

**Working Draft**  
**Report on Preliminary Analysis of RCE Annual Reports 2008**

**Global RCE Service Centre**  
**UNU-IAS**

**1. Background**

**1.1** Nature of Analysis: This report provides a preliminary analysis of annual reports RCEs submitted to fulfill their mandatory annual reporting obligations to the Global RCE Service Centre. The questions included in the annual reporting questionnaire (see Annex) were tested with the limited number of RCEs in December 2007 and modified after receiving responses from these RCEs. The questionnaires were sent out to all acknowledged RCEs in February 2008, and we received annual reports (filled-out questionnaires) from the total of 35 RCEs by 24 June 2008.

**1.2** Purpose of Annual Reporting: Annual reports are aimed at providing a snap-shot of the activities, achievements and challenges of the RCEs. They also serve the purposes of informing RCEs about prospective collaborative initiatives and assisting the Global RCE Service Centre and global and "(sub)continental" RCE coordinators in devising effective strategies for facilitating the RCE community in its major areas of activity, including advocacy and awareness raising, intra- and inter-RCE networking, research and development, and resource mobilization.

**1.3** Structure of the Report: This report consists of the Background, Overview, and Trends by World Regions. Due to the insufficient details of the submitted data, meaningful comparison of RCEs in Africa and the Middle East could not be made therefore this section has been omitted. It should also be noted that many African RCEs are new and were not required to fill out the annual reporting questionnaires.

**2. Overview: General Observations**

**2.1** Format of Annual Reporting: The annual reporting questionnaire seems to be a good instrument for collecting data on the state of RCEs, their challenges and achievements. Reading the filled-out questionnaires provided the Global RCE Service Centre with important information it was previously unaware of and enhanced our understanding of RCE activities. However, the quality of information provided in some reports made it difficult to derive observations or explicit conclusions about activities of these RCEs. It appears that the current questionnaire might not be the only or best way of reporting. Revision of the questionnaire will be made based on the feedback from the RCEs. Also, options other than a questionnaire could be explored in consultation with the RCEs.

**2.2** Vitality of RCEs: RCEs are at different stages of maturity which often does not correlate with their official recognition time. The vitality of an RCE is often conditioned by pre-existing capacities in the region, and it is alarming that some RCEs reported that they are not able to implement planned activities due to lack of funding. At this point, there is no recipe for securing sustainability of launched

RCEs, and there is a need to discuss strategies to revitalize RCEs that have become dormant networks.

- 2.3** Research & Development: While many RCEs have interesting research activities, just a few have activities that are focused on the results of their projects or overall RCE performance. It is recommended that RCEs undertake action research to improve their performance as inter-organizational networks. Action research can be understood as a way to locate learning within ongoing programmes and projects in the region, and the RCE scheme gives institutions of higher education an ideal setting and necessary linkages to carry out action research effectively. Action research on issues of immediate concern to local communities allows RCEs to explore locally appropriate innovative solutions while enhancing local stakeholders' understandings of the local sustainability challenges and building their capacities to address them.
- 2.4** Relations between SD and ESD: RCEs show diversity in their understanding of relations between sustainable development (SD) and Education for Sustainable Development (ESD). While some use these concepts almost interchangeably, others, such as RCE Pune, explicitly choose to focus on the educational aspects of SD. In some regions, notably in Korea and some European countries like Germany, RCEs are explicitly linked to the pre-existing Local Agenda 21s (LA21s). While LA21s do exist in Japan, they are usually regarded as having little relevance to ESD by Japanese RCE stakeholders.
- 2.5** Different Roles of RCEs: In some regions RCEs play a role of coordinating body bringing partners together around joint projects. In other regions, RCEs serve as a platform for engaging with regional strategic ESD and SD processes.
- 2.6** Relations between Regional Awareness about SD/ESD and RCE Activities: In regions where awareness about SD and ESD is low, RCEs tend to focus on awareness raising and advocacy. In regions where the concepts of SD and/or ESD have been mainstreamed, RCEs often find themselves in a position where they are regarded as a competition or a potential threat by existing networks and initiatives. This requires an RCE to find a niche in the region by positioning itself strategically in relation to existing regional SD-related activities.
- 2.7** Inter-RCE Networking: With the steady increase in the number of RCEs, inter-RCE networking is voluntarily taking place bilaterally as well as nationally (e.g., among Japanese RCEs) and internationally (e.g., among European RCEs; American RCEs).
- 2.8** Linkages with UN Organizations: Annual Reports show that RCEs are developing relationships with UNESCO National Commissions, which often play a key role in national UNDESD coordination, and the UN organizations. For example, RCE Beijing, RCE Kyrgyzstan, RCE Tongyeong, and RCE Saskatchewan report their relations with the National UNESCO Commissions. In addition, Austrian UNESCO Commission is a partner of RCE Graz-Styria. In Africa, RCE Greater Nairobi closely collaborates with the UNESCO Office in Nairobi, and RCE Swaziland developed linkages with the local UNESCO office in the process of establishment. RCE Beijing also has frequent contacts with the UNESCO Office in Beijing. In Japan, RCE Kitakyushu works with UN-HABITAT Fukuoka Office and RCE Hyogo-Kobe works with the UN Centre for Regional Development (UNCRD) Disaster Management Planning Hyogo Office.

### 3. Trends by World Regions

#### 3.1 Asia

Report by Yoko Mochizuki

<b><u>China</u></b>	RCE Beijing	<b><u>Japan</u></b>	RCE Chubu RCE Hyogo-Kobe	<b><u>Kyrgyzstan</u></b>	RCE Kyrgyzstan
<b><u>India</u></b>	RCE Lucknow RCE Pune RCE Kodagu		RCE Kitakyushu RCE Okayama	<b><u>Malaysia</u></b>	RCE Penang
<b><u>Indonesia</u></b>	RCE Bogor RCE Yogyakarta	<b><u>Korea</u></b>	RCE Incheon RCE Tongyeong	<b><u>Thailand</u></b>	RCE Trang

Note: RCE Cebu and RCE Yokohama submitted their annual reports after this analysis was written.

#### **I. Mobilization and Collaboration**

*“The major contribution has been in bringing together civil society agencies, university departments and the municipal officials onto a common discussion forum....The concept [of RCE] is certainly innovative, since such a wide-ranging network has not been formed in the past. Because several strands of local development policy are discussed in the same forum, the interconnections are becoming more obvious, leading to more and more interest in working together.”*

*RCE Pune*

RCEs in Asia unanimously agree that creation of RCEs served to mobilize and encourage collaboration among diverse stakeholders. The RCE initiative is generally perceived as an innovative multi-sectoral network with many potentials and promises. A number of RCEs reported that they were in the process of securing funding to realize these potentials and promises.

The number of member organizations widely varies across RCEs in Asia, from just a handful to close to 100 organizations. The number of partner organizations (core members) does not fluctuate much, but the number of *participating organizations* can be quite large for some RCEs. For example, the number of organizations participating in RCE Kitakyushu exceeds 50 while the number of organizations active under the framework of RCE Okayama is now approaching 100. Most Japanese RCEs are highly inclusive networks which involve networks of NGOs and CSOs working on different thematic issues ranging from gender to international understanding. This is partly because expanding EE into ESD was perceived as a major challenge for promoting ESD in Asia in general. Indeed, many RCEs in Asia are built on pre-existing environmental networks or environmental education (EE) networks. For example, RCEs in India are coordinated by CEE (Centre for Environmental Education India), and RCE Lucknow's thematic focus is on natural resources management, sustainable health and education for environmental protection.

In efforts to create RCEs in Japan, a strong emphasis was placed on mobilizing actors working on diverse thematic issues to address the holistic nature of ESD. While emphasizing environmental education and international understanding, RCE Hyogo-Kobe has a unique thematic focus of disaster prevention because the Kobe region suffered a devastating earthquake in 1995. For better or worse, a strong emphasis on mobilizing

diverse groups, beyond EE stakeholders, at times makes it difficult (or impossible) for some RCEs to have a few limited themes. For example, RCE Kitakyushu reports that the RCE as a whole does not have a thematic focus. This makes a sharp contrast with RCE Beijing, which is led by a teacher training institution of Beijing Normal University and has a clear thematic focus of teacher training. It is an ongoing challenge for an RCE to strike a balance between developing its identity based on regional characteristics and priorities on the one hand and expanding the network to address the cross-cutting and holistic nature of ESD on the other.

## **II. Management Structures and Operational Issues**

- **Thematic Teams and Functional Teams**

Many RCEs in Asia has not only a steering committee but also thematic teams and functional teams to make the division of labour smooth and effective. For example, RCE Kitakyushu set up three functional teams under the ESD Council, namely, Project Team, Research Team and Public Relations Team. RCE Pune created specific theme groups, including one on basic education. RCE Incheon has a Steering Committee, EE Committee, Socio-Economic Education Committee, and Research Team.

- **Websites and Other Online Tools**

Seven RCEs (RCE Beijing, RCE Bogor, RCE Penang, RCE Trang, RCE Tongyeong, RCE Kitakyushu, RCE Okayama) reported that they had developed **websites**. RCE Pune facilitated the formation of the Pune Citizens Environment Forum (PCEF), which works on various themes such as management of city transportation, water, waste and biodiversity. A **blog** has been created to share minutes of meetings and documents of PCEF.

## **III. Research & Development**

Many RCEs require improvement in the area of R& D. There is no research (self-reflective research) on the workings of RCEs themselves. Conducting surveys seems to be the most common research activities among RCEs in Asia.

- **Surveys**

RCE Beijing conducted an environmental awareness survey consisting of 3000 questionnaires in 10 districts in Beijing. The survey results help to develop EE and ESD in primary and lower-secondary schools. RCE Hyogo-Kobe plans to survey ESD activities in primary and secondary education in the region in 2008. RCE Kitakyushu conducted a monitoring survey on Kitakyushu RCE/ESD activities.

## **IV. Transformative Education**

- **Awareness Raising Campaigns**

RCE Hyogo-Kobe carried out "ESD 3 Weeks" in March 2008. RCE Penang conducts a "Sustainability Literacy Week" in February. RCE Kitakyushu created a nickname of RCE/ESD activities in Kitakyushu—"Palette for the Future"—and a logo by inviting entries from people all over Japan.

- **Training for Leaders, Facilitators and Trainers**

Asian RCEs place emphasis on producing human resources who contribute in practical ways to advancing ESD. For example, RCE Kitakyushu organized a series of workshops to train "ESD facilitators", RCE Hyogo-Kobe developed an undergraduate course to foster

"ESD practitioners" at Kobe University, and RCE Okayama provide training for the staff of community learning centres (*Kominkan*) which play a central role in the Okayama ESD Project. RCE Penang, through USM, provides a Leadership Programme for the student council members and selected leaders of student organizations. RCE Lucknow provides training for community groups on sustainable livelihood options, builds capacity of key resource persons in promoting sustainable health—trained around 180 trainers from around 70 districts.

- **Delivering New Programmes on ESD in Higher Education**

RCE Beijing's core member Beijing Normal University offers a graduate course on ESD. RCE Hyogo-Kobe's core member Kobe University offers an undergraduate program aimed at producing ESD practitioners, focusing on participatory action research. RCE Penang's Universiti Sains Malaysia (USM) offers postgraduate research and education in SD. At USM, Action research for SD exposes students to actual SD practices in the region, capitalizing on the linkages and networks of RCE Penang.

- **Influencing Policy Making and Regional Planning**

- **Influencing the national curricular standards**

RCE Beijing reports that Beijing Normal University used its influence to incorporate the ideas of sustainable development into the curricula standards in China. RCE Penang, through USM, received the UNESCO Participatory Grant to conduct the Situational Analysis of the Malaysian Primary Education System towards Sustainable Development. The final report on the situational analysis will provide the Malaysian Ministry of Education with recommendations on how to address sustainability in Malaysian primary school curriculum.

- **Influencing regional planning**

RCE Penang is actively involved in regional sustainability initiatives such as Sustainable Penang Initiative II (funded by CIDA through the Canada-ASAEAN Governance Innovations Network Program and supported by UNEP and UN ESCAP) and Penang Eco-Town Project (initiated by UNEP with Penang Municipality Council and RCE Penang). RCE Pune facilitated the formation of the Pune Citizens Environment Forum (PCEF), which works on various themes such as management of city transportation, water, waste and biodiversity, and RCE Pune focuses on education aspects of these themes. RCE Pune will have inputs into the new Development Plan of the City of Pune.

### 3.2 Europe

Report by Zinaida Fadeeva

<b>Belgium/Germany/ Netherlands</b>	Rhine-Meuse	<b>Sweden</b>	Skane
<b>Spain</b>	Barcelona	<b>UK</b>	East Meadlands North East
<b>Portugal</b>	Oeste	<b>Ireland</b>	Ireland
<b>Belgium/Netherlands/ France/UK</b>	Southern North Sea	<b>Austria</b>	Graz-Styria
<b>Germany</b>	Munich	<b>Russia</b>	Samara

## **I. Mobilization and Collaboration**

All European RCEs emphasize the importance of the RCE as a mechanism of bringing together actors and establishing working themes that might not have existed otherwise.

The number of organizations that constitute the core of the RCE ranges widely from a few to many depending on the stage of maturity, the role of the RCE in the region and type of organisation. In cases where the RCEs put an emphasis on the promotion of the ESD activities, it reports a larger number of engaged partners. When collaboration of the partners is secured through common projects, the RCEs engage a smaller number of partners. It appears that more strategically designed management structure secures participation of a larger number of partners.

Reports of the RCEs from Ireland and UK provide an interesting insight into the type of the leadership and strategic direction of the RCEs. It appears that in contrast to many RCEs in Europe and Asia, the RCEs take their inspiration from developmental education. Much of the actions of other European and Asian RCEs come from the environmental education.

## **II. Operational and strategic issues**

### **• Funding**

Many of the European RCEs managed to secure external funding for ongoing projects and application bids are being put forward for future activities. The majority of the RCEs have mobilized funds, often from external sources, for employing an RCE coordinator and/or staff. RCE Samara – the first and only RCE in Russia, experiences serious fundraising challenges due to the lack of national and international funds as well as the low awareness about ESD and SD among the regional stakeholders.

### **• Management and structure**

Two RCEs in Europe—Munich and Rhine-Meuse—have a structure that is legislatively defined (a foundation for Rhine-Meuse and a registered association for Munich). The structure of other RCEs is very diverse. All RCEs have a coordinating/management teams. Some have consultative group, e.g. East Midlands, Rhine-Meuse. Working groups are set up for the special tasks or themes in Munich and East Midlands. Coordination of work in RCEs Rhine-Meuse, Oeste, Skane, Ireland, Gratz-Styria, North-East is done around ongoing projects. Operational discussions are done during general meetings.

### **• Strategic positioning and Influencing regional planning**

Two RCEs—East Midlands and Rhine Meuse—demonstrate high level of strategic engagement with the regional priorities and regional partners. Both RCEs undertook an extensive analysis of the regional priorities and engagement with the decision-makers. The identified priority issues were incorporated into the action plans of the RCEs. RCE Ireland engages in the national processes of strategy formulation through engagement of their key people.

Several RCEs – e.g. Rhine-Meuse, Southern North Sea, reported the initial challenge of positioning the RCE's activities in relation to the on-going ESD and SD activities. It took several month for RCE Rhine-Meuse to establish itself as a complementary network in the

region. RCE Southern North Sea experienced a challenge of entering ESD field having a specific focus on renewable energy. The initial tension called for reconsideration of the focus and the partnership.

- **Assessing and changing organizational structure**

Some RCEs, e.g. RCE Oeste, indicate that the structure that worked well at the initial stage of mobilization might not be most effective at the later stage when partners are getting engaged in the collaborative projects. On the other hand, the question of suitability of the management structure depends on the character of the RCE management. For example, an RCE could be only a coordinating body/ advice giver, marketer, match-maker for the partners (Rhine-Meuse) or it could be a project running structure. The difference is service provider to the partners and project implementation body of which partners are an integral part.

RCEs Rhine-Meuse and Graz-Styria are critically assessing the roles of Advisory boards which did not fulfill the initial expectations. The problem appears to be in the number (too large) and alignment of the goals (too diverse and uncoordinated) of the board members.

- **Partners identification and engagement**

Identification and engagement of the RCE partners ranges from very informal – through personal and informal contacts of contacts of the RCEs Munich and Skane, to the more strategic screening of the Rhine Meuse and Southern North Sea.

- **Communication and information sharing**

Most of the RCEs already have or in a process of developing websites for their activities. Some RCEs have a regular newsletter/bulletin (RCE Oeste) or a journal (RCE Barcelona, Munich). RCE Ireland publishes results of its work in scientific journals.

### **III. Focus and nature of the activities**

Many of the RCEs focused on the activities in the formal educational sector.

Most of the RCEs keep engagement of the RCE members through ongoing and expected projects. There are RCEs, e.g. East Midlands and Rhine-Meuse, that also keep strategic engagement of partners for policy formulation and regional development as well as for facilitation, brokerage and advice.

The collaboration across the RCEs in Europe goes along several major lines. Most intensive collaboration is attributed to the availability of the European funds. RCEs put joined bids and participating in already funded common projects. One of the major objectives of the European RCE conference in Malmo (Sweden) that was held in December was putting together joint projects funded by the EU. RCEs also actively exchange information on the on-going activities. Finally, some RCEs – notably Rhine-Meuse – are actively assisting RCE candidates in becoming an RCE.

**3.3 Americas**

Report by Miguel Chacon

<b>Brazil</b>	RCE Curitiba	<b>Canada</b>	RCE Greater Sudbury RCE Saskatchewan
<b>Mexico</b>	RCE Western Jalisco	<b>USA</b>	RCE Grand Rapids RCE North Texas

**I. Report components**

a. Value Added

The important value added from the RCEs in the Americas is that they are introducing awareness about ESD in the north American region by providing sustainability contents in curricula and teaching materials about ESD for elementary schools. They are helping with training school teachers in ESD. In addition, they are training high school and university students in ESD. One of the differences between the Americas RCE is that some of them had already started with a previous existent network, but others had not, therefore the network for ESD is also a value added to the region. Other value added is the Community leadership, which is a result of the practices of the regional network by starting projects and achieving community goals.

b. Organization governance

The type of organization is very diverse among Americas RCEs, although they are in the early stages of designing and evaluating the kind of governance that is most suitable for the stakeholders. They want to build and approve not only an organizational structure but also governance principles. It seems that they are looking for a governance structure that is flexible to have consensus among stakeholders and can add more stakeholders in the process. Stakeholders belong to different kinds of institutions (governmental, non-governmental, civil society organization, etc.). At the same time they wish to have governance that allows them participatory work from all stakeholders in different projects. As a result, they are exploring different options such as task groups, directorate, subcommittees, and volunteers groups.

c. Projects

The RCEs in the Americas have introduced two main types of projects, one type is dissemination and awareness, and the other type is capacity development projects. Some of them are mostly in the planning stages. These projects are very interesting, for instance the Curitiba-RCE has a dissemination project with the Metal-mecanica and Wood Fair; Texas-RCE has curricula and capacity development, Greater Sudbury RCE has as its main project the healthy community strategy; and Western Jalisco has several environmental projects, such as the eco-zoning regulations, training fisher cooperatives, and marine turtle conservation.

d. Links

Some RCES have inter-regional meetings but not meetings with other RCEs. Inside their regions they are fairly connected with education institutions. They are different in the way they use media sources to disseminate their projects. Some are advertising through their own website, and communicate through conference calls. In some cases, they use the university means to disseminate their projects in the other media sources: newspaper, radio.

## **II. Observations and Conclusions**

### **i. Issues**

One of the main issues in American RCEs is the difficulty for raising the necessary funding for implementing projects.

The other main issue is that ESD is not a priority for other players in the countries and regions, such as politicians, governments and industry.

The RCEs complain that there is no connection with other UN agencies, perhaps it is because the UN has different missions and different scale (international or national) than regional RCEs.

### **ii. Main Lessons**

RCE is by itself an internal learning process, and it is also a learning process for the players outside the RCE.

Multi-institutional projects are most likely to be supported by different stakeholders.

Good communication among stake holder and dissemination of RCE activities are the basis for RCE to build community leadership.

Dissemination on Web is a successful communication with institutional stakeholders, however, it is not enough to build community leadership and achieve fund raising goals.

### **iii. Greater Challenges**

The interesting challenge to develop RCE is to improve their internal management structure, organization principles and fund raising strategies. In some cases the kind of projects are targeting mostly formal education institutions, and they should enlarge the targeting group with additional projects for other audiences. Informal education projects should be explored to accomplish RCE goals and visions and obtain interest and gain active participating from other non-governmental stakeholders.

### **iv. Trends**

The RCE in the Americas in the first stages are opening a path by developing the linkage with government to work with ESD in formal education by providing capacity training to teachers and students in elementary school, high school and university. Furthermore, they work in environmental projects that also relate with governmental institutions at local level. In some cases they also combine environmental projects with capacity training for civil society organizations and indigenous groups. These projects seem to be feasible to become multi-institutional projects and attract more stakeholder participation. For that purpose RCE needs to have established a governmental structure.

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Annex

**RCEs annual reporting**

Dear Colleagues,

These questions, tried with the limited number of RCEs in December and modified after receiving RCE responses, will constitute the basis for the annual RCE reporting. **All acknowledged RCEs** are requested to fill the questionnaire. The reporting will provide a snap-shot of the activities, achievements and challenges of the RCEs. It will also inform RCEs about prospective collaborative initiatives. The global/"(sub)continental" coordinators will draw upon the reports to develop an understanding of the effective strategies for facilitating RCE community.

*Please note that this reporting is not a substitute to the self-evaluation process that is being undertaken by several RCEs.*

Please consult with your partners and send the filled-out questionnaire to the Global RCE Service Centre by the 11<sup>th</sup> of April.

The received questionnaire will be analysed by the Global RCE Service Centre and the results will be shared with the RCEs before the conference in Barcelona. Some selected portions of the questionnaire will constitute an annual report of the acknowledged RCEs.

We look forward to your answers and with thanks for your time,

Sincerely,

Global RCE Service Centre

**RCE** \_\_\_\_\_  
(name of your RCE)

How was this questionnaire filled out?

- a) Filled out by the RCE coordinator;
- b) Filled out by several key persons/organisations.  
Please specify \_\_\_\_\_;
- c) Filled out based on broad consultation with RCE stakeholders;
- d) Other (Please specify) \_\_\_\_\_;

**Value-added, results and achievements**

1. How do you describe the state of vitality of your RCE?
2. As result of development of RCE and its actions what kind of *capacity* was built by whom, with whom and for whom? Please explain and give examples.
3. What role has your RCE played in *bringing together* individuals and institutions into regional ESD activities and to what effect?
4. Since the beginning of operation your RCE was working towards objectives jointly outlined by RCE stakeholders,
  - e) how far did you advance towards these objectives?
  - f) how would you demonstrate these achievements? (For instance, if your RCE has measurable milestones, please explain how your activities match against your initial goals.)
  - g) If planned activities have not yet happened, could you please explain why, and what measures you took/are taking to overcome the obstacles.
5. What is the value-added of your RCE? What is its contribution to the partners inside and outside the region?
6. Could your RCE activity be described as innovative in the context of region? Why or why not?
7. Are the results and outcomes of researches, projects, etc. of your RCE made public in any form? Where appropriate, give references.
  - a) Through the use of advertisement;
  - b) Through the use of the mass media;
  - c) Through the use of internet;
  - d) Through the use of schools;

- e) Through the use of governmental institutions;
  - f) Other (please specify): .....
8. Do you believe that the RCE has met so far the overall expectations of the stakeholders? Please briefly explain.

**Organisation and governance**

- 9. How is the organisation of your RCE currently set up (teams, etc.)?
- 10. What are governance<sup>1</sup> principles of your RCE?
- 11. Please explain how (if) the management structure and governance principles have changed since inception.
- 12. How effective are the current management and governance structures in fulfilling the objectives and challenges?

**Current issues and projects**

- 13. What issues is your RCE currently working on? *Why* and *how* have you chosen these specific issues?

Issues	Explanation/Reason (Why and How?)
1.	
2.	
...	

- 14. Has the focus of your RCE shifted between time of mobilisation/launching and now? If yes, how?
- 15. How do you address these selected issues listed above (i.e. publishing journals/newsletters, provision of educational programme)?
- 16. Briefly explain how (and if) your RCEs has been involved in activities related to:
  - a) access to quality basic education
  - b) transformative education
  - c) training for different sectors of the society
  - d) awareness about ESD
  - e) research and development

Please give examples and results for each of the activities.

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<sup>1</sup> Governance is defined as "rules, processes and behaviour that affect the way in which powers are exercised.... particularly as regards openness, participation, accountability, effectiveness and coherence" (European Commission, European Governance - A White Paper, 2001).

17. Please list collaborative projects and programs undertaken or planned by more than one RCE partner.

Collaborative Projects	Stage (Planning/on-going)	Partners
1.		
...		

18. Are there collaborative activities for funding and resource mobilization? Please give examples.

Collaborative Projects	Funding Sources	Stage (Planning/on-going)	Partners
1.			
...			

19. How do you identify partners for the projects and activities?

### **Links and networking**

20. What is the level of interaction among the partners within the RCE and in what form does it happen? Please explain (i.e. frequency and types of meetings, teleconference, etc.).

21. Did the establishment of RCE facilitate the development of connections / partnerships with

- a) UN institutions? (Please give examples)
- b) Other RCEs? (Please give examples)
- c) International experts and expert organizations at the national, regional and global levels? (please give examples)
- d) Others (please specify) \_\_\_\_\_