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18 May, Curitiba, Brazil

Education for Sustainable Development
... research and capacity development for ESD



Advancing agenda of Decade of Education for Sustainable Development: Role of RCEs a strategy to promote ESD

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REGIONAL CENTRE OF EXPERTISE
ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT

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Decade of Education for Sustainable Development (DESD)

2005-2014



- Proposed by Japanese Government and NGOs in Johannesburg Plan of Implementation in 2002
- Adopted by UN General Assembly in December 2002
- UNESCO designated as a lead agency
- The International Implementation Scheme (IIS) for DESD was approved in September 2005.
- Governments are invited to consider the measures to implement DESD in their educational strategies and action plans.
- 2009 – Mid-Decade review



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Education for Sustainable Development (ESD)




 *is a vision of education that seeks to empower people to assume responsibility for creating a sustainable future.*

 Some characteristics of ESD:

 Envisioning

 Critical thinking and reflection

 Systemic thinking

 Appreciation of different forms of knowing and learning

 Developing partnerships

UNU Strategy to Promote ESD (ESD Programme at UNU-IAS)



- ⌘ Launched in 2003 as UNU's response to DESD
- ⌘ ESD programme aims at knowledge creation and management through innovative networking for sustainable development
- ⌘ The main components of the ESD programme:
 1. Higher education
 2. Capacity development of private sector, government and youth
 3. Identifying synergies between diverse education and development agendas
 4. Regional Centres of Expertise (RCE)—regional networks mobilised for ESD

What is RCE?

- Regional Centres of Expertise on ESD -



Proposed by United Nations University in 2004 as its contribution to DESD (2005-2014)

A network of formal, non-formal and informal education and learning-related institutions who are mobilized to promote ESD at regional (sub-national) and local levels

Why RCE?



- Need for local initiatives –**translating global agenda into local action**
- Wealth of knowledge** in the regions
- Need for **equitable partnerships** between the combined expertise of communities, professions, NGOs and governments
- Need for **an innovative platform** for multi-stakeholder dialogue—a platform that enables diverse groups to interact, learn collaboratively and take collective decisions and actions towards SD



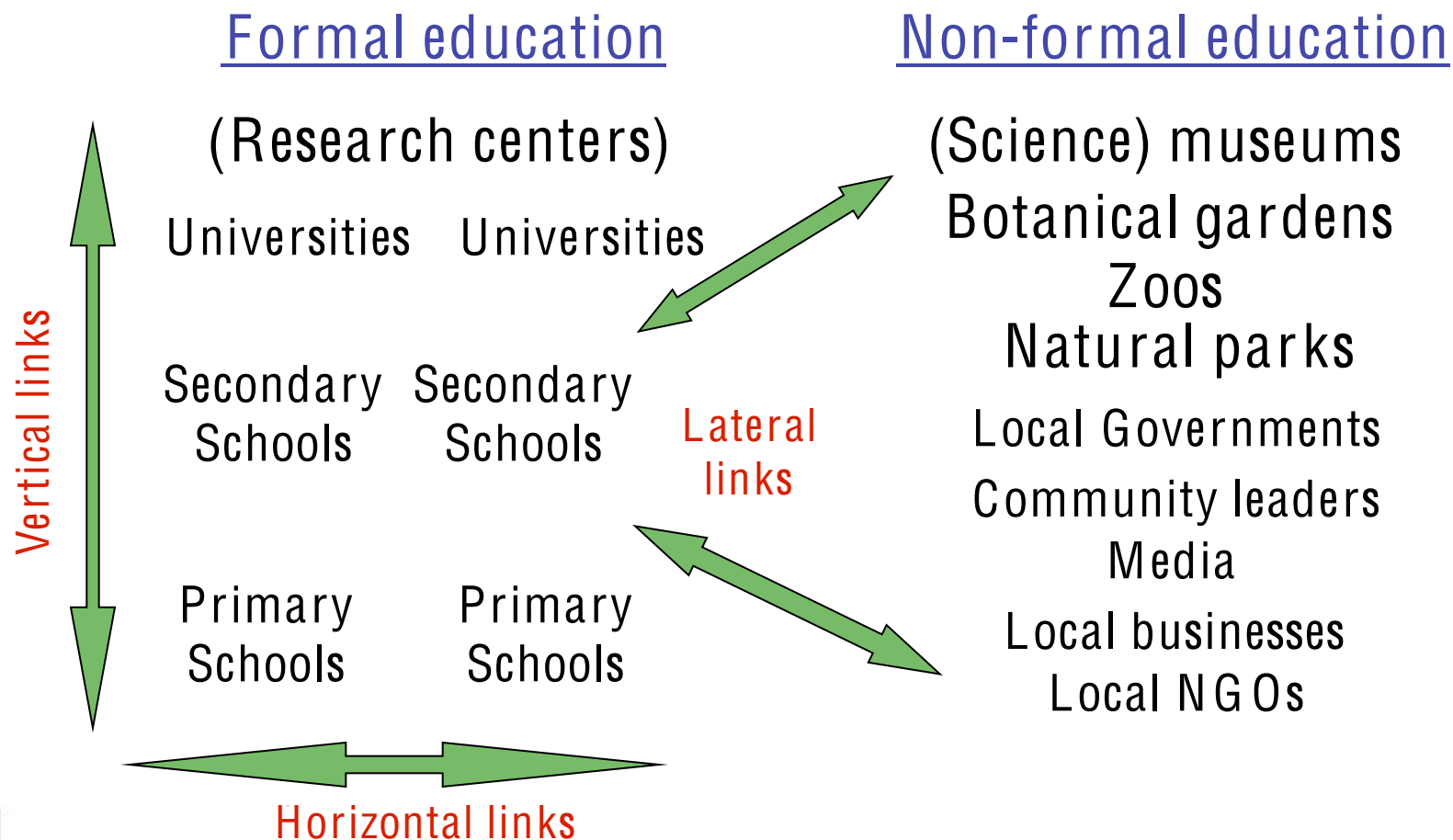
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Regional Centres of Expertise on ESD (RCEs)



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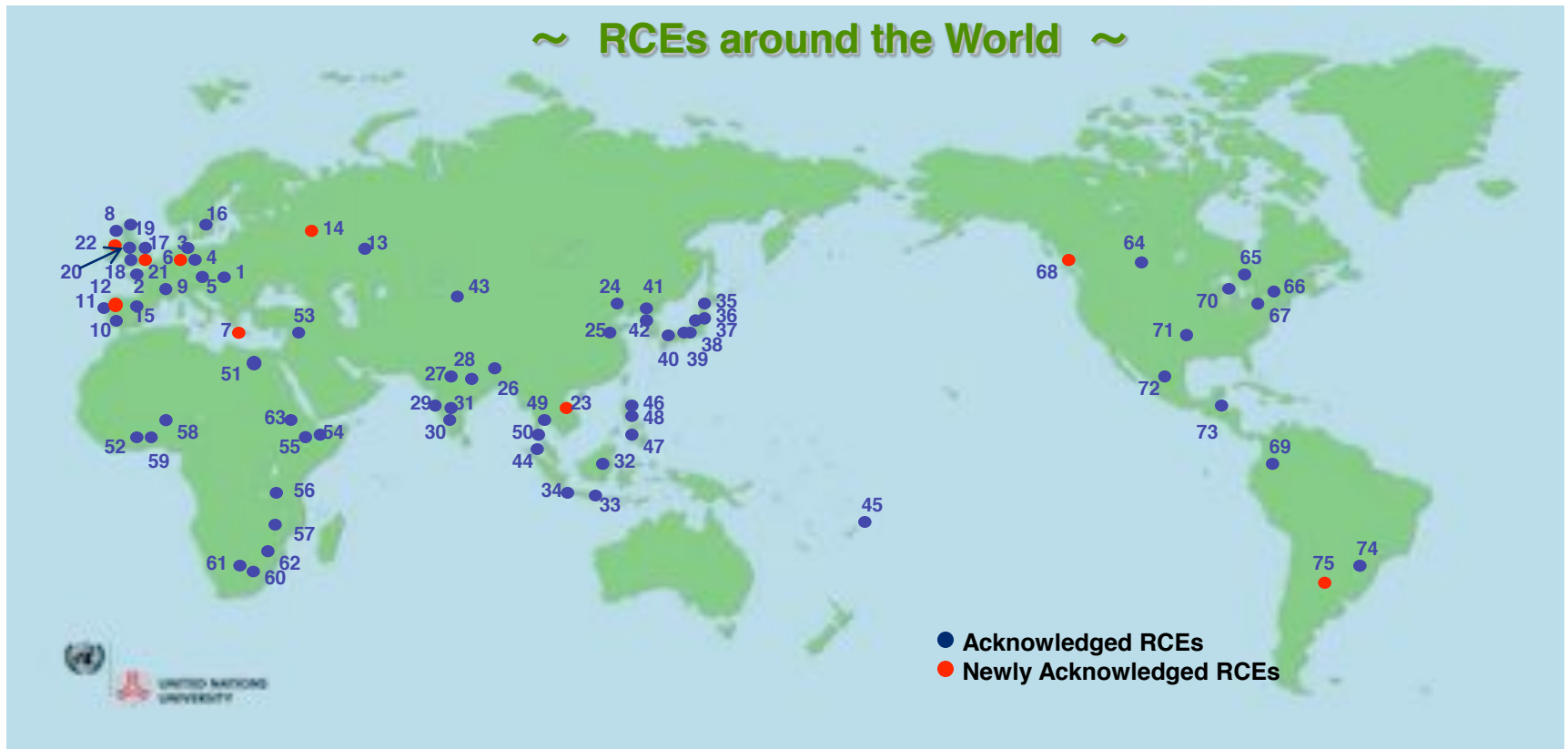
RCEs are acknowledged by UNU on the recommendations of the Ubuntu Committee of Peers for RCEs



- United Nations University (UNU)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- United Nations Environment Programme (UNEP)
- International Association of Universities (IAU)
- Third World Academy of Sciences (TWAS)
- African Academy of Science
- Science Council of Asia
- International Council for Science
- World Federation of Engineering Organizations
- Copernicus-Campus
- Global Higher Education for Sustainability Partnership (GHESP)
- University Leaders for a Sustainable Future (ULSF)



~ RCEs around the World ~



75 Acknowledged RCEs (as of April 2010)

Europe (22)

- Austria**
1. Graz-Styria
- Belgium etc.**
2. Southern North Sea
- Germany**
3. Hamburg
4. Nuremberg
5. Munich
6. Oldenburger Münsterland
- Greece**
7. Crete
- Ireland**
8. Ireland
- Netherlands etc.**
9. Rhine-Meuse
- Portugal**
10. Creias-Oeste
11. Porto Metropolitan Area
12. Açores
- Russia**
13. Samara
14. Nizhny Novgorod
- Spain**
15. Barcelona
- Sweden**
16. Skane
- UK**
17. East Midlands
18. Severn
19. North East
20. Yorkshire & Humberside
21. London
22. Wales

Asia-Pacific (28)

- Cambodia**
23. Greater Phnom Penh
- China**
24. Beijing
25. Anji
- India**
26. Guwahati
27. Delhi
28. Lucknow
29. Pune
30. Kodagu
31. Bangalore
- Indonesia**
32. East Kalimantan
33. Yogyakarta
34. Bogor
- Japan**
35. Greater Sendai
36. Yokohama
37. Chubu
38. Hyogo-Kobe
39. Okayama
40. Kitakyushu
- Korea**
41. Incheon
42. Tongyeong
- Kyrgyzstan**
43. Kyrgyzstan
- Malaysia**
44. Penang
- Fiji and Pacific Islands**
45. Pacific
- Philippines**
46. Cebu
47. Northern Mindanao
48. Ilocos
- Thailand**
49. Cha-Am
50. Trang

Middle East & Africa (13)

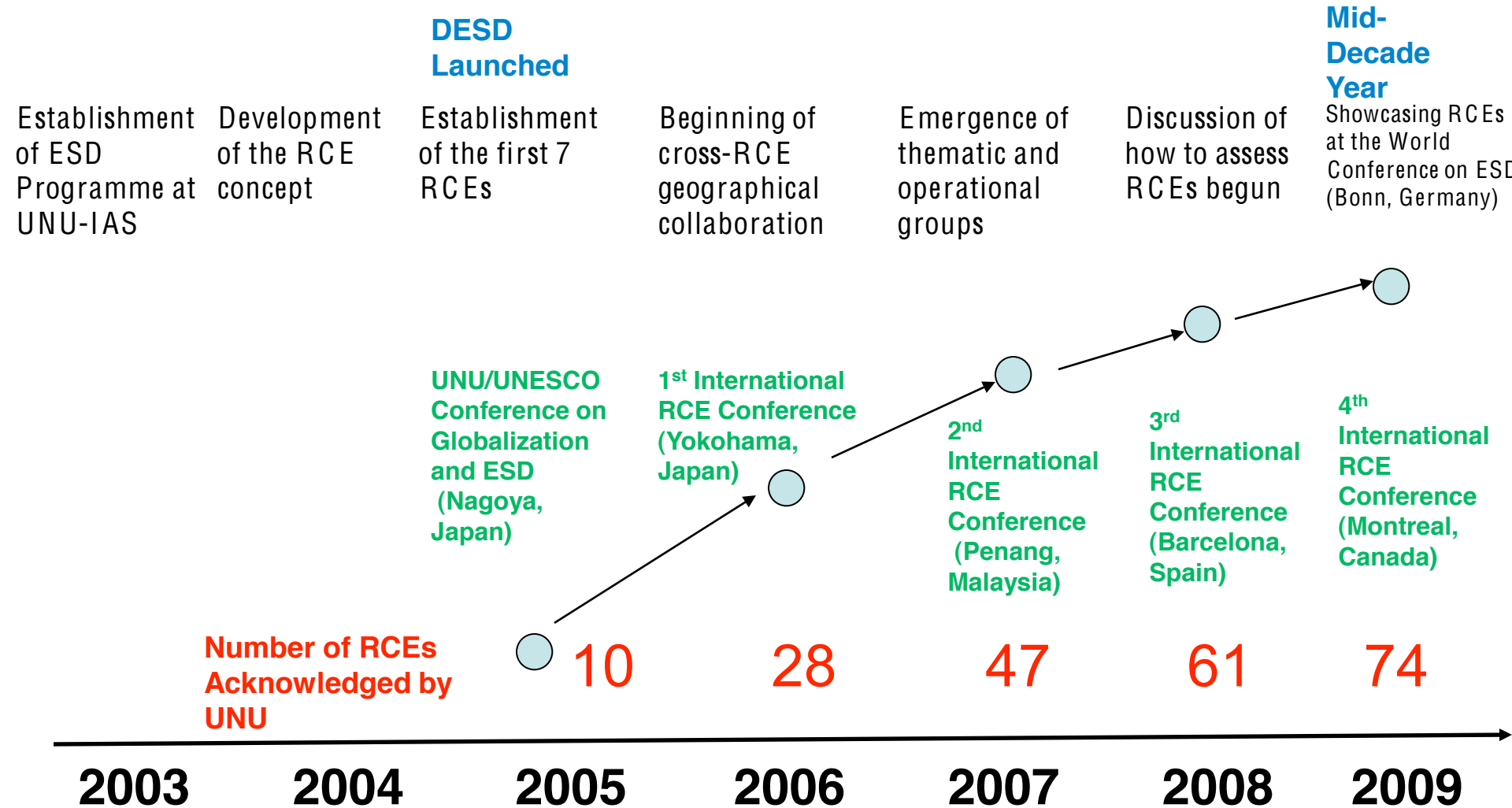
- Egypt**
51. Cairo
52. **Ghana**
53. **Jordan**
- Kenya**
54. Greater Nairobi
55. Kakamega-Western Kenya
- Malawi**
56. Zomba
- Mozambique**
57. Maputo
- Nigeria**
58. Kano
59. Lagos
- South Africa**
60. Kwa-Zulu Natal
61. Makana & Rural Eastern Cape
62. **Swaziland**
- Uganda**
63. Greater Mbarara

Americas (12)

- Canada**
64. Saskatchewan
65. Greater Sudbury
66. Montreal
67. Toronto
68. British Columbia (North Cascades)
- Columbia**
69. Bogota
- USA**
70. Grand Rapids
71. North Texas
- Mexico**
72. West Jalisco
73. **Guatemala**
- Brazil**
74. Curitiba-Parana
- Argentina**
75. Chaco

Evolution of Global RCE Community

Today – 76
RCEs





RCE Sub-Networks:

Thematic, Operational, Research & Continental Networks

- ❑ At International RCE Conferences (2006 Yokohama, 2007 Penang, 2008 Barcelona, 2009 Montreal, 2010 Curitiba), working groups on diverse thematic areas are held:
 - Thematic networks (Sustainable Consumption & Production (SCP), Youth, Health, Teacher training, Biodiversity, E-learning, Climate change)
 - Operational networks (Fundraising, Reporting, Communications)
- ❑ Some thematic networks organize meetings to develop joint activities.
- ❑ Research networks are forming among RCEs. Some projects are funded externally (e.g., by EU, MEXT).
- ❑ Continental networks (North America, Europe, Asia-Pacific, Africa) are coordinated by RCEs.





RCE Sub-Networks:

Concrete Joint Activities of RCE Thematic Networks



Health and ESD

- Bangalore Conference on traditional medicine in November 2009
- Addressing cholera epidemic in Zimbabwe through ESD activities



SCP and ESD * CLIPS: Community-based-research on Local-International Production System

- ESD-CLIPS* –funded by EU (1 million euro over 3 years), with participation of 11 RCEs across 4 continents and UNU-IAS
- Collaboration of individual RCEs with UNEP's SCP programme



Biodiversity and ESD

- Production of materials, including cases studies, in collaboration with UNEP and other organisations
- Preparation of CBD COP10 side events



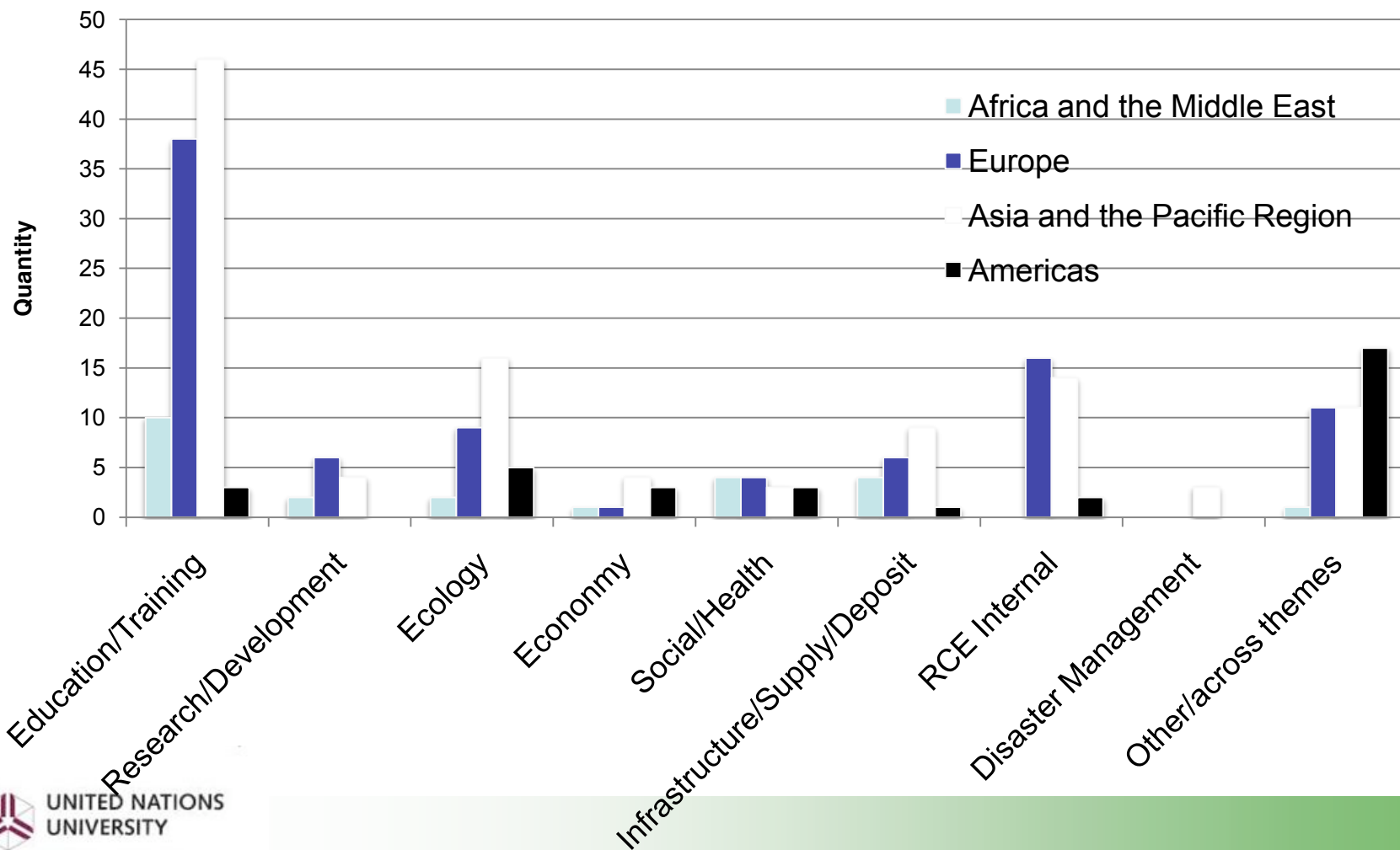
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RCE Project Topics with respect to Continents (n=259), as of 2009



Effects of RCEs



- ✚ RCEs contribute to developing innovative ways of collaboration among higher education institutions, primary and secondary educational systems, local governments, and other regional ESD stakeholders.
- ✚ RCEs create regional/local knowledge base.
- ✚ RCEs promote international cooperation in ESD.
- ✚ RCEs assist with the vertical alignment of curriculum from primary through university education and with linking formal and non-formal sectors of the education community.
- ✚ RCEs create innovative approaches to address sustainability challenges through research and education



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United Nations Decade of Education for Sustainable Development (DESD, 2005–2014)

Review of Contexts and Structures for
Education for Sustainable Development
2009

UNESCO's Mid-Decade Review Report (November 2009) recognizes RCE as a structure in informal & non-formal education (p. 56).

“The networked Regional Centres of Expertise, supported by UNU-IAS, may serve as an example of how different local groups in society, who do not ordinarily work together but are bound by mutual sustainability issues, find themselves working creatively towards their improvement.”

UNESCO Strategy for the Second Half of the United Nations Decade of Education for Sustainable Development



*Supporting Member States and other stakeholders in
addressing global sustainable development
challenges through ESD*

Education for Sustainable Development in Action
March 2010
UNESCO Education Sector

UNESCO Strategy for the Second Half of DESD (March 2010)

p.8, A (a)

As a strategy to **strengthen partnerships among ESD stakeholders**, the report suggests enhancing cooperation with other UN entities, including UNU

p.12, C (a)

As a strategy to **generate knowledge, share new approaches and enhance evidence-based policy dialogue**, the report suggests cooperating with UNU in the framework of RCEs



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For further information, please visit:

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Thank you !



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