

RCEs annual reporting

RCE Barcelona

What was this questionnaire filled out?

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

Value-added, results and achievements

1. How do you describe the state of vitality of your RCE?

The RCE is in a state of slow incremental growth in its vitality, it began with a scatter-gun approach of many small initiatives, then moved to focus on fewer projects and is now slowly reaching wider audiences and generating enthusiasm with stakeholders outside the core founding members. This is being achieved through it's central initiative, Education and Sustainability magazine.

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.

Most measurable capacity has been built within the coordination team of RCE Barcelona (trainees and coordinator), and the aim of the magazine is to build capacity in teachers to integrate key concepts of sustainable development into their learning activities (to date climate change, responsible consumption and water).

There is some evidence of this through a recent survey.

Trainees: For the last 1.5 years RCE Barcelona has taken on trainees with scholarships for a period of 6 months. To date three local scholarships, and one

international internship have been given and these young people have had experience of working on a variety of education and sustainability initiatives, as well as gained experience in general project work and administration.

RCE Coordinator: the coordinator has built capacity as an editor of a magazine, and as part of this capacity a database of local educational organisations has been established (including libraries, museums, local authorities, environmental education centres, teaching resource centres etc).

Teachers and educators: 350 people responded to a questionnaire on the ES magazine, 11% of those claimed the magazine was useful for their teaching, and 37% claimed the magazine was interesting and relevant. In total 8.000 copies of the magazine have been distributed, to learning establishments from formal and non-formal education sector

3. What role has your RCE played in *bringing together* individuals and institutions into regional ESD activities and to what effect?

The current flagship project of RCE Barcelona, Education and Sustainability has brought together 10 key organisations by participating in the editorial committee of the magazine, however some 60 initiatives have now been featured in this magazine. Now there is a need for a process to nurture this growing base of contacts, and a portal to accompany the magazine is being planned to allow more intereraction.

4. Since the beginning of operation your RCE was working towards objectives jointly outlined by RCE stakeholders,

f) how far did you advance towards these objectives;

The original RCE objectives have been met to the following degrees (0 to 5, where 5 is excellent):

| Overall RCE objective | Score/5 | Comment |
|--|---------|--|
| 1. Redirect existing education and develop new curricula for SD | 3 | Analysis of presence of energy and energy efficiency in university curriculum in Catalonia as initial part of process to recommend improvements in energy education. Study now in phase 2. 5 credit seminar on sustainable organisations developed with participation from local stakeholder organisations. |
| 2. Increase access to basic education in SD | 3 | 3 editions of ES magazine distributed to around 3000 organisations with key concepts on climate change, responsible consumption, water outlined |
| 3. Offer training to all levels of society and develop methods and tools to improve training | 2 | 3 rd edition of magazine includes wide section on teaching resources for running theme of sustainability. Micro-teaching on sustainability project initiated but with little uptake. Online conference mechanisms being developed (www.emsu.org) |
| 4. Raise awareness of importance of trainers and role of ESD in sustainability. | 3 | 3 editions of ES magazine distributed to around 3000 organisations with role of education in sustainability highlighted through articles, short news pieces and teaching resources. Conference on A new Knowledge Culture in process focusing on Universities and Sustainability |

g) how would you demonstrate these achievements? (for instance, if your RCE has measurable milestones, please explain how your activities match against your initial goals?)

See overleaf for summary of objectives/activities.

RCE Barcelona overview of objectives and progress

| RCE Barcelona objective | Activity | Participants | Status |
|--|-----------------------------------|---|---|
| 1. Stimulate social dialogue for sustainability | ES magazine | Founding members and 3 other key organisations in design of magazine, 60 ESD initiatives in content | 3 editions published in Spanish & Catalan (English in progress), database of 3.000 organisations with potential interest in ESD, 8.000 copies distributed, individual subscriptions available. |
| | RCE International meeting | IAU:UNU, global network of RCEs | Conference in preparation, student internship in progress, questionnaire amongst RCEs carried out. Continued communication with other RCEs in conference planning. |
| | EMSU 2008 | Two local universities (UPC; UAB) EMSU international community | Conference in preparation, questionnaire carried out: 200 responses, 8 conference nodes agreed to participate from a distance (including RCE Makana, Pune, Penang), 70 scientific papers received |
| 2. Train individuals with leadership capacity in sustainability | Sustainable Organisations Seminar | UPC, public transport provider, 2 local businesses, 1 cooperative, 1 multinational, 1 NGO | 1 st phase of seminar complete (presencial 4 day session and 1 day visit to live case study organisation) |
| 3. Disseminate research and innovation in education for sustainability | Energy education Study | Catalan government energy institute, University Institute of Education Science | Phase 1 of study complete focusing on primary, secondary, university undergraduate and professional courses. Phase 2 in progress, including post graduate education. |

- h) If planned activities have not yet happened, could you please explain why, and what measures you took/are taking to overcome the obstacles.

A Science Shop was planned however this has not progressed due to over-stretched coordination team, and lack of structural resources. Project will be taken on by others within the University's Sustainability Centre (from where RCE is housed).

5. What is the value-added of your RCE? What is its contribution to the partners inside and outside the region?

The growing network of organisations and people interested in ESD through the magazine production, the contribution outside the region is the ES model, a communication tool based on key issues for sustainability but with a focus on education.

6. Could your RCE activity be described as innovative in the context of region? If so why If not why?

Not yet, once the magazine is complemented by an interactive online tool it could be described as innovative. RCE Barcelona is not the only multisector network initiative for education for sustainability in the region, however it's product ES is unique.

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; n/a
- b) Through the use of the mass media; yes, occasional feature in local media (Barcelona TV)
- c) Through the use of internet; yes www.rce-barcelona.net 468 different users in month of April, (from 54 countries in 25 different languages)

- d) Through the use of schools; magazine distributed to all primary and secondary schools in Barcelona City and green schools network in Catalonia
- e) Through the use of governmental institutions; through the support of 3 levels of government in the magazine
- f) Other (please specify):

8. Do you believe that the RCE has met so far the overall expectations of the stakeholders? Please briefly explain.

The initial expectations were not met as the overall RCE objectives were seen as too ambitious, however the magazine has produced positive results that were not expected.

Organisation and governance

9. How is the organisation of your RCE currently set up (teams, etc.)?

Executive Committee – chaired by Vice Rector for sustainable development at the UPC, and has representation from 8 founding members. Meets 4 times per year to discuss strategic issues, financing and overall direction.

Coordination team – led by RCE coordinator and rotating traineeships, with international internships, weekly coordination meetings and day to day interaction

External collaborators – individuals work on specific projects coordinated by RCE coordinator, meetings and coordination depending on project needs

Editorial committee – guides contents and editorial strategy of magazine, meets 4 times per year

10. What are governance¹ principles of your RCE?

¹ 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).

RCE Barcelona set out the following governance principles in 2006:

- Diversity of participation
- Coherence and connection between different levels of education
- Connection of different actors in education for sustainability
- Complement existing initiatives
- Interchange learning with other regions
- Transparency, efficiency and evaluation

11. Please explain how (if) the management structure and governance principles have changed since inception.

The main change to management has been the appointment of the Vice Rector for Sustainability to chair the executive committee, and the increase in external collaborators who work on a project basis. Regarding governance principles laid out above it has been difficult to achieve interaction between different levels of education, and little learning has been achieved from other regions.

12. How effective are the current management and governance structures in fulfilling the objectives and challenges?

Participation and commitment from across the organisations of the founding members has varied between founding members, with more active participation from the NGO sector than the public sector members. However, in all cases the representatives from each organisations are often the active parties, and the commitment has not necessarily spread across the organisation. Organisations who have joined an RCE Barcelona activity at a later stage have been more enthusiastic, particularly those involved in the concrete projects, such as the magazine, rather than the management of the network.

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. Energy education | Demand from Institute of Energy to research education |
| 2. Universities and sustainability | Existing expertise from lead University organisation, and request from EMSU community |
| 3. Climate change | Selected by editorial committee, interest from founding members, existence of multiple ESD initiatives |
| 4. Responsible consumption | Selected by editorial committee, interest from founding members, existence of multiple ESD initiatives |
| 5. Water | Selected by editorial committee, emerging critical issue for all of Spain. |

14. Did the focus of your RCE shifted between time of mobilisation/launching and now?

If yes, how?

RCE Barcelona began with a “scatter-gun approach” participating in many initiatives with different organisations, and covering various sustainability themes, where possible joining existing programmes, rather than inventing new activity. The strategy changed with the decision to concentrate efforts in one concrete flagship project, the magazine Education and Sustainability.

15. How do you address these selected issues listed above (i.e. publishing journals/newsletters, provision of educational programme)? These issues are addressed in the following ways:

| | |
|---|---|
| <p>1. Energy education</p> | <p>Research project analysing the contents in primary, secondary and tertiary education relating to energy and energy efficiency. The indicators of the Catalonia Energy Plan are used as a conceptual framework for the research. Project carried out with lead of expert professor, support of 2 part time analysts, and a workshop to disseminate and discuss the results.</p> |
| <p>2. Universities and sustainability</p> | <p>International conference as part of the EMSU conference series, focussing on the role of the university in key global challenges; (climate change and resource scarcity, poverty and equity, urban systems, governance and responsibility, production and consumption). Groups of people from different countries participate in EMSU, as “nodes” stimulating discussion in their region and feeding back to the conference via video etc. The conference has a scientific committee, an organising committee, and seven EMSU nodes. Activities include online questionnaire, production of scientific papers, dialogue sessions, video-conferencing and online social networking.</p> |
| <p>3. Climate change</p> | <p>ES magazine has chosen a monographic approach to explore in depth the role of education for critical sustainability issues. The first edition of ES focussed on climate change, and to produce the magazine research was carried out to identify key thinkers on the role of education in sustainability in climate change, as well as identify innovative initiatives from the formal and non-formal sector at all levels of education. An editorial committee made up of</p> |

| | |
|----------------------------|--|
| | organisations from key sectors meets 4 times a year to plan the contents and define the magazine's editorial strategy. |
| 4. Responsible consumption | The theme of the magazine for the second edition is responsible consumption, and a similar approach was taken, with the additional activity of an online survey to gain feedback on this initiative. 1000 people received the survey, and 350 responded. |
| 5. Water | The theme for number 3 of ES, again innovative initiatives were selected and for this edition the articles had a more international perspective, with input from India and some of the other RCEs. |

16. Briefly explain how (and if) your RCEs has been involved in activities related to:

- a) access to quality basic education - no
- b) transformative education – International seminar on Sustainable Organisations in University Masters programme
- c) training for different sectors of the society – Microtraining, an in-house company training methodology suited to organisational learning on sustainability issues, trialled with environmental management programmes.
- d) awareness about ESD – magazine Education and Sustainability
- e) research and development – Energy education research project

Please give examples and results for each of the activities.

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

| Collaborative Projects | Stage (Planning/on-going) | Partners |
|------------------------|------------------------------|----------------------------|
| 1. ES magazine | Ongoing initiative | RCE Pune, RCE Rhine-Meuse. |

| | | |
|---------------------------------|--------------------------|--|
| | | RCE Jalisco, RCE Greater Sudbury, RCE Cebu ahve contributed content to ES. |
| 2. EMSU | Initiative for 2007/2008 | RCE Penang, RCE Pune, RCE Makana operating as EMSU Nodes |
| 3. RCE International Conference | Initiative for 2008 | Hopefully all RCEs! |

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

No

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

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

In the case of RCEs through emailing the network, in the case of local partners and other partners through recommendations from the Executive Committee and the editorial committee of the magazine. Each founding member was chosen for it's base of existing partners.

Links and networking

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

Participation in RCE Europe skype meetings, and International Conference planning meetings (also via skype), Executive Committee and Editorial Committee meet 4 times per year.

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

- a) UN institutions? (Please give examples) No, although some UN institutions have been invited to the RCE International meeting
- b) Other RCEs? (Please give examples) Yes, a few as mentioned
- c) International experts and expert organizations at the national, regional and global levels? (please give examples) Yes, experts have contributed to the magazine, various organisations in Spain and Latin America have also contacted RCE Barcelona with proposals for collaboration.
- d) Others (please specify) _____