

Understanding RCEs

Education for Sustainable Development (ESD)

seeks to empower people of all ages to assume responsibility for creating a sustainable future. The four major thrusts of ESD as identified in Chapter 36 of Agenda 21 are:

- public awareness and understanding
- access to quality basic education
- reorienting existing education
- training programmes for all sectors

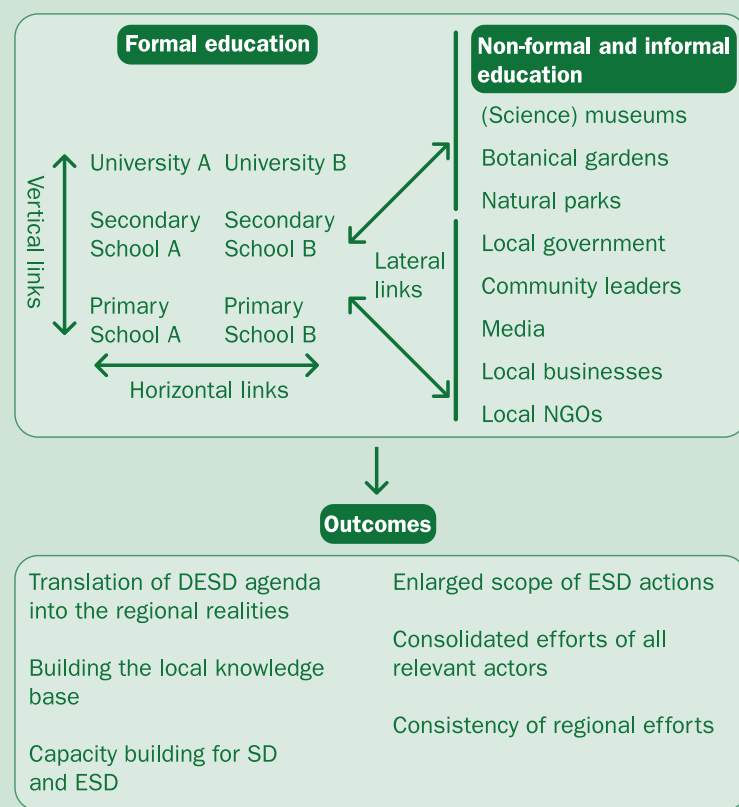
A History of RCEs

The first batch of seven RCEs were acknowledged at the UNU-UNESCO Conference on Globalization and Education for Sustainable Development (Nagoya, June 2005), followed by five more towards the end of 2005 and early 2006. The Ubuntu Alliance, in its meeting in April 2006, established the Committee of Peers for the RCEs, to discuss ways to promote RCEs, to review applications and provide recommendations to UNU to acknowledge new RCEs. The Committee, at its first meeting on 6 December 2006 in Paris, recommended UNU to acknowledge 23 new RCEs. The RCE network continues to expand and today there are RCEs in Africa, the Americas, Asia, Europe, the Middle East and the Pacific.

Functions and Goals of RCEs

An RCE is a network of existing formal, non-formal and informal education organizations, mobilized to deliver ESD to local and regional communities. An RCE builds an innovative platform for multi-sectoral and interdisciplinary information-sharing, dialogue and collaboration for promoting ESD among regional/local stakeholders. It also creates a regional/local knowledge base to support ESD activities. As an innovative platform for dialogue and a local knowledge base, an RCE promotes four major goals (four thrusts) of ESD in a resource-effective manner.

RCEs, both individually and collectively, aspire to achieve the goals of the UN Decade of Education for Sustainable Development (DESD, 2005-2014). While RCEs contribute to the DESD by translating its global objectives into the context of the local communities in which they operate, a network of RCEs worldwide is envisioned to constitute what UNU calls 'The Global Learning Space for Sustainable Development'. The Global Learning Space is the articulation of a vision of the DESD put forward by UNESCO: "a world where everyone has the opportunity to benefit from education and learn the values, behaviours and lifestyles required for a sustainable future and for positive societal transformation".



The Education for Sustainable Development (EfSD) programme of UNU-IAS aims to develop the capacity of the public at large, and decision makers in particular, to integrate ESD components into national development planning and implementation by the end of the Decade of Education for Sustainable Development (DESD, 2005-2014). This involves:

- advocacy and dissemination of ESD and DESD principles
- promotion of regional centres of expertise on ESD and their networking
- strengthening ESD activities of higher education institutions
- developing on-line learning for ESD, and
- training teachers and trainers on ESD.

Understanding and Creating Regional Centres of Expertise

on Education for Sustainable Development



REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY



UNITED NATIONS UNIVERSITY

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