

RCE Yokohama

How 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?
→ Since being acknowledged in 2006, the RCE Yokohama has held workshops and symposiums with the cooperation of universities located in the city, citizen's groups, students and so on, as well as creating pamphlets outlining the contents of such activities. Many organizations have been involved, allowing active exchanges of information and a high state of vitality.
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.
→ Having called for 28 universities in Yokohama, RCE Yokohama held a "University Student Eco Network Café in Yokohama" to form a network based principally on students actively and independently involved in environmental activities. This event has allowed exchanges of information regarding the various actions being taken. The event has generated new connections and expanded the activities of students gathered together under RCE Yokohama.
3. What role has your RCE played in *bringing together* individuals and institutions into regional ESD activities and to what effect?

→RCE Yokohama is actively involved in organizing the provision of places and ways wherein encouraging various organizations of students and action groups and so on to cooperate and exchange information. As an example of the effects of this, a great many university students in Yokohama have been able to form connections.

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;

(a) Forming places or means of organizations active in the city to gather together

→At the current point in time, this has only gone as far as gaining the participation of principally universities, with NPO groups and the public administration also being involved.

(b) Invigorating the activities of the organizations active under the RCE

→Networks have been formed among university students active in various ways throughout the city. (Example: student mailing lists)

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.)

→The "University Student Eco Network Café in Yokohama" and the "Café" Subcommittee were held to target student group activities. Pamphlets introducing RCE Yokohama, principally based around university students, were created.

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

→RCE Yokohama action plans are formulated each business year and have so far never failed to be implemented.

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

→Citizen activities and environmental education both have a tendency to remain limited to activities within the local community only, but through the RCE, the people involved can learn about ESD and realize that their actions are in fact connected on a global level.

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

→It can be said to be innovative, as it has formed a city-wide network of university students who were previously unconnected.

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;

→pamphlets

b) Through the use of the mass media;

c) Through the use of internet;

→homepage (<http://www.city.yokohama.jp/me/kankyoku/kyouiku/rce/>)

d) Through the use of schools;

→universities within the city

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.

→We have still yet to meet expectations such as expansion of participating organizations, creating appeal for the activities featured and creating sustainable activities.

Organisation and governance

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

→A public organization (City of Yokohama) acts as the secretariat, with representatives of the relevant organizations (universities, NPOs etc) from the committee (Yokohama RCE Network Promotion Commission).

10. What are governance¹ principles of your RCE?

→No particular principles are set in place.

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

→No particular principles are set in place.

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

→By not setting any particular principles, the freedom of action of the constituent members is enhanced, but the lack of clarity over the division of roles in the organization creates confusion over independent actions of the members.

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. Seeking out flagship projects	Because of the necessity to implement projects that characterize the RCE Yokohama
2. Encouraging the independent actions of constituent members	Because of the necessity to form systems allowing the independent action of the RCE constituent members.
...	

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

If yes, how?

→ There has been a shift from the secretariat being at the centre of projects being formed to the constituent members taking over the formation of such projects.

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

→ Discussion is made in the committee (Yokohama RCE Network Promotion Commission).

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.

→ A university student network has been formed to allow a sharing of perceptions on ESD and for coordination of 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. The Student Eco Networking Café in Yokohama	Ongoing	University students in the city
...		

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

Collaborative Projects	Funding Sources	Stage (Planning/on-going)	Partners
1. None			
...			

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

→They have a positive attitude towards networking to expand the scope of their activities, and are highly enthusiastic about what they are doing.

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.).

→The committee meets four times a year, with symposiums and workshops being held three times a year to facilitate the exchange of information.

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 (located within the city and facilitating easy exchanges of information)

b) Other RCEs? (Please give examples)

→Coordination between RCEs within Japan has been achieved through regular RCE conferences facilitating the exchange of information.

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

d) Others (please specify) _____