



# RCEs in Europe – building capacities and delivering solutions

GAP Priority Action Areas 3 and 5

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# European region

- 44 RCEs from 11 countries + 1 Regional
- out of 166 RCEs worldwide



**Annual Regional meeting and conferences**  
[Conference 2017](#), 8 - 9 September,  
Dortmund, Germany  
@ [FAIR FRIENDS](#),  
a trade fair for  
Sustainable Lifestyles



# Europe Regional Meeting 2018, RCE Brittany, August 2018

Theme of this meeting was : "*ESD and the SDGs:  
how can RCEs coordinate both to achieve the SDGs?*"



EUROPEAN  
**RCE**  
MEETING  
29-30 AOÛT 2018  
CAMPUS DE TOHANNIC  
VANNES, FRANCE



19 interventions and 3 workshops  
+ field trip

All info on the RCE Brittany [website](#)

[Report](#) summarizes Key topics,  
Challenges, Opportunities/ways  
forward, and Action points



Vannes 2018

# UNESCO Global Action Programme on ESD

UNECE region:

**GAP Launch 2015; evaluation after 6 years**

**Five priority action areas:**

1. Advancing policy
2. Transforming learning and training environments
- 3. Building capacities of educators and trainers**
4. Empowering and mobilizing youth
- 5. Accelerating sustainable solutions at local level**

UNECE Strategy for ESD [Workplan](#) for 2017-2019

**Six priority action areas:**

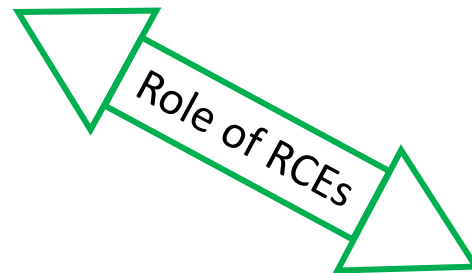
1. Encouraging whole-institution approaches
- 2. Promoting the extension of ESD in teacher education and in the training of all educators**
3. Strengthening technical and vocational education and training
4. Strengthening integration of ESD in international and national education and SD policies
5. Enhancing synergies between formal, informal and non-formal education
- 6. Acknowledging the important role of networks, including those of civil society, academia and science, non-governmental organizations, business and enterprises, in implementing ESD**

UNESCO

Roadmap

for Implementing the Global Action Programme on

**Education for Sustainable Development**



# Building capacities of educators and trainers



- Developing school culture and improving science curriculum ([RCE Helsinki Metropolitan](#))
- New didactic tools for ESD – act, explore, analyze ([RCE Denmark](#))
- Young Leaders in Sustainable Development ([RCE-EM](#))
- Values and Learning for Sustainability in Initial Teacher Education ([LfS Scotland](#))
- Teaching method to involve students in analysing links between SDGs ([RCE Brittany](#))
- Transformative learning for lifestyle change ([RCE Czechia](#))
- The Nature is a classroom ([city of Nuremberg](#))

# Technical and vocational education & training

- [COMMEET](#): team of experts and consultants → in support of regional partnership of **TVET stakeholders** towards green economy
- Opportunities in TVET for **migrant entrepreneurship education** ([London RCE](#))
- Governing and managing vocational schools towards ESD in Germany ([RCE Oldenburger Münsterland](#))
- Transition towards sustainable business, education and society through master program on sustainability driven entrepreneurship ← translate the SDGs in business innovations ([RCE European Region Tyrol](#) + 3 other RCEs)

Priority 5

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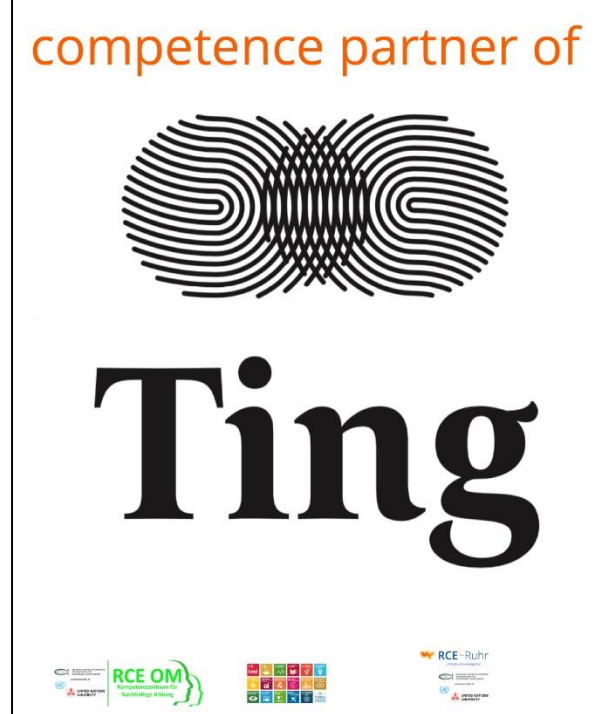
# TING a quality seal designed by RCE Oldenburg Münsterland & RCE Ruhr

Aim: to appreciate partners of the RCE OM

- TING award criteria ← personal relationship with RCE
- RCEs know their partners
- RCEs guarantee quality of the products or services

In the end – a **network of regional producers and service providers**

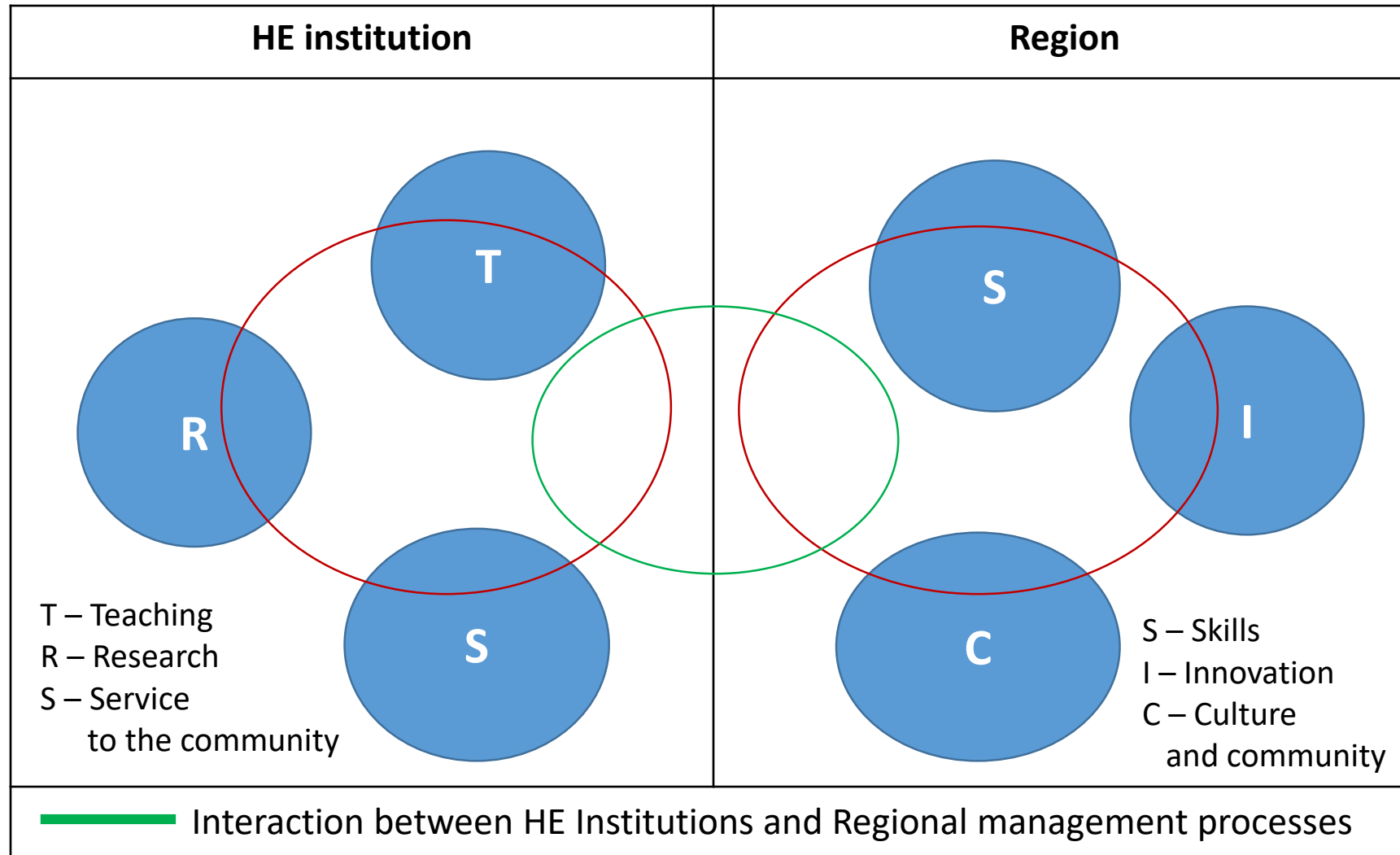
- members of TING get in touch with the RCE Community via the fair&friends exhibition for exchange and knowledge sharing:  
→ the Germany's largest Trade Fair for sustainable lifestyles, Fair Trade & social responsibility





# Transfer of skills for regional/local SD solutions

Chatterton, P., & Goddard, J. (2000). [The response of higher education institutions to regional needs](#). *European Journal of Education*, 35(4), 475–496.



# Accelerating sustainable solutions at local level

- Learning cities for lifestyle change and climate mitigation ([RCE Bordeaux Aquitaine](#))
- Real world lab – sustainability projects in tertiary education ([Aalen University](#)) *Priority 3*
- Address climate change, sustainable agricultural & food security ([RCE Crete](#))
- Partnerships of civil society – municipal government – business to address local social policy ([RCE-Nizhny Novgorod](#))
- Sustainable way of living in urban zones – inter-generation handbook resources ([RCE Warsaw Metropolitan](#))

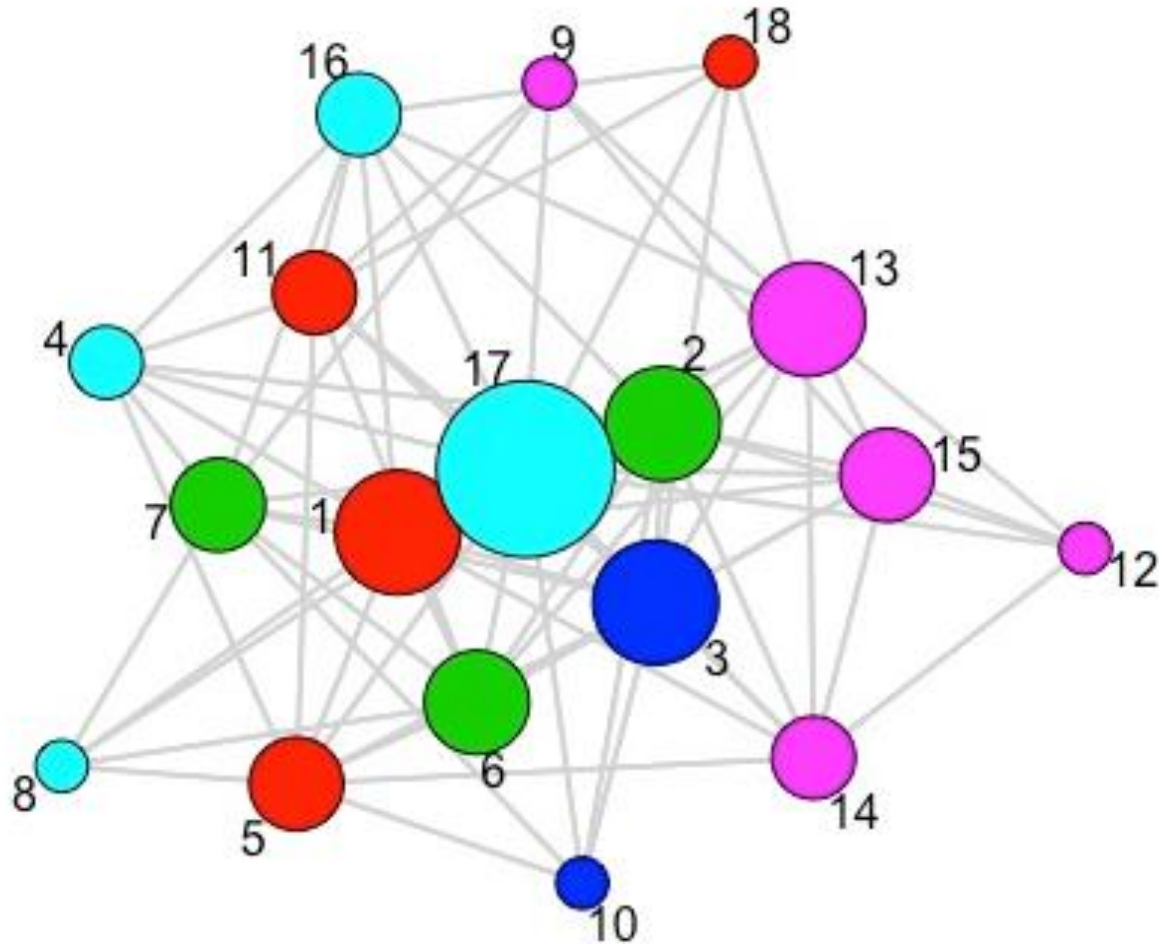
# Involving stakeholders in sustainable solutions

- Empowering local communities for sustainability – respecting and using indigenous knowledge in argumentation ([RCE Paris Seine](#))
- Ocean literacy for all – involving local actors in sustainable changes ([City of Malmö](#))
- Transformation through change in hierarchies and communication patterns ([RCE Cymru, Wales](#))

Priority 3



# Relationship between SDGs



- SDGs 17, 16, 4 and 8 – education, economics and the socio-political dimension
- SDGs 9, 12, 13, 14, 15 – resilient infrastructure, encourage innovation
- SDGs 2, 6, and 7 – access to water, energy, elimination of hunger, ensuring food security
- SDGs 3 and 10 – enabling all to live in good health and promoting well-being at all ages
- SDG 1, 5, 11 and 18 – address poverty, gender equality, security of human settlements, and welcoming of migrants

Lardjane, S., & Laveuve, F. (2018). A teacher's perspective on the interactions between the United Nations' SDGs.

*Enviqoqika*, 13(1). DOI: <https://doi.org/10.14712/18023061.564>

Thank you  
for your  
attention!

