

ANNUAL REPORTIG

RCE GREATER SENDAI

(FILLED OUT BY THE RCE COORDINATOR AND BASED ON CONSULTATION WITH RCE STAKEHOLDERS)

Value-added, results and achievements

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

The level steadily increases.

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.

As Greater Sendai RCE networks to develop RCE activities at subregional centers, NPOs, schools, and citizens at a subregional level begin to recognize the purpose of RCE.

Kesennuma subregion gathers momentum to integrate ESD into school education. More than twenty schools in Kesennuma register with UNESCO's Associated Schools Project Network.

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

Our RCE claims that it is very important that everyone makes efforts to develop the network to think of sustainable future. ESD activities essentially include the work of individuals and organizations to improve the regional environment and to address child and education issues. We deliver seminars in interested cities and neighbourhoods. We also hold seminars for young citizens.

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

a) how far did you advance towards these objectives;

The first objective of Greater Sendai RCE was to promote activities of three subregional centers in the way that the activities could be the organizations to consist of various organizations. From 2005 to 2006, more than twenty organizations participated in the formation of each subregional center to carry out the ESC/RCE. Subregional centers were established in Sendai, Kesennuma, and Tajiri. The objective in the second phase was to assist and vitalize subregions' unique activities. Miyagi University of Education aimed to play a main role as a coordinator to assist and vitalize subregions' unique ESD

activities. Also, mutually learning characteristics of subregions' activities, subregions aimed to vitalize their own activities. In the former sense, subregions could find their own unique activities. Sendai developed the environmental education program for citizens to aim at a recycle-oriented society. Kesenuma continued to advance environmental education and international education from elementary to high schools. Tajiri used sustainable agriculture to develop the ecotour program. Miyagi University of Education assisted each subregional center and developed the teacher training program for ESD. In the latter sense, our RCE intensively held the seminars for mutual learning in 2007 and shared the experience of each subregion. As a result, based on well-grounded subregions' activities, our RCE networked one university and three subregions. The objective in the third phase is that subregions address common issues and manifest the positive effect of RCE's networking. While Greater Sendai RCE mobilized the network among subregions to conduct RCE activities, it has not addressed a problem at a regional level. While it is important for a subregion to develop, without the cooperation to address common issues, the RCE's activities can be fragmented. Thus, at the present, we are exploring the way to address common issues.

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

In the first and second phases, Kesenuma ESD, Sendai ESD, and Tajiri ESD, and Miyagi University of Education respectively achieved to establish autonomous activities and organizations. Other agencies appreciate this achievement.

Kesenuma subregion: The Ministry of Education, Culture, Sports, Science and Technology positively evaluate the practices of subregion's elementary schools as class models to advance sustainable development education.

Tajiri subregion: This subregional center developed the practice of huyumizu tanbo (water-filled winter rice fields) as a model of sustainable agriculture. This method achieves the symbiosis between agriculture and migratory birds and contributes to the wetland preservation. The practice of this method in this subregion contributed to the designation of two wetlands under the Ramsar Convention. Other regions follow to take in this method.

Sendai subregion: To advance environmental education and learning for the creation of a recycle-oriented society, Sendai subregion accomplishes the 3R Initiative and green purchasing very much as a cabinet-ordered designated city. The 3R Initiative promotes reducing, reusing, and recycling. Also, citizens work at the development of new environment education program.

Miyagi University of Education: It develops the teacher training program to advance ESD and cooperates with Asian universities to develop the human resource development program for the development of ESD.

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

Our RCE has not yet achieved the third objective. We have not yet addressed common issues among subregions. Currently, our RCE advocates the comprehensive cooperation among people from mountains to villages to oceans to develop sustainable agriculture, forestry, and fishery and to preserve the environment. For this purpose, we are developing the program to conduct practical activities.

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

The value-added to the region: We coordinate various ESD activities. As a result, we contribute to the development inside the region to promote a recycle-oriented society, ESD education, and sustainable agriculture. This develops and pools human resource for region's ESD and enables individuals and organizations to learn methods from the strength of others.

The value-added to outside regions: Since our RCE is not an organization to conduct activities only for a place, we can demonstrate the unique strategies and experiences to organize and manage several subregional centers as an RCE.

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

We are innovative because we are an only RCE in Tohoku of Japan to transfer the information about ESD activities. Tohoku contains six of Japan's 47 prefectures. Currently, we cooperate with the regional office of Ministry of the Environment to enlighten entire Tohoku region about ESD activities.

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;

We inform by online newsletter.

b) Through the use of the mass media;

Kahoku Shinpo, a prefecture-scale newspaper, is an RCE's member and carries the articles about ESD activities.

c) Through the use of internet;

We develop a web page of the RCE. Also, Miyagi University of Education publishes the transactions about environmental education.

d) Through the use of schools;

Schools' activities appear in newspapers as well as on schools' web pages.

e) Through the use of governmental institutions;

We cooperate with Tohoku Regional Office of Ministry of the Environment to transmit the information.

f) Other (please specify):

Greater Sendai RCE publishes the booklets to notify ESD and the annual activity reports. Also, each subregional center publishes ESD manuals.

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

We need to vitalize the communication about the activities of each stakeholder.

Organisation and governance

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

Steering committee: The committee includes three subregional centers, Miyagi University of Education, NPOs working in Miyagi Prefecture, newspaper companies, Miyagi Prefectural Government, Sendai City Government, Ministry of the Environment, and Japan International Cooperation Agency. In the committee, members share the information and confirm activity principles.

Executive board: This consists of three subregions, one university, and public agencies and materializes activity principles for near future.

10. *What are governance principles of your RCE?*

The principles show the policies of the steering committee.

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

The function of the executive board was strengthened.

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

To manage the coalition with the fairness, we always regard a unanimous vote.

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. More active information transactions	The measure to transmit and receive information at any time is not sufficient.
2. Informing prefecture residents	The measure to publicize the meaning of ESD activities at any time is not sufficient.
3. New subregions	Even though more than three subregions cooperate, the number is not sufficient.
4. Addressing common issues	The issues have not been so developed that each region can actively address them.

14. *Has the focus of your RCE shifted between time of mobilisation/launching and now? If yes, how?*

Not quite.

15. *How do you address these selected issues listed above (i.e. publishing journals/newsletters, provision of educational programme)?*

- Publishing newsletters in paper media
- Various information transmittance using the internet
- Recruiting organizations to register for Greater Sendai ESD/RCE (Gaining publicity about the recruitment among schools, NPOs, trade groups, and businesses)

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

a) access to quality basic education

The development of a program to learn environmental education: Citizens have developed an environmental learning program. It is practiced by elementary schools.

Elementary and junior high schools practice environmental education, food education, and international education in class.

b) transformative education

Food education. Food education in relation to the environment and to lifestyles.

Developing a learning program about food and lifestyles to deal with food crises.

c) training for different sectors of the society

The development of ESD learning program for children to adults

d) awareness about ESD

We hold five ESD seminars a year (500 people annually participated).

e) research and development

Networking farmers, businesses, and consumers to progress agriculture of environmental conservation type for the protection of the environment and food safety.

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. Environmental Forums	in progress	NPOs in Sendai
2. ESD Education Forums	in progress	Elementary and junior high schools and NPOs in Kesenuma
3. Ramsar Festivals	in progress	Local government, NPOs, and farmers in Tajiri
4. Asia Seminars for International Understanding	in progress	Miyagi University of Education and other universities
5. ESD Seminars	in progress	All partners of Greater Sendai RCE

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

Collaborative Projects	Funding Sources	Stage (Planning/on-going)	Partners
1. The Enterprise to Progress ESD	Ministry of the Environment	in progress	

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

We identify the partners as organizations and individuals to share the images and visions of ESD. We continuously need to inform current partners of ESD's images. Also, we have to educate new partners.

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.).*

Each subregional center has the exchange events for partners about five times a year. Similarly, Greater Sendai RCE has regular exchange events for all partners about five times a year. Because the communication currently goes one way, we should find the way to the communication involving all partners.

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

a) *UN institutions? (Please give examples)*

United Nations University Institute of Advanced Studies continuously provides the information and the occasions for communication conferences.

b) *Other RCEs? (Please give examples)*

Our RCE networks other RCEs in Japan and other Asian nations. This year, we cooperate with these RCEs to have the first Asian RCE Youth Conference.

c) *International experts and expert organizations at the national, regional and global levels? (please give examples)*

Universities function as expert partners.

d) *Others (please specify)* _____