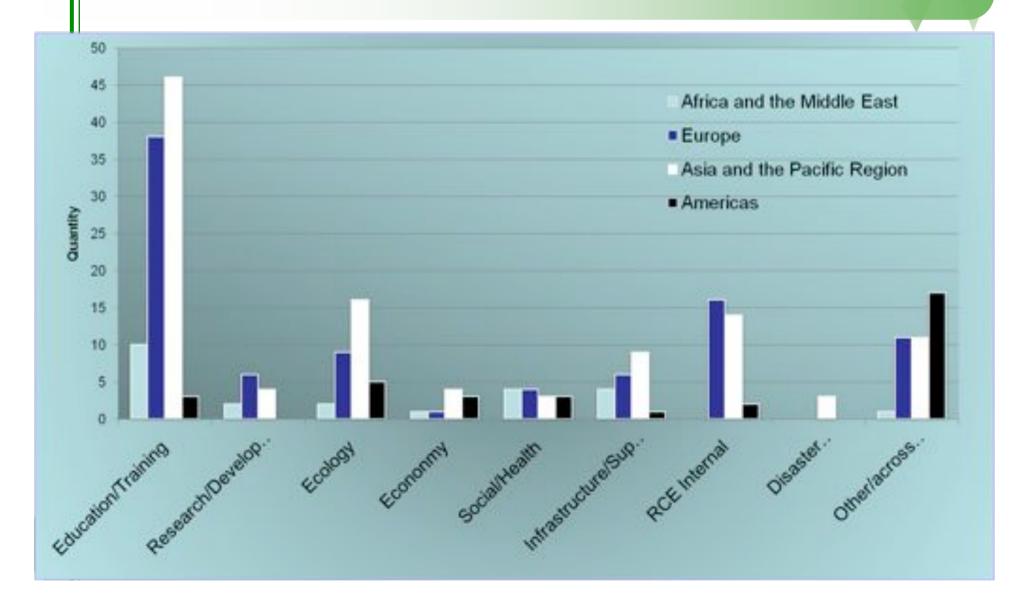- **Question for continental and thematic discussions**

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RCE projects

As of data for 2009 (based on annual reporting)

RCEs quantity with respect to Continents (n=259)

RCE Project Topics with respect to Continents as of 2009 (n=259)

ESD Project Inventory Map

The RCE Saskatchewan has made significant efforts to identify ESD projects, ESD Researchers, and Schools facilitating ESD Projects operating within the region. A "project" encompasses a program, project, event, activity, initiative, resource, or something that is relevant to ESD. This inventory was recently expanded to include ESD Researchers and Schools facilitating ESD projects. The purpose of this inventory is to support collaboration and partnerships, to spread the word about good work occuring throughout the RCE Saskatchewan region, and to increase awareness about ESD projects.

If you are involved with an ESD Project, or are an ESD Researcher, or linked to a School within which ESD projects are being facilitated, within the RCE Saskatchewan region, and are not currently listed in the database, please use the ESD Project Inventory Survey to enter the information about your ESD project or yourself as an ESD researcher or your School ESD projects.

ESD Project Survey

Projects by Group Areas

- Building Sustainable Communities
- Climate Change
- Farming & Local Food Production
- Health & Healthy Lifestyles
- Natural Prairie Ecosystems
- Sharing Productive Capital
- Sustainable Infrastructure

Research

- Development of the joint academic publications, e.g.,
  - Special section of the Journal of Education for Sustainable Development
  - A book with Peter Lang publisher
  - …
- UNECE Competencies for educators in the area of ESD
- Sustainable production and consumption (SPC) and sustainable livelihood (SL) research of RCEs

Research

- A need to formulate research questions and research strategies
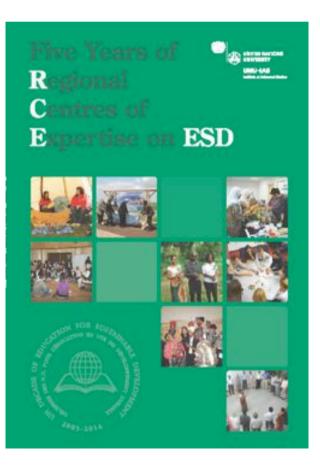- Linking research component to the on-going action projects

Communications

Communication products

- Quarterly bulletins – thank you for contributing!
- Web-updates
- Major promotional publication – First 5 years of RCEs
- Communications guidelines developed

Next steps

- An online RCE portal - do we need it? If yes, what should be the objective of the tool? How do we share responsibility during development and for maintenance among the RCE community?

- How do we gather and promote your best projects and activities?

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RCE

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RCE Sub-Networks: Thematic, Operational, Research & Continental Networks

RCE Sub-Networks:
Thematic, Operational, Research & Continental Networks
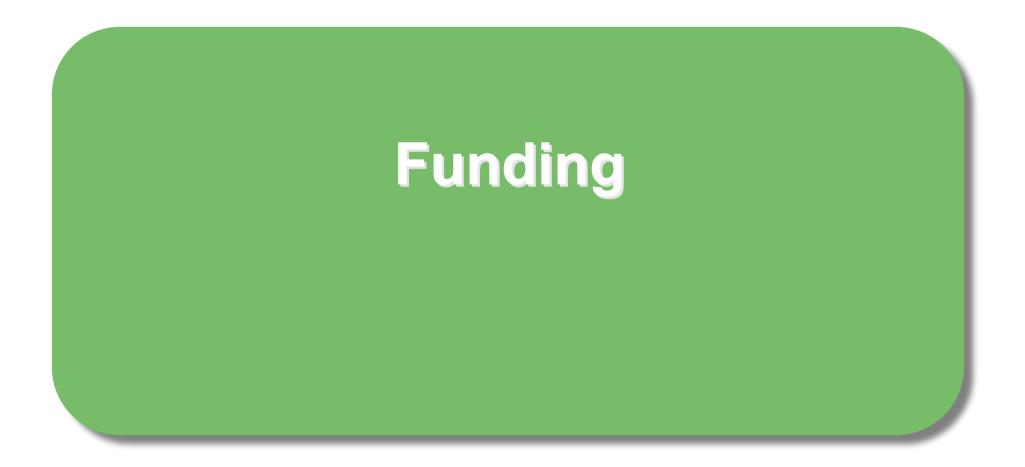
❑ At <u>International RCE Conferences</u> (*2006 Yokohama, 2007 Penang, 2008 Barcelona, 2009 Montreal, 2010 Curitiba*), working groups on diverse thematic areas are held:

- Thematic networks (Sustainable Consumption & Production (SCP), Youth, Health, Teacher training, Biodiversity, E-learning, Climate change)

- Operational networks (Fundraising, Reporting, Communications)

❑ Some thematic networks organize meetings to develop joint activities.

❑ Research networks are forming among RCEs. Some projects are funded externally (e.g., by EU, MEXT).

❑ Continental networks (North America, Europe, Asia-Pacific, Africa) are coordinated by RCEs.

What brings RCEs together?

Projects

What else?

Will define the strategy of the face-to-face meetings
- RCEs subnetworks

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Funding

Powerful **mobilizing effects** of the initiatives of ESD Programme enhance legitimacy of and research opportunities for UNU-IAS

Examples of externally-raised funds by

individual RCEs, RCE Consortia and ProSPER.Net members

	Amount Raised	Funding Source	Purpose
ESD-CLIPS	1 million euro	EU	Inter-RCE collaborative research on SCP
RCE Yokohama, RCE Penang, RCE Cebu	5 million JPY *(expected to be renewed for the next two fiscal years)*	MEXT International Cooperation Initiative (Competitive fund)	Inter-RCE development of ESD programme at graduate level
RCE KuwaZulu Natal (South Africa)	35,000 USD	SIDA	Support establishment of 14 RCEs in southern Africa, at least one in each of the member states of SADC (South African Development Community)
RCE Tongyeong	20 million USD	Korean Government	Construction of an ESD centre (physical RCE)

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Funding

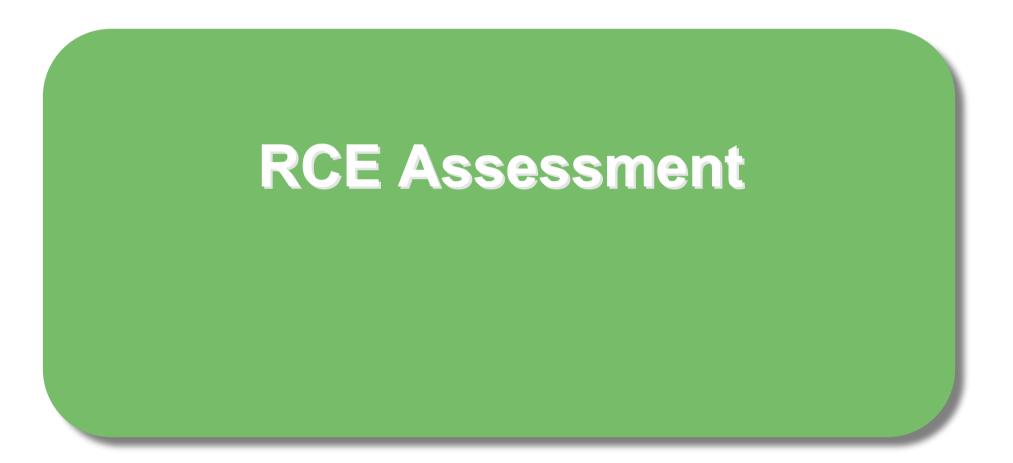What are the strategies for reaching funds from major institutional donors – international and national level?

How to earn money – what might be the niche?

…

RCE Assessment

RCE Annual Reporting & Assessment Portal

www.uni-graz.at/rce-esd

Reporting Forms connected to *process* assessment

- RF 1: General Information on RCEs (RCE contact, history,…)

- RF2: Reporting Database (motivation, vision, network,…)

- RF3: Project Database (flagship project descriptions,…)

- RF4: Self evaluation

Regarding assessment, in the forms you will find questions on the following principles: leadership, social networks, participation, education, learning and research structures. The assessment is process oriented and will describe the character of your projects by named principles.

The news forum below is used by the administrators for announcements and news on reporting and assessment of RCEs. If you like to contact the team or give your feedback, please go down to section 5.
- News forum

1 RCE General Information and Achievements

Please provide general information (contacts, location,…) on your RCE as well as some information on your motivation, development and achievements. This form is to be filled out only once.
- Reporting Form 1: RCE General Information & Achievements - V01
- Reporting Form 1: RCE General Information & Achievements

2 RCE Reporting Database

In this form, please describe the your leadership structures, social network, opportunities for participation, educational programmes as well as research activities and dissemination. This form is to be filled out only once.
- Reporting Form 2: RCE Coordination & Development

3 RCE Project Database

This form is concentrating on your projects and will build the basis for the project database. Please complete a seperate form for each project you like to add to the database. We expect this database to be used very often by RCEs as it will provide useful information on RCE projects around the world.
- Reporting Form 3: RCE Projects

4 RCE Self-Evaluation

This form is optional and relevant if you have undertaken some form of self-evaluation with your RCE. Your findings of your self-evaluation would be of grat value for other RCEs.
- Reporting Form 4: RCE Self-Evaluation

5 Further information and feedback

Any comments or questions? Use the feedback forum below!
- Feedback forum

RCE Annual Reporting & Assessment Portal

Behind the assessment are the project descriptions of the annual reporting!

RCE Graz-Styria
Leadership: Hosted by University, shared RCE vision with partners,

Social Networks: Advisory Boards, Capacity networks

Participation: Advisory Boards, Information campaigns, Online-Forums

Education & Learning: Education for Sustainable Development, Regional Learning activities – intergenerational
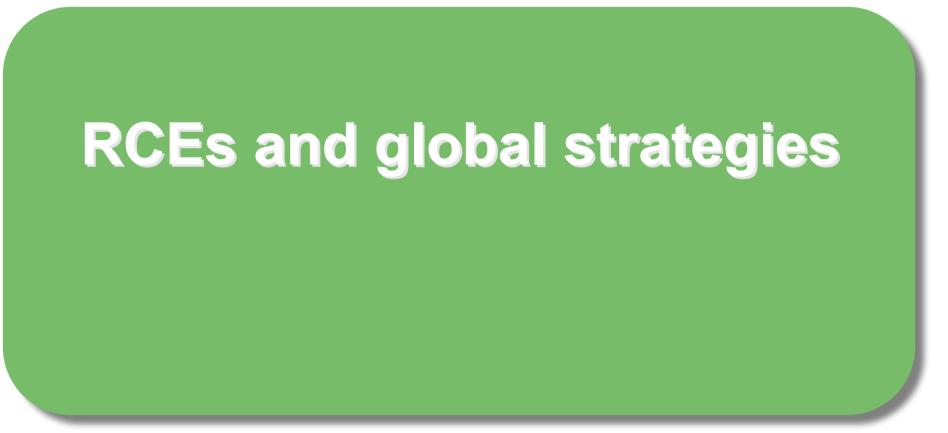
Research: RCE development, regional learning, strong partner involvement in research activities

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RCEs and global strategies

United Nations Decade of Education for Sustainable Development (2005-2014)

UNESCO Strategy for the Second Half of the United Nations Decade of Education for Sustainable Development

Supporting Member States and other stakeholders in addressing global sustainable development challenges through ESD

Education for Sustainable Development in Action
March 2010
UNESCO Education Sector

UNESCO Strategy for the Second Half of DESD (March 2010)

p.8, A (a)
As a strategy to strengthen partnerships among ESD stakeholders, the report suggests enhancing cooperation with other UN entities, including UNU

p.12, C (a)
As a strategy to generate knowledge, share new approaches and enhance evidence-based policy dialogue, the report suggests cooperating with UNU in the framework of RCEs

28

Engagement with international processes

- Synergies with international processes related to DESD, e.g.
  - Global Monitoring and Evaluation Framework
    - Cycle 1: 2007-2009 – structures
    - Cycle 2: 2009-2011 – learning initiatives
    - Cycle 3: 2011 – 2014 -- impact
  - UNESCO associated schools project (ASP-Net)
  - UNESCO Chairs (RCEs Okayama, Creta, Hamburg, Toronto)
- Synergies with SD processes
  - Rio +20
  - UNECE
  - CSD
  - CBD
  - Climate Change processes (COP)
- Synergies with SD and ESD projects/networks
  - PERL

Key developments and challenges

Across continents

- Finding synergies with higher education networks, e.g. ProSPER.net in Asia, Copernicus in Europe, MESA in Africa

- Continent-wide projects – Sejahtera (Asia), LENSUS (Europe)

- North-North, North-South, South-South cooperation

- Key opportunities provided by key academic journals, JESD, IJSHE, new journal by RCE Greater Phnom Penh

- Joint fundraising efforts
- In search of continental strategies
- Greater activities in the policy domain (Europe 2020, etc.)
- Understanding of the need of capacity development across existing RCEs
- Research through flagship projects