Regional Centres of Expertise for Education for Sustainable Development

August 2006

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UNU Strategy to Promote ESD (EfSD Programme)

1. Advocacy and dissemination of ESD and DESD;
2. Promotion of regional centres of expertise on ESD (RCEs) and their networking;
3. Strengthening of ESD activities of higher education institutions in close collaboration with the Global Higher Education for Sustainability Partnership (GHESP);
4. Further development of on-line learning for ESD;
5. Training of teachers and trainers on ESD
Regional Centers of Expertise on ESD

(Research centers)
Universities
Secondary Schools
Primary Schools

(Science) museums
Botanical gardens
Nature parks
Local Governments
Local businesses
Media
NGOs
Etc.

Vertical links
Lateral links
Horizontal links
Regional Centres of Expertise (RCEs)

A RCE aspires to achieve the goals of the DESD by translating its global objectives into the context of regional areas in which it operates.

- Improve access to quality basic education;
- Reorient existing education to address sustainable development;
- Develop public understanding and awareness; and
- Provide training programs for all sectors of private and civil society.
Opportunity of translation
... of global agenda into local realities

Instrument of mobilisation
... integration of different streams of thinking and learning
... mobilisation of the newcomers

Instrument of social learning
Core elements of RCEs

1. Governance and management of RCE
2. Collaboration
3. Research and development
4. Transformative Education
RCEs Now

- UNU committed to promote RCEs and their networking throughout DESD, and established the Global RCE Service Center in UNU-IAS.
- In total 12 RCEs have been launched by now
Acknowledged RCEs
Acknowledged RCE

① Ghana

RCE candidates

① Eastern Africa
② Southern part of Africa
③ Egypt
Acknowledged RCEs
①Greater Sendai
②Okayama
③Penang
④Pacific
⑤Tongyeong
⑥Cebu
⑦Yokohama

RCE Candidates
①Bogor ②Bandung ③Beijing
④Shanghai ⑤Anji County
⑥7 Candidates in India ⑦Trang
⑧ Ho Chi Minh City ⑨ Kitakyushu
⑩ Incheon ⑪ Nagoya ⑫ Australia
⑬ ⑭⑮ ⑯⑰

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Middle East and Central Asia

Acknowledged RCEs
①Jordan
②Kazakhstan
③Uzbekistan
③Kyrgyz
Acknowledged RCEs

1 Rhine-Meuse
2 Barcelona

RCE Candidates

1 Skane
2 Friesland+
3 East Midlands
4 Munich
5 Hamburg
6 St. Petersburg
7 Portugal
8 La Coruna
North America

Acknowledged RCEs
① Toronto
RCE Candidates
① Saskatchewan
② Vancouver
③ Phoenix
④ Michigan
⑤ Florida
⑥ Monterrey

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Latin America and the Caribbean

RCE Candidates

①Pantanal
②Curitiba
③Brazilia
④Northern Peru
⑤Caribbean (Univ. of the West Indies)

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DESD Vision
- Creation of global learning space -

- Create a world where everyone has the opportunity to benefit from quality education and learn the values, behavior and lifestyles required for a sustainable future and for positive societal transition (global learning space)
## Thematic Area for RCE collaboration (suggested by RCEs and RCE candidates during the RCE Conference in April 2006)

<table>
<thead>
<tr>
<th>Thematic Area</th>
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</thead>
<tbody>
<tr>
<td>Business in the society/Corporate citizenship (corporate social responsibility, corporate governance, public-private partnerships, collaborations, accountability, socially responsible investments, etc.)</td>
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<tr>
<td>Sustainable financing strategy</td>
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<td>Governance/decision-making</td>
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<td>Investigation of funding opportunities in the countries, regions and globally</td>
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<tr>
<td>Leadership for SD</td>
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<td>Natural resource management</td>
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<tr>
<td>Resources and Poverty Mapping (&quot;Reporma&quot;)</td>
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<tr>
<td>Traditional knowledge</td>
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<tr>
<td>Disaster preparedness</td>
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<tr>
<td>Urban biodiversity</td>
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<tr>
<td>Sustainable production and consumption</td>
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<tr>
<td>Urban sustainability</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Thematic Area for RCE collaboration (suggested by RCEs and RCE candidates during the RCE Conference in April 2006 (cont.))</th>
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<tbody>
<tr>
<td>Sustainable tourism (sustainable innovation)</td>
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<td>Gender equality and intergenerational equality</td>
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<tr>
<td>Biodiversity</td>
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<td>Agriculture and SD</td>
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<tr>
<td>Water</td>
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<td>Aging population and keeping young people in the region</td>
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<td>Energy</td>
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<td>Waste management</td>
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<tr>
<td>Evaluation of ESD and RCE</td>
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<td>School dropout</td>
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<tr>
<td>Religious education and ESD</td>
</tr>
<tr>
<td>Youth/schools</td>
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</tbody>
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## Mainstreaming ESD

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<th>Topic</th>
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<tbody>
<tr>
<td>Mainstreaming ESD into existing curricula</td>
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<tr>
<td>Training for senior education managers and administrators</td>
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<tr>
<td>Higher education for sustainable development</td>
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<td>Teacher training</td>
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<td>Workplace education</td>
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<tr>
<td>Establishment of the centre for ESD for local people</td>
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<tr>
<td>Innovative pedagogy</td>
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<tr>
<td>Media &amp; ESD</td>
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<tr>
<td>Outreach</td>
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<tr>
<td>&quot;Institutional transformation&quot;</td>
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</tbody>
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Report: 
Mobilizing for Education for Sustainable Development 

can be downloaded through
http://www.ias.unu.edu/binaries2/RCEreport.pdf
For further information, please visit:

http://www.ias.unu.edu/efsd
Examples