

EUROPEAN RCE MEETING

12-14 SEPTEMBER 2023



**TRANSFORMATIVE EDUCATION FOR
SUSTAINABLE REGIONS**

RCE BASQUE COUNTRY - NAVARRE & RCE FRYSLÂN

COLOPHON

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PREFACE

Building on the experience of SPARK RCE Fryslân following the successful hosting of the Europe Regional Meetings in 2022, and taking advantage of the momentum created by our new acknowledgement as RCE Basque Country - Navarre, both RCEs jointly conducted the Europe Regional Meeting of RCEs 2023 as a first experience of co-organization of these meetings.

This year's RCE European gathering was a truly inspiring moment to generate sense of belonging to a wider community of learning, and provided also

the opportunity to formally introduce RCE Basque Country - Navarre and RCE South Poland to the network.

Participants identified relevant actions for the further development of our network, i.e. the need to involve youth in our own decision-making processes to break down the generation and age divide or to seek the necessary interconnections between global citizenship education and ESD.

Multiple competency frameworks for transformative education for sustainable development

co-exist nowadays at national and international level, promoted in each case by different bodies, which need to be simplified and to converge, in order to avoid unnecessary confusion.

As an informed community of expertise in ESD, we need to work more closely with our national governments or other educational bodies, attracting individuals and public institutions to our respective networks. We can pro-actively do so by developing non-binding recommendations.

Through further understanding of what already exists, we can develop a solid base to help us focus on existing ESD frameworks that fit the overall purposes of the RCE European community.

In the meantime, we should further promote linguistic diversity within our network, and not forget the matter of funding, to finance the smooth running of our RCEs.

relationships by means of more dynamic meetings, smaller group discussions and face-to-face meetings. Personal development is a non-negligible element of sustainable development.

Lastly, our deepest thoughts of empathy go to our colleagues from RCE Belarus, as they were present with us to share the regretful challenges they face as an educational community in exile.

We hope this magazine will help you and your colleagues in the transformations that need to be made in how we educate the next generation and wish you all the best in your urgent work.

We hope to see you soon again – online or in real life!

Best wishes, Samuel Fernández Diekert and Heleentje Swart

MR. SAMUEL FERNÁNDEZ

RCE BASQUE-COUNTRY NAVARRÉ

MRS. HELEENTJE SWART

SPARK RCE FRYSLÂN



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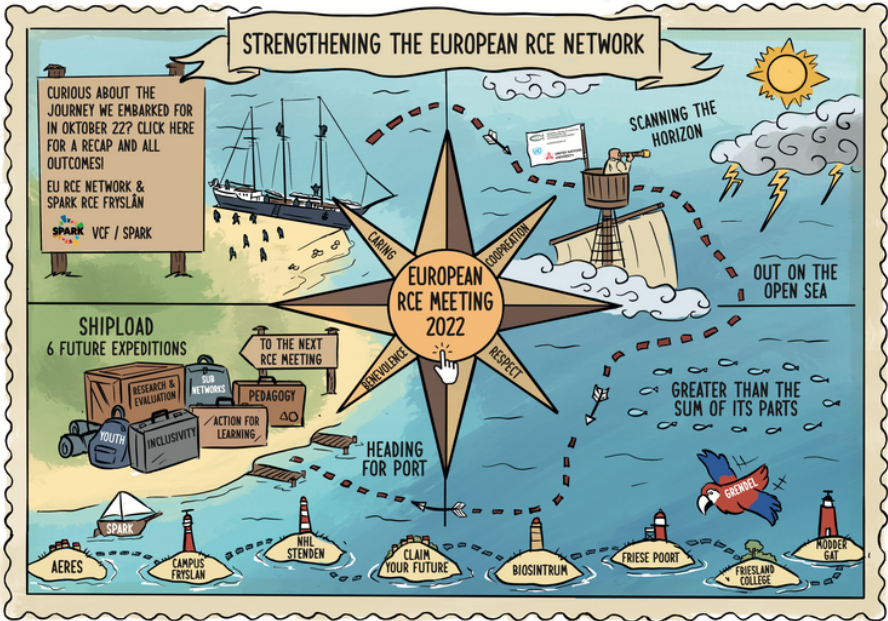
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INTRODUCTION



SUMMARY & FOLLOW UP

FROM RCE EUROPEAN MEETING 2022

Mr. Samuel Fernández Diekert (UN Etxea - Basque Country Association for UNESCO, RCE Basque Country- Navarre) presented to the audience a summary and follow up actions from the European RCE meeting of 2022.

The meeting was divided into two parts. The first part was held digitally around the theme “The Imaginative Power of the Region: Learning for the SDGs Together” on how can we use our imagination for ESD and how can we inspire others.

The second part was held in The Netherlands, on the theme of “Greater than the Sum of the Parts; Strengthening the European RCE Network for ESD” as a way to understand how RCEs can work as a network to collaborate more efficiently.

Overall, the meetings focused on six main areas:

- inclusivity and diversity
- pedagogy and toolkit
- research and quality
- learning and action
- youth and co-creation
- sub-networks



SAMUEL FERNANDEZ DIEKERT

UN ETXEA - BASQUE COUNTRY ASSOCIATION FOR UNESCO, RCE BASQUE COUNTRY-NAVARRRE



DR. JONGHWI PARK

HEAD OF INNOVATION AND EDUCATION PROGRAMME, UNITED NATIONS UNIVERSITY INSTITUTE FOR THE ADVANCED STUDY OF SUSTAINABILITY (UNU-IAS)

This RCE meeting started with a special connection to Japan, with Dr. Jonghwi Park.

Dr Park stressed on the speciality of this meeting thanks to its organizing team of joined RCE Friesland, Basque Country and Scotland. The importance of the conference builds on the strong ambition that RCE meeting from 2022 represented. From that moment, many things have changed and we have started to face new challenges. Such challenges as climate crisis, poverty, pandemics, injustice, and violence result into the perception of the 17 SDGs as far fetched. In some parts of the globe, the goals have even regressed.

Dr Park underlined once more the importance of SDG 10 - reduce inequalities, of SDG 12 - responsible consumption and production and of SDG 4 - quality education.

RCEs and the topic of the 2023 meeting itself play a unique role on the urgent need to act upon the SDGs.





MR. KEISUKE MIDORI

SECTION CHIEF, MINISTRY'S SECRETARIAT, OFFICE OF ENVIRONMENTAL EDUCATION

Our digital meeting continued with a strong connection with Japan, this time with Mr. Keisuke Midori.

He shared his view on the importance of education for sustainable development (ESD), as it is the tool that can be used to address the challenges that we are currently facing.

Sustainable development can be enacted through the use of holistic approaches, and such approach also includes the vital contribution of ESD, which can provide knowledge to build sustainable regions.

Inclusive and sustainable regions can be built with relying on the great treasure that shared knowledge is. This also means, acknowledging the importance of youth engagement as tool to address the challenges we are currently facing.

By empowering youth on the topic of environmental and social awareness, positive change can spring. This can only be a beneficial approach, if one considers that youth engagement can bridge the gap between generations, and it will bring to the realization of a sustainable future.

Mr. Midori concluded his speech with the positive hope that the participants of RCE meeting 2023 will gather fruitful knowledge and inspiration that will be brought to their own local communities.



MR. MIKEL HIDALGO

SENIOR ADVISOR, PERMANENT SECRETARIAT SOCIAL TRANSITION AND 2030 AGENDA



CLICK ON THE PLAY
BUTTON AND WATCH THE
SPEECH AT MINUTE 18.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

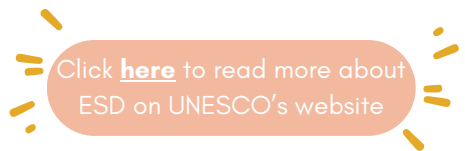
As the clock ticks towards the "Education 2030 Agenda" deadline, the significance of Education for Sustainable Development (ESD) becomes paramount. Spearheaded by UNESCO, the leading global torchbearer for education, the intention is to embed sustainability deep into the core of educational systems worldwide.

The essence of ESD goes beyond just spreading awareness of environmental issues. Its broader vision encompasses equipping learners with the right knowledge, skills, values, and attitudes that empower them to contribute to sustainable global development actively. It's about fostering critical thinking, enabling learners to understand the interconnections between social, economic, and

environmental factors, and motivating them to engage in shaping a world where everyone can thrive without adversely impacting our planet.

UNESCO's ESD for 2030 Global Network, building upon the momentum of the Decade of Education for Sustainable Development initiated in 2005, serves as a collaborative platform. It's about forging partnerships, crafting effective sustainability policies, sharing best practices, and continual evaluation.

By championing this network, UNESCO aims to ingrain principles of sustainable development in every educational institution, curriculum, and classroom. The goal? A global community ready to ensure a sustainable future for all.



WHOLE SCHOOL APPROACH

A VISION FOR SUSTAINABLE EDUCATION

In a rapidly changing world, the pressing challenges of the 21st century have called upon global citizens to reconsider how we engage with our environment, economies, and societies. From individual students to global governments, there's a burgeoning movement to create solutions that prioritize both our planet and its people.

Central to this dialogue is the role of education. How can our schools, which shape the thought leaders of tomorrow, embed principles of sustainability into their very fabric? Enter the Whole School Approach (WSA) to sustainable development, a comprehensive strategy developed by esteemed education professionals.

The United Nations' Sustainable Development Goals (SDGs) set

forth a framework for addressing the multifaceted issues of our time, aiming for resolution by 2030. While these goals shape global and national agendas, their realization largely hinges on regional and community-based efforts. And here, educational institutions play a pivotal role.

Understanding the WSA:

Visualize the WSA as a flower in full bloom. Each petal represents facets of the educational process, from curriculum design to infrastructure, all converging towards a core principle: sustainability. This methodology is driven by an ambition to realize the vision encapsulated by the SDGs.

The Imperative of the WSA:

By integrating the principles of sustainable development across all



educational spheres, the WSA ensures a holistic approach to learning.

It isn't merely about teaching sustainability; it's about making it an inherent aspect of institutional ethos. The WSA promotes a holistic education where sustainability is integral, nurturing students to adopt a green mindset and lifestyle. By fostering dialogues among stakeholders, it aids schools in customizing their approach to sustainability, whether in daily operations or curriculum, ensuring a cohesive focus on global sustainable goals.

Notably, Dutch organizations like *Leren voor Morgen* and *SPARK the Movement* are at the forefront, developing tools and strategies grounded in the WSA framework.

For those in the educational sphere, and indeed any stakeholder in our global future, delving deeper into the WSA could offer invaluable insights. Learn more at lerenvoormorgen.org, and join us in this endeavor to shape a more sustainable, enlightened future.

DIMENSIONS OF WSA

VISION

The core of the Whole School Approach to sustainability emphasizes purpose, examining the goals of our educational efforts. It underscores the school's commitment to the holistic development of young individuals, their role in society, and their relationship with the environment.

CURRICULUM

Sustainability challenges are intricate and interconnected. Thus, to address them, an interdisciplinary approach is essential, and education for sustainable development (ESD) should permeate the entire curriculum.

PEDAGOGY & DIDACTICS

Pupils, students and educators feel challenged by the 21st century. In these times of accelerating change, it is important to discuss how we view sustainability issues and the significance of education for sustainable development (ESD), both as individuals and as a collective. What pedagogical approaches and didactics make us feel empowered and engaged?

BUILDING MANAGEMENT & OPERATIONS

For a school's commitment to education for sustainable development (ESD) to be genuine, it must be mirrored in its operations. Ensuring that sustainability is not just taught but also visibly practiced is crucial. This can manifest through initiatives like using renewable energy, promoting recycling, offering sustainable food choices, establishing repair centers, and integrating green spaces. Such measures emphasize a consistent, sustainable ethos throughout the school.

SCHOOL ENVIRONMENT

Beyond just considering students' learning, it's essential to address the learning needs of those leading education. Professional development encompasses everyone in the school setting, from teachers and principals to janitors and policymakers.

PROFESSIONAL DEVELOPMENT

Beyond just considering students' learning, it's essential to address the learning needs of those leading education. Professional development encompasses

everyone in the school setting, from teachers and principals to janitors and policymakers.

We're in a crucial decade for the Sustainable Development Goals (SDGs). The focus is growing on holistic education around SDG4, which promotes broad-based sustainable knowledge.

Simply focusing on specific areas like energy or climate won't suffice for genuine sustainable education. It must holistically address the development of knowledge, skills, and values essential for a sustainable future.

Would you like to know more about the Whole School Approach? Check out the [website](#).



whole
school
approach



EUROPEAN RCE
MEETING '23





MRS. CECILIA BARBIERI

CHIEF OF SECTION, EDUCATION FOR GLOBAL CITIZENSHIP AND PEACE EDUCATION, UNESCO

UNESCO for more than 75 years has been working to establish a more just, inclusive, sustainable, healthy world through education. However, it is evident that the education we all have been receiving is not preparing us in an appropriate way to tackle the challenges we face today. This is what Mrs. Cecilia Barbieri centred her lecture on (UNESCO, 2021). She stressed the importance of a transformative education which can transform people, who in turn can transform societies themselves to build a better future (UNESCO, 2021) and to be able to face new challenges. Education systems should be redesigned to provide learners with the useful

tools of knowledge, values and abilities to act upon the betterment of people and planet.

But what is exactly a transformative education?

Teaching and learning practices used in transformative education aim to inspire and equip joyful, healthy students to make wise decisions and contribute to their communities and the world in positive ways.

We see conflicts that are fuelled by injustice, normalised forms of violence, vulnerability caused by climate change, unsustainable patterns of development and much more. Such conflicts make use of new tools, which as a result causes them to become hybrid and digital and being fuelled by hateful ideologies and disinformation via media. It becomes evident that no person, and even no country can tackle this issue on their own, since it is a shared responsibility and it requires a collective action. This is why it is vital to build an education that aims at taking action at a global level.

On last year's *Transforming Education Summit* from the United Nations, Mrs. Barbieri stressed the importance of education as a tool to teach learners how to turn into actors for local and global change. This can be done through the development of transversal skills and through the employment of broad system thinking, which can push young people to feel empowered to put civic commitment into practice.

Important to this power lecture is the new understandings of peace. Positive peace is achieved by daily efforts by people to promote gender equality, lifelong learning, the idea of global citizenship education, and education for sustainable development. Positive peace is not merely defined by the absence of war. However, this change will not be achievable overnight, so an important question emerged out of this lecture. How do we change behavior in system without exacerbating inequalities? International concerns cannot be addressed using non-global learning, especially if we consider

that education has historically always been unjust and colonial. For this reason, global citizen education is necessary. Additional to this, the principle of living harmoniously in community and treating others with respect seems to be quite of a challenge, no matter how interconnected we are today. This paradox comes with the chance (and challenge) of reconsidering what it means to be human.

This is why UNESCO is leading education for sustainable development initiatives. The driving vision is the one of teaching others and from others on how to live in harmony, and what peace building is. Such project empowers students of all ages to behave ethically toward the environment. There is the idea that education can help us shift our perspectives toward a more sustainable future, and this is possible only when the distinction between "learning about" and "learning to do" is clear.



MR. MIKEL BALLESTEROS

BASQUE DEPARTMENT OF ECONOMIC DEVELOPMENT, SUSTAINABILITY
AND ENVIRONMENT

The project presented by Mr. Mikel Ballesteros is aimed at promoting environmental education for sustainability in the Basque country. The **BOOST project** of the Basque Government, aims to respond to the challenges posed by environmental education in a context of climate emergency, and it includes several companies, NGOs and educational centers that will promote environmental education towards sustainability.

CORE OF THE PROJECT

Create collaboratively a network of communities that work in the Basque Country in the field of Environmental Education for Sustainability, which interacts in the areas of training, innovation and knowledge management and connects with citizens through a reference communication channel, to enable awareness-raising. both in the protection of the environment and in the achievement of a new environmental ethic, based on that necessary intelligent relationship between the environment and human activity.

The grounding pillar of the project is climate education, so to use environmental education to address the current human impacts of climate change while we create and balance a new world for the future. The targets of the project are families, professionals and third age individuals.



MRS. HELEENTJE SWART

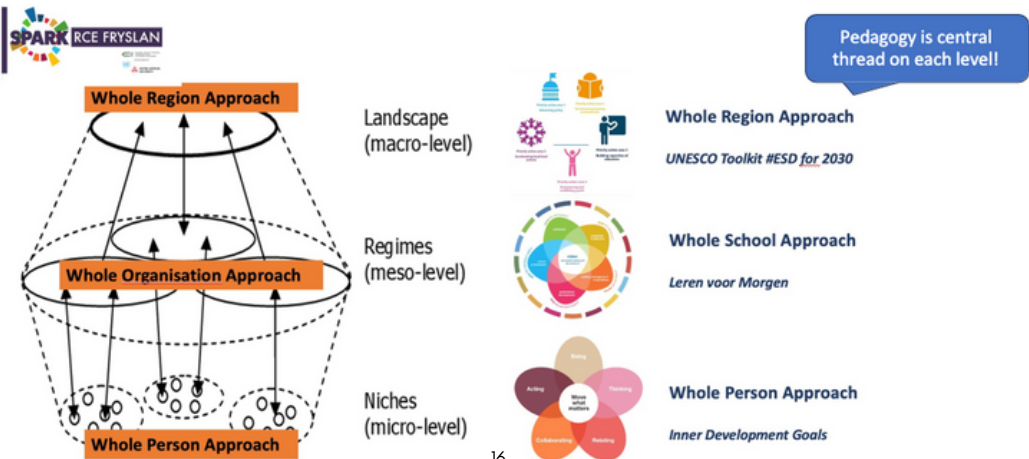
RCE FRYSLÂN, PROJECT LEADER OF SPARK
ON BEHALF OF BEHALF OF DR. JOSE MIDDENDORP (NHL STENDEN)

Mrs. Heleentje Swart, member of RCE Fryslân and project leader of SPARK the movement covered the meeting's talk on Pedagogy of Hope on behalf of Dr. Jose Middendorp.

Dr. Middendorp leads the new Professorship "Educating and leading towards sustainable and democratic living together" established in NHL Stenden in 2022, and they are currently working on the topic of education for sustainable development.

But how is this linked to SPARK the Movement and its mission?

SPARK strives to work on systemic regional innovation for broad prosperity, which is extremely important for pedagogy. SPARK stimulates approaches for transition, and pedagogy is key to it. SPARK concentrates on the movement required for the overall educational transition to make ESD a standard practice in all of the region's schools.



Pedagogy is central thread on each level

The model developed by Geels and Kemp (2000) aids in understanding SPARK's work as they take micro-level initiatives to the meso-level and then look for ways to integrate ESD into the larger educational landscape. In adopting such a model, SPARK

But what exactly is pedagogy? Heleentje Swart walked us through the origin of the term, from the ancient Greek *paidagogos*. The term was used to refer to the servant who lead learners to school, where they could acquire knowledge and wisdom. This figure exactly represents how we need to be a pedagogue on all the levels from the model.

Today's education is given an increasingly broader task with regard to the development of children, young people and students. The school is often seen as 'a society in miniature', as a community in which children, young people and students gain life experience and develop into critically thinking members of a democratic society.

Teacher training also requires rethinking the pedagogical basis of the teaching profession.

The professorship wants to answer the question of what pedagogical professionalism is. What do we educate for?

To answer these questions, the manifesto (next page) for pedagogic leadership created by the Professorship was then introduced.

Driven by the principles of the manifesto, the Professorship will participate to the upcoming EERA conference in Cyprus, in August 2024 with a paper on the topic of pedagogy for democratic and sustainable societies.

The RCEs who might be interested in participating are invited to reach out to info@sparkthemovement.nl



MANIFESTO FOR SUSTAINABLE PEDAGOGICAL LEADERSHIP

Leeuwarden, The Netherlands, May 2023

The Professorship "Educating and Leading Towards Sustainable and Democratic Living Together" was established by NHL Stenden in 2022. Our mission is to work towards a human(e) and world-oriented education, rooted in a hopeful perspective. We aim to collaborate locally, regionally, nationally and internationally, creating time and space for encounters, for doubt and dialogue, for pedagogical leadership. With this perspective and these actions, we, with the Professorship, wish to actively contribute to an inclusive and regenerative society.

The Professorship calls us to action, guided by a moral responsibility and the conviction that hope and imagination can give direction to a sustainable and democratic future, which emerges from thoughtful actions in the present. There are nine principles that inspire our work and underpin this manifesto:

1 Think and act hopefully

Put hope and creativity as activating principles at the centre of thought and action.

Think and act from what 'can be', and create opportunities to teach, learn and live differently, starting from your own educational practices.

2 Take moral responsibility

Thinking and acting from what 'can be' requires moral responsibility. Reflect upon which values and norms are important in the light of the here and now, elsewhere and later.

Let why-questions be more important than what-questions. Be active. Do what you say you are going to do.

3 Resist

Develop the courage to resist.

Why-questions give direction to our actions and also require courage to refuse to act, to resist time pressure, to resist far-flung standardisation and an ever-increasing educational technocracy.

4 Slow down

Take literally and figuratively the time to stand still. Increase your attention to other perspectives.

Reflect on your own practices from a distance, so as to see more clearly.

5 Find space

Collaborate in small communities in and outside your class and school, despite limitations and constraints.

Reflect together upon your role in the systems that regulate and control. Investigate where you are capable of bending or interrupting these systems.

6 Think and act relationally

Hopeful thinking and acting is concerned with the common good.

Let imaginative actions be underpinned by solidarity; let them benefit life – whether this is about people or other creatures with whom we share the earth, near or far.

7 Think and act pluralistically

Strive towards pluralism and deliberately seek difference.

Consider the human as well as non-human world.

8 Persist

Persist in thinking and acting. Complex questions require attention and active patience.

Persist in the courage that is needed with goals that cannot easily be attained.

9 Be doubtful

Dare to be led by strong principles, and be prepared to question and revise your principles, actions and consequences. Embrace provisionality, unpredictability and plurality.

Be prepared to revise one or more of the above mentioned principles if needed.



MS. AUKJE SINA ZIJLSTRA

RCE FRYSLÂN

Ms. Aukje Sina Zijlstra presented to the audience the European Youth RCE Team, of which she is part.

She stressed the importance of appointing the youth coordinators for RCEs, with the aim of engaging in future projects and of enlarging the community.

Ms. Zijlstra presented some past projects, including last year's RCE Europe meeting, and ECOSOC Youth Forum 2023.

The Youth Forum was held with other RCE youth coordinators from America, Asia Pacific and Africa. The European youth team also held the International Youth Day webinar on the topic of Igniting Changes for a Sustainable World

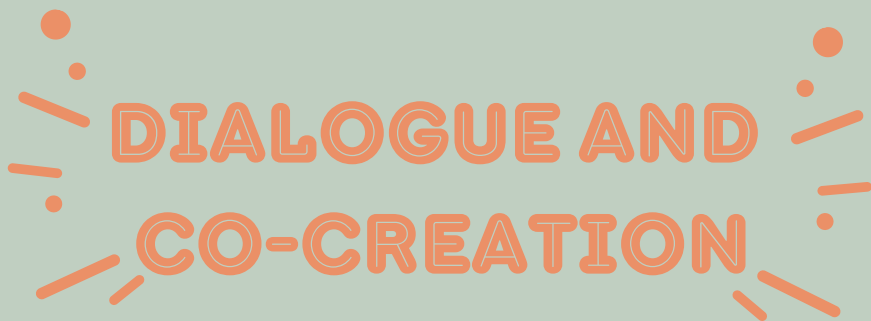
Kick off RCE youth coordinators community Europe

TO BE DEFINED

[Click here](#) to appoint youth coordinators!

Get in touch with the team on
 rceyouth@europe.co@gmail.com





DIALOGUE AND CO-CREATION

THE MEETING CONTINUED IN A MORE DYNAMIC WAY. DIFFERENT RCES PRESENTED THEIR PROJECTS, IDEAS AND CHALLENGES AND ENGAGED WITH THE AUDIENCE ASKING QUESTIONS.

ARABAN ZU ZERO

The RCE meeting dialogue digitally connected with RCE Basque Country, where the aim of improving the 2030 alliance in the territory of Álava (Spanish region) is set. Mr. Eduardo Ochoa de Aspuru presented to the audience an interesting platform.

In order to make more accessible the awareness of individual towards climate change, the Araban zu Zero was created. The aim aim of the project is to provide individuals with easier tools to investigate one's own habits, and therefore to change such habits to improve the situation and reducing the carbon's footprint.

The website allows to insert one's own actions and consumptions in a calculator and it will reveal the climate footprint and tips to reduce it. Such calculator also pushes people to talk to politicians and to obtain a practical response by them!



**¿HACES ALGO POR
EL PLANETA?**

**¿TE SIENTES EN
CASA EN LA
NATURALEZA?**

MR. EDUARDO OCHOA DE ASPURU

EGIBIDE, RCE BASQUE COUNTRY



Click [here](#) for the new Action Plan

The term ‘Learning for Sustainability’ began to be used in 2012 in Scotland. It is an interdisciplinary approach to build just, sustainable and equitable society.

Scotland’s newly revised national Learning for Sustainability (Lfs) Action Plan “Target 2030: a movement for people, planet and prosperity” was launched on the 23rd of June 2023.

The objective is to build an inspiring movement for change so every 3–18 place of education becomes a sustainable learning setting by 2030.

This builds on the five key Strategic Recommendations accepted in full by Scottish Ministers in 2013: that every student receives their entitlement to learning for sustainability, that every educator exemplifies Lfs in their practice, that every setting has a whole-setting approach to Lfs, that Lfs is supported by the setting’s physical environment and policies, and that a strategic national approach to Lfs be implemented and supported. The question asked was: **How do we ‘build a movement for change’?**



How do we build an inspiring movement for change?

Talk about hope, but don't evade to communicate the severity of the situation we are in!

with local projects and different perspectives of ages and expertise creation

I would engage work on the plan in playful way, a bit like a video game, with levels and a final "boss". The whole architecture of the game would be deduced from the final vision. To each achievement would be associated a gratification that would enable one to go further. It would be an "open world" game.

A plan is not enough ; one needs incentives, basically a whole architecture of incentives that would lead to the desired outcome.

High-quality professional learning for teachers to equip them with the knowledge, skills and abilities required to affect change.

Start with the sustainability literacy for everyone

How to make things hold together? I think this is the main question.

Identify the needed building bricks, then use some cement to implement a plan. It is a problem of dynamic co-construction. Isn't some management needed to make things hold together? A driving vision ?

Make sustainability knowledge accessible to all-focus on localisation aspects and place-based challenges

I love the impetus of working from hope and creativity. So often students are directed from a position of fear because of the nature and climate crises.

Creating awareness will also be a great milestone to make things hold together...And also monitoring & evaluating their impact...

INNER DEVELOPMENT GOALS

Inner Development Goals (IDGs) is a non-profit organization for inner development. They research, collect and communicate science-based skills and qualities that help us to live purposeful, sustainable, and productive lives.

In order to achieve the Sustainable Development Goals, it is essential to use the Inner Development Goals framework.

23 human inner growth and development talents and skills are divided into 5 aspects by the IDGs framework. Such abilities and traits are essential for everyone, but especially for leaders who focus on the SDGs! The framework was developed by a team of multinational scholars after extensive outreach activities involving more than a thousand participants.

It is the most effective catalyst for achieving the Sustainable Development Goals and building a prosperous future for all people.

- 
- 1 **Being** — Relationship to Self
 - 2 **Thinking** — Cognitive Skills
 - 3 **Relating** — Caring for Others and the World
 - 4 **Collaborating** — Social Skills
 - 5 **Acting** — Enabling Change

PERSONAL & SUSTAINABLE DEVELOPMENT

Mrs. Leire Iriarte (El Buen Vivir, RCE Basque Country - Navarre) walked the audience through the Inner Development Goals, and how they influence personal development.

WHY?

"In 2015, the Sustainable Development Goals gave us a comprehensive plan for a sustainable world by 2030. The 17 goals cover a wide range of issues that involve people with different needs, values, and convictions. There is a vision of what needs to happen, but progress along this vision has so far been disappointing. We lack the inner capacity to deal with our increasingly complex environment and challenges. Fortunately, modern research shows that the inner abilities we now all need can be developed. This was the starting point for the 'Inner Development Goals' initiative."

There is a vision on how we would like to progress, however not much is being achieved. To make progress we lack the capacity to deal with the increasingly complex environment and challenges. The inner abilities we all need to do this can be developed and this was shown by research.

There are different tools we can use to improve our skills, like doing mindfulness and implementing our values. As a consequence, IDGs are constantly improving.

"How can personal development support sustainable development?"





MRS. FRANÇOISE LAVEUVE

RCE BRITTANY

Mrs. Laveuve waled us through a selection of the critical uncertainties taken into consideration from the scenarios for the future of School Education in the EU.

Increase in blended and personalized learning: blended learning would become the standard by 2040 and personalized learning would become the dominant approach.

Increase focus on sustainability education and civic and citizenship education: growing importance of the topics, new forms of civic and citizenship education would be integrated by 2040 in school curricula. Not a mere learning approach anymore, but they would be integrated.

Increase expenditures in private education: increasing private funding across the eu, number of school student doing shadow education would increase and private funding would be 50% of all education funding.

Would you agree on the vision that these 3 points are the main factors of change for education in the EU?



I would disagree with foregrounding of the 3 if these 3 are listed in order of priority. I think specifically teacher demand, supply and quality of teachers is increasingly becoming an issue and will become one of the most critical issues. along with issues (and opportunities) associated with AI.

Number 3 of Françoise's talk is a huge danger!

Thanks! I fully agree on the critical uncertainties. Question : Is a collapse of educational systems as they exist possible?

Would that be such a damage? Isn't it time for free full open education ?

Is the military/fordian legacy of the current educational systems still bearable ?

MEMO NOS NO MONTE

The last project that was presented for the discussion was the one from Mr. Joàm Evans.

BRIGADAS DESEUCALIPTIZADORAS



Vemo-nos no Monte started in Galicia in 2017 due to the issue of forest fires. In the region of Galicia they depend much on monocultures and invasive species like Acacia and Eucalyptus.

The project was possible thanks to the help of volunteers, and it built on the wish of understanding how to convert it into an educational initiative for all ages.

This initiative was enabled by the Erasmus+ programme, and It ended in August 2023. In total there were 14 actions on the field, with 1400 participants, who also went on cross-border expeditions.

The project was a positive experience for the gathering and development of interesting material and practical experiences. A vast guide with explanation on basic techniques on control of invasive species, and visual guides on how to deal with such species were also created in order to further share the knowledge acquired

MR. JOÀM EVANS

MONTESCOLA FOUNDATION, RCE GALICIA

Click [here](#) to access the project
Click [here](#) for educational material

FACTORÍA 4.7



MR. SAMUEL FERNANDEZ DIEKERT

UN ETXEA - BASQUE COUNTRY ASSOCIATION FOR
UNESCO, RCE BASQUE COUNTRY-NAVARRRE

UN Etxea developed **Factoría 4.7**, an Ibero-American Education Platform for Sustainable Development as a project that seeks to transform ESD in Ibero-America through innovation and shared learning, facilitating agents linked to education to take up ESD as the inspiring axis of its educational policies, plans and practices.



Factoría 4.7 aims to promote the perspective of Sustainable Development as the central engine of the Ibero-American educational agenda from a multi-stakeholder, multilingual and multidisciplinary perspective. The portal aims to democratize access to quality pedagogical tools in the field of ESD with a gender and rights focus in Ibero-America.

The project had as objective to make more accessible material to learn about the SDGs, since generally most of it is available in English or in French. They did so by designing simple and attractive tools so that participants could understand and engage better.

The platform now allows the user to search for pedagogical resources.



Click and discover more on
[Factoría 4.7](#)



MRS. KATE SPOSAB

RCE BELARUS

Kate Sposab from RCE Belarus brought to us her touching testimony. RCE Belarus is not conventional anymore, as many teachers and parents are in exile and have strong educational needs. The educational community in exile is without institutional support since 2020. This doesn't mean that Children are not going to school, but that their educational needs are covered in different countries. In such a system, there is a strong lack in possibilities of teachers to build cohesive systems of their national education built on sustainability values. The issue with this is that those who left the country are exactly the ones who represent sustainability.



RCE Belarus finds itself in a tricky situation: they lack time to get together to solve issues to discuss about it or to slow down at all. There is an internal community of support, attempts to build non-formal education for sustainability from NGOs, however this is not enough. There is the urgent need to build from scratch, with no

proper existing curriculum, without learning settings and most importantly without financial support. Some communities for education that are striving to build education for sustainability exist, and in RCE Belarus they have strong wishes to achieve this, however, once again, there is no infrastructure or financial support able to cover this. There is an increasing number of educators that wish to build a new action plan for Belarusian community for a non-formal strategy, in order to achieve the realization of education for sustainability.

HOW CAN THE RCE COMMUNITY CONTRIBUTE TO THE
THEME OF TRANSFORMATIVE EDUCATION?

ANSWERS FROM THE AUDIENCE



SAMUEL FERNANDEZ DIEKERT

UN ETXEA - BASQUE COUNTRY ASSOCIATION FOR
UNESCO, RCE BASQUE COUNTRY-NAVARRRE



TRANSFORMATIVE LEARNING ENVIRONMENTS

How can we motivate and support teachers in developing education for sustainable, regional development?

In northern Flevoland and the Friesland region, Firda stands for a robust vocational education. They do more than just offer vocational education. Because figuring out who you want to be as a person is at least as crucial as choosing a vocation.

Mr. Menno Wierdsma (Practor Sustainable Thinking and Acting at Firda RCE) explained how to design transformative learning environments, focusing on the SDGs:



- Define the core of education: discuss the SDGs and which ones are appealing
- Celebrate current success: empower teachers
- Define additional goals: empowered people are more inspired

Designing education, personal development of students is very important, but more important is to use response from partners as mirror to see and discuss our own personal and professional development.

We need to realize transformation comes from us, and teachers should question others with what they need rather than asking what they should aim at. This should be a constant development, not a fixed itinerary. We should use the idea of transformative education and the questions that come with the redesign to stimulate and support the dialogue among institutions inside and out.

MR. MENNO WIERDSMA

PRACTOR SUSTAINABLE THINKING AND ACTING
AT FIRDA RCE

HOW DO WE KNOW IT'S WORKING?



DR. REHEMA WHITE

SCHOOL OF GEOGRAPHY AND SUSTAINABLE DEVELOPMENT,
UNIVERSITY OF ST. ANDREWS, AND CHAIR OF RCE SCOTLAND

RCE Scotland had a partnership project aimed at developing a framework to monitor and evaluate ESD in a meaningful way.

“ESD is an educational change agenda grounded in transformative learning and critical pedagogy. It can be understood as a lens that permits us to look critically at how the world is and to envision how it might be and equips us to deliver that vision”

QAA / Advance HE ESD Guidance 2021

They created the Learning Spiral

1. Discussion of ESD and bring new ideas
2. Map and discover the aim
3. Plan, set goals and develop a plan, based also on pedagogies used to support skills and capacities to be developed
4. Support and provide incentives for learning
5. Evaluation of the effects, also by speaking to graduates
6. Reflection, celebration of success and implement the next cycle



[Click here](#) to access the project



MRS. JANA DLOUHÁ

COORDINATOR, RCE CZECHIA

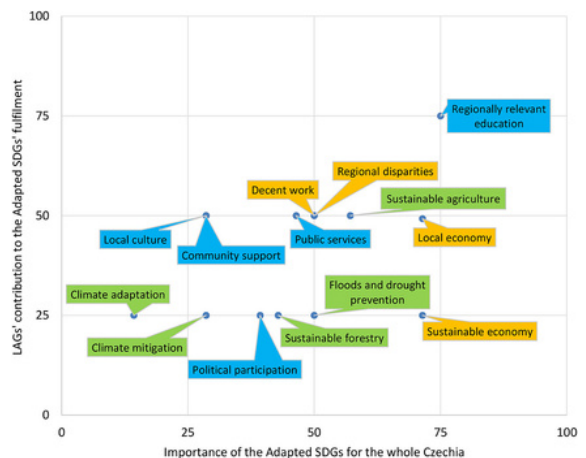
Mrs. Jana Dlouhá presented the research collection *“The Role of the Human Dimension in Promoting Education for Sustainable Development at the Regional Level”*. It is a special collection in Sustainable Organization section of the Frontiers in Sustainability (coordinated by RCE Czechia).

The human dimension plays a pivotal role in advancing education for sustainable development at the regional level. Often, human and social capital are overshadowed when addressing Sustainable Development Goals. RCE networks are at the forefront, bolstering and establishing international collaboration networks.

In the Czech Republic, local action groups are actively involved in strategizing for development. They conduct seminars and research to discern how these groups can implement SDGs at grassroots levels and the external support required for such initiatives.

Recently, there's been a call launched for a special collection of articles centered around sustainability. Cooperation in research mirrors the importance of collaboration in the education domain of RCE.

Looking ahead, Mrs. Dlouhá states that this cooperation might pave the way for restructuring conventional academic institutions, enabling them to function as proactive stakeholders in their regions.



Click [here](#) to access the research collection

LINKING ESD EXPERIENCES ACROSS ALL LEVELS OF EDUCATION

The ESD challenge is big: SDG integration, methods and teaching approaches (pedagogies), ESD skills and competencies development. On this issue, Mrs. Gallou (Centre for Sustainable Development, University of Strathclyde, RCE Scotland) asked the audience the following question:

How do the different levels of teaching practitioners share knowledge with each other? What can RCEs collaboratively do in facilitating this?

Lifelong Learning across sectors 1-3: it is a needed step for global citizenship and so on. It is interesting for university teachers that have international students. Useful to have them feel included. We need to see how we are understanding the communities even if they can change settings

Maybe Generative AI (ex. ChatGPT API) could be used to automatically translate resource platforms to various languages?

Including SDG 18 about culture. How to interlink cultural goals with sustainability. Database on good practices on RCE which can be used

Enabling cross sectoral connection is an important role for RCEs as so much activity operates in silos



G(O)-LOCAL SD EDUCATION

Mrs. Gallou then introduced the approach of G(o)-Local SD education, which encompasses new ways to connect the learner's experience across the globe, following a place-based learning principle.

By linking to a place, so connecting with culture, heritage, nature and common resource, individual and community level behavior would be promoted. Moreover, lifestyle change and a sense of place and stewardship would spring.

Linking to communities and to community driven activities, the promotion of vertical mentoring and stronger social and cultural capital would be allowed.

And lastly, a balance could be achieved by using a global citizenship lens. This would mean to rely on context, solidarity, culture needs and transferability, and it would lead to the promotion of global awareness and citizenship

MRS. EIRINI GALLOU

CENTRE FOR SUSTAINABLE DEVELOPMENT, UNIVERSITY OF
STRATHCLYDE, RCE SCOTLAND



ALBAOLA

Mr. Saúl Hoffman (Albaola Boatbuilding School, RCE Basque Country – Navarre) contributed to the dialogue and co-creation by introducing the training model for **Aprendiztegi**, from the Albaola boatbuilding school. The model is based on a method that is innovative in Europe. This model relies on individual motivation to produce the best results possible. This learning system is based on experiential education, tackling boatbuilding tasks from the very beginning of training and focusing on the areas in which the person shows the most interest.

The international character of the school provides a context of cultural diversity in which living together and respect for each others differences are valued. The training program lasts three years, during which students can take part in every phase of traditional shipbuilding.



MR. SAÚL HOFFMAN

ALBAOLA BOATBUILDING SCHOOL, RCE BASQUE
COUNTRY – NAVARRE



[Click and discover
more on **Albaola**](#)

TRANSFORMATIVE EDUCATION IN SUSTAINABLE SOUTH BRITTANY

The scope of certain activities often extends beyond their primary focus. As these activities are classified, new SDGs emerge. It is the case of four main partner associations of RCE Brittany, which are currently working on several SDGs simultaneously, without realizing their overlap.

Some SDGs intersect, and heightened awareness of this could lead organizations to be more productive and efficient through increased collaboration.

With the possible emergence of the apprehensions about potential funding loss and the realization that not all SDGs are represented in the region, a complex question emerged.

Being aware of working for more than one Sustainable Development Goal, would we remain individualistic?

MRS. FRANÇOISE LAVEUVE

RCE BRITTANY





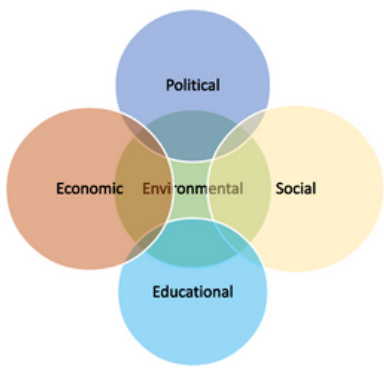
MR. MAREK FRANKOWICZ

RCE SOUTH POLAND

RCE South Poland emerges from a consortium of Southern Poland, combining three regions combined regions. The stakeholders included are various: partners, NGOs, schools & kindergartens, public administration, companies, universities, national parks, lansdcape and botanical gardens and amusement.

The newly established RCE in South Poland aims to serve as a regional integrator, streamlining various activities already underway in the region.

They are keen on diversifying the types of higher education offered, with a significant emphasis on education coupled with eco-innovation.



This vision is the practical realization of a "quintuple helix" concept of ecologically responsible innovation—university, business, government, civil society, and the natural environment—in practice.

It is a "3M" platform (multi-stakeholder, multi-sectoral, multi-task) that seeks FAR (feasible, anticipatory, resilient) solutions for Southern Poland.

RCE & ITS STATUS

Mr. Salim Lardjane prepared his intervention to the RCE European meetings with a challenge, wondering how RCEs should plan their actions for both mid-term and long-term durations.

Transitioning from mere tactics to more comprehensive strategies is crucial in the implementation of the SDGs. This involves broadening the conventional time frame of RCE projects.

WHAT IS THE BEST STATUS FOR AN RCE GIVEN ITS ENVIRONMENT ?

FROM THE AUDIENCE

The idea of appointing a European Secretary emerged. By integrating this role into a larger structure backed by dedicated funding and support, they could handle daily coordination and networking. This would allow RCEs to concentrate on foundational tasks, facilitating smoother ad hoc connections when necessary.

HOW DOES THE STATUS OF AN RCE RELATE TO THE CHALLENGES IT HAS TO FACE?

FROM THE AUDIENCE

One of the good thing about rce is that they are all context based and responding to the needs of areas. It would be useful to provide a global picture of how RCEs evolve over time, so that it can be a guidance on the status of RCEs in order to provide more answers.



MR. SALIM LARDJANE

ASSOCIATE PROFESSOR OF APPLIED MATHEMATICS-STATISTICS,
UNIVERSITÉ BRETAGNE SUD, RCE BRITTANY



BREAK-OUT SESSION

THE EUROPEAN RCE MEETING CONTINUED WITH AN ENGAGING SESSION FOR THE PARTICIPANTS. ONCE SPLIT INTO BREAKOUT GROUPS, THEY WERE ASKED TO DISCUSS ON TWO SELECTED TOPICS.

HOW CAN WE KNOW WE ARE MAKING PROGRESS ON SDG TARGET 4.7?

Do not take for granted that NGOs and other actors are involved in the process. In some countries the actors forcibly excluded, so the reports provide results on what schools are achieving without these actors.

There needs to be coherence on society and ESD. If society is not sustainable, then it might be difficult to provide skills and tools in order to achieve ESD

It would be very important to know how actors and different stakeholders are involved in the collection of the measures

There are many questions and there is the need of having many work groups. So how can we go on with this task, and where are the funds to do this work we are putting into question now?

There is the need to monitor and discover how to do so properly according to the SDGs and being careful about the local context. For example by looking country that might not consider SDG 4.7, but the results on education could look even better than what they actually are.

Assess the progress with technical participatory approaches



TOWARDS A COMPETENCY FRAMEWORK FOR TRANSFORMATIVE GLOBAL CITIZENSHIP EDUCATION FOR SUSTAINABLE DEVELOPMENT



It's essential to invite individuals to enhance their competences and emphasize personal change. By assessing organizational competence, our aim is to integrate ESD into school assets, teacher development, and vision. The goal is to boost competences at the regional level and ensure ESD is embedded in organizations.

How can we be strategic to reach target audience with competences that are simplified and up to the point?

With too many competency frameworks there is the risk of confusion, so we should simplify things.

Defining a competency framework is challenging, especially when educators dictate learning outcomes. It's important to empathize with students, understanding how learning intersects with their personal growth. Sensitivity is needed to address the right development areas, be it professional or personal. Numerous frameworks exist, drawing from various perspectives and linked to development goals. IDG is a notable reference in this context.



Q&A CORNER

THE FOLLOWING PAGES GATHER THE QUESTIONS THAT EMERGED FROM THE RCE MEETING. THE COLLECTION SHOULD SERVE AS FOOD FOR THOUGHT THAT CAN GUIDE THE PARTICIPANTS UNTIL THE NEXT REGIONAL MEETING



QUESTIONS FROM THE RCE COMMUNITY

“ How can we connect people with what they want to see happen and how do we move forward?

“ How does the status of an RCE relate to the challenges it has to face?

“ How do we know that what we are doing is working and that our attempts on ESD are going beyond just providing information, but that we are actually providing the tools?

“ How can we be strategic to reach target audience with competences that are simplified and up to the point?

“ How can we RCEs with similar missions and vision increase the way we work and how can we build common progress in which we can collaborate. How can we use this great experience of learning together at the European level?

“ How can we stimulate competences of people working on regional level and how can we make ESD embedded in organizations?

“ What is the best status for an RCE given its environment?

“ How do we schedule RCEs' actions on the mid-term and long term?

“ How can we do both global and local sustainability education at best? What are the best tools to do it without disruption in the class, but promoting inclusion and positive change and community driven actions?

“ Being aware of working for more than 1 SDG, would we remain individualistic?

“ How do the different levels of teaching practitioners share knowledge with each other? What can RCEs collaboratively do in facilitating this?

“ How do we change behavior in system without exacerbating inequalities?

“ How do we build an inspiring movement for change?

“ There are challenges but where are the opportunities that we can take forward to the next 2024 meeting?

“ How can personal development support sustainable development?

“ How do the different levels of teaching practitioners share knowledge with each other? What can RCEs collaboratively do in facilitating this?

“ How can we connect people with what they want to see happen and how to move forward?

“ How can RCEs contribute to the theme of transformative education?

“ How can we be strategic to reach target audience with competences that are simplified and up to the point?

“ How are the presentations helpful for the future of youth?

“ How can we know we are making progress on SDG target 4.7?

“ What are the best tools to do it without disruption in the class, but promoting inclusion and positive change and community driven actions?

“ How can we stimulate competences of people working on regional level and how can we make ESD embedded in organizations?

“ How do we know that what we are doing is working and that our attempts on ESD are going behind just providing info, but that we are actually providing the tools?



OUTRO

AS WE APPROACH THE 2024 MEETING, THE QUESTION REMAINS: WHAT OPPORTUNITIES CAN WE EXTRACT AND CARRY FORWARD FROM OUR CURRENT SITUATION?

CLOSING REMARKS



BETSY KING

DEVELOPMENT MANAGER RCE SCOTLAND AND
REGIONAL ADVISER TO THE RCES FOR EUROPE

Many thanks to RCE Basque Country-Nazarre and RCE Fryslan, hosts of the 2023 meeting of the RCE Community in Europe, for stimulating such important conversations through the energising programme that they created. There has never been a more important time for connecting and collaborating, locally, regionally and globally.

This gathering took place just before two important UN Global Summits: the first marking the crucial halfway point to the deadline for achieving the 2030 Agenda, the UN Sustainable Development Goals; the second seeking Climate Ambition in advance of this year's climate conference COP28 in UAE. In our unsustainable world, the UN

Secretary General emphasized the urgent need for accelerated transformative action. Education and learning are recognised as a key enabler in bringing about the transformational changes we need towards a peaceful, socially just and sustainable world.

Once again, this European RCE meeting was ably developed and co-hosted by an RCE Youth Co-ordinator, RCE Fryslan's Max Eisenbart. European RCEs are fortunate to have a team of creative and enthusiastic newly-appointed Youth Coordinators, Aukje-Sina Zijlstra and Maximilian Eisenbart (RCE Fryslan) and Jorah d'Avigdor (RCE Rhur), working together to support the meaningful involvement of young people across European RCEs. All RCEs now have the opportunity to work alongside young people, involving them in co-creating our programmes and inspiring relevant local actions. The Coordinators can be contacted at rceyouthurope.co@gmail.com, and offer support to appoint a Youth Co-ordinator or

Co-ordinators, and to facilitate connection and collaboration with others.

Connecting across European RCEs presents important opportunities to share knowledge, experience and challenges, as well as to celebrate progress. Working together within and between regions and internationally is a vital part of the shared ethos that underpins our RCE Community.

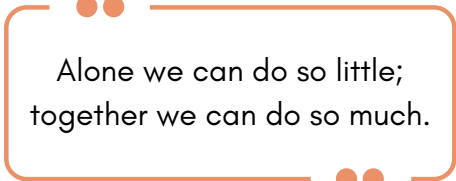
At this meeting, RCEs shared inspiring insights into many successful activities and programmes. New practical approaches for transformational learning and its monitoring and evaluation included 'heart, hand and head' learning outcomes, as well as introducing systemic, whole institution approaches. Importantly, participants shared questions and challenges that would benefit from deeper thinking and discussion.

Demonstrating RCE solidarity, in the face of many interdependent local, regional and global challenges was a key theme.

This well attended online meeting had the benefit of connecting RCE colleagues from across the region and the world, without the need for expensive, time-consuming and carbon-guzzling travel.

However, participants also said that ongoing conversations between meetings are needed, as well as in-person gatherings.

In advance of the global UN Summit of the Future in September 2024, our next in-person meeting of European RCEs will provide an important opportunity to continue to share learning, deepen thinking, strengthen relationships, and to identify and plan partnership programmes. As one of the presenters quoted:



Alone we can do so little;
together we can do so much.

Helen Keller

The European RCE meeting 2023 was a success. Besides showcasing many success stories in the field of Education for Sustainable Development, it highlighted the difficult context in which some RCEs evolve.

While it showed once again how much energy, innovation and knowledge on the topic of ESD is present within the network the need to collaborate more efficiently as a network emerged as a key challenge.

Indeed, a more efficient collaboration would foster this innovation and increase the sharing of knowledge and the

transferability of their actions between European RCEs.

It would also improve their capacity to deal with an increasingly complex environment.

Important positive change can spring from this, as well as from the empowerment of young people in the RCEs.

While the appointment of European Youth Coordinators is a great step towards more youth participation, we still see only limited involvement of young people in European RCE Meetings, RCE decision making, and activities carried out by the

POSTFACE



European RCE Community. As the futures is theirs it is imperative that we keep involving youth in our decision making, enable them to carry out activities for their peers and connect them with each other across the European RCE Community.

Thus, the focus of the RCEs' future common actions should be on the human dimension and on solidarity, inter-regional, inter-country and inter-generational.

Education for Sustainable Development can transform people, who can then transform societies for the better.

RCEs, as key actors in the field, have the responsibility of paving the way in facing challenges and seizing opportunities.

They can do this by acting and moving together.

The situation of the planet is critical and time is counted.

So let's act and move together towards a better future!

MR. SALIM LARDJANE

ASSOCIATE PROFESSOR OF APPLIED
MATHEMATICS-STATISTICS, UNIVERSITÉ
BRETAGNE SUD, RCE BRITTANY

MR. MAXIMILIAN EISENBART

SPARK THE MOVEMENT, YOUTH COORDINATOR
OF RCE FRYSLÂN AND EUROPEAN RCE YOUTH
COORDINATOR

“

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

”
MARGARET MEAD