





## DESD Vision of UNU

### - Creation of a Global Learning Space for sustainable development-

- 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)

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## Four Major Thrusts of ESD

(as defined by Chapter 36, Agenda 21)

- Improve access to quality basic education;
- Reorient existing education programmes to address sustainable development;
- Develop public understanding and awareness on sustainable development; and
- Provide training programmes for all sectors of private and civil society.

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## What is Education for Sustainable Development (ESD)?

- Broader concept than environmental education.
- Not sustainable development education, but education **for** sustainable development - education to enable people to better contribute to sustainable development.

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## What is ESD ? (cont'd)

- ESD should enhance the capacity for critical thinking:
  - To understand complexity
  - To consider values and norms
  - To contribute in practical ways to sustainable development
- ESD is not a topic that can be taught in a few weeks just at a certain age
- ESD should be integrated in all sectors of education, and at all levels in relation to relevant, already existing subjects.

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

Launched in 2003 as UNU response to DESD  
5 major activity areas are:

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;
4. Further development of on-line learning for ESD;
5. Training of teachers and trainers on ESD

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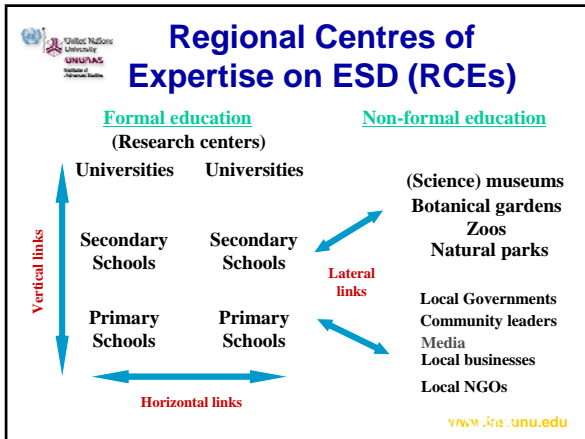


## What are RCEs ?

### - Regional Centres of Expertise on ESD -

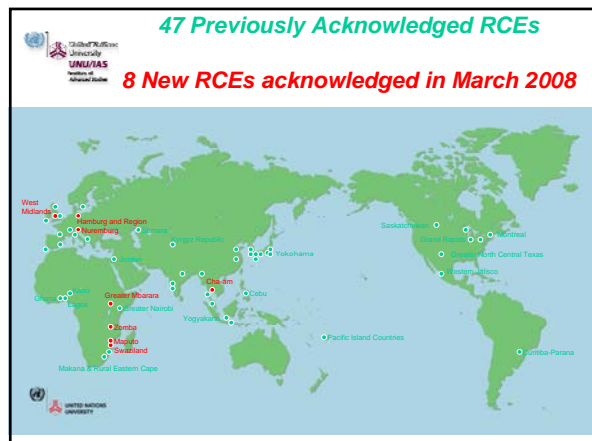
- Proposed by United Nations University
- A network of formal, non-formal and informal education and learning-related institutions who are mobilized to deliver ESD at regional (sub-national) and local levels.
- RCEs aspire to achieve the goals of DESD by translating its global objectives into the context of regional, local areas, in which it operates.

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- ## Functions of RCEs
- RCEs will create platform for dialogue among regional/local ESD stakeholders and exchanging information, experience and good practices on ESD among them;
  - RCEs will develop regional/local knowledge base.
  - They will assist in promoting vertical alignment of curricula from primary through university education and in linking formal and non-formal sectors of education community.
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- ## Some key issues on RCEs
- RCEs should not be too small, but not too big as well.
  - We expect a few key institutions, including higher education institutions, to take a leading role for RCE activities.
  - RCEs would facilitate collaborative activities among different stakeholders.
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- ## Procedure for RCE acknowledgement
- The Ubuntu Committee of Peers for the RCEs reviews applications from RCE candidates and recommends UNU to acknowledge RCEs. The Committee meets normally once a year.
  - Review criteria were established in December 2006.
    - Collaboration
    - RCE vision
    - Governance
    - On-going and planned activities
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- ## Required information for Detailed RCE application (No specific format)
- 1 Contact information
  - 2 Geographical scope and characteristics of the region
  - 3 Major SD challenges of the region
  - 4 Process of RCE development
  - 5 RCE vision and objectives (long/short-term)
  - 6 Strategies and scenarios
  - 7 Criteria and milestones for monitoring & evaluation
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## Required information for Detailed RCE application (cont'd)

- 8 Governance/management structure
- 9 Resources and commitment
- 10 Collaboration among stakeholders
- 11 On-going and planned activities
  - Transformative education
  - Research and development
  - Other activities

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## RCEs and a Global Learning Space

- RCEs together and their mutual relations would form the global learning space for sustainable development – a visible output of DESD
- UNU commits to promote RCEs and their networking throughout DESD and established the Global RCE Service Centre in UNU-IAS.

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## RCE Promotional Materials

- Report: Mobilizing for Education for Sustainable Development
- RCE Brochure
- RCE fact sheets
- RCE Poster
- ESD/RCE Promotional Video
- RCE e-bulletin

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## International RCE Conferences

- 1<sup>st</sup> – June 2006, Yokohama, Japan (hosted by UNU-IAS)
- 2<sup>nd</sup> – August 2007, Penang, Malaysia (hosted by RCE Penang)
- 3<sup>rd</sup> – July 2008, Barcelona, Spain (hosted by RCE Barcelona)
  - Include discussions on monitoring and evaluation, reporting & communication and thematic/continental networks

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## Regional/Continental networking

- Regional/Continental discussions among RCEs in Asia, North America, Africa and Europe
- Regional/Continental meetings/conferences are held
  - During International RCE meeting in Penang – August 2007
  - North America – May 2007 (at the CSD); May 2008
  - Europe – December 2007
  - Southern Africa – 28-31 July 2008


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## Thematic areas today


- Health and ESD (emphasis on the community health) – RCE Penang, RCE Yokohama, RCE Cebu, and other RCEs in Africa and Europe
- Sustainable production and consumption and ESD - Sustainable food systems and ESD (proposal for action in preparation)
  - RCE Yogyakarta, RCE Cha-am, RCE candidate HCM City, RCE Penang, etc.
  - Capacity building for the private sector
- Youth and ESD
  - Youth and climate change –
- Teacher education – leadership negotiated
- Climate Change, Energy and ESD – topic was emphasised as important but no RCE promoter yet


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**Ubuntu Committee of Peers for RCEs**

- **First meeting – December 2006, Paris**
- **Second meeting – August 2007, Penang**
- **Special arrangement (virtual discussion) – March 2008**
- **Third meeting – October/November 2008 (TBC), Paris**
  - Call for application – late March 2008
  - Deadline for submission – 11 July 2008

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**RCE Ghana**  
*Acknowledged in June 2005*



- **Major role**  
Spearheading advocacy initiatives to change the educational framework, so that graduates at all levels are capable of ensuring sustainability in the region.
- **Planned activities**  
Developing a strategic plan and a policy framework within the general framework of ESD, and creating a network to promote information exchange and collaboration between NGOs, government institutes and academic organisations.
- **Main Contact (Secretariat)**  
The Kwame Nkrumah University of Science and Technology (KNUST)

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**RCE Kano Nigeria**  
*Acknowledged in November 2007*



- **Long-term goal**  
Supporting learning for poverty eradication and combating environmental degradation.
- **Potential Research Topics**
  1. Genetically modifies crops to boost production and to balance production and consumption
  2. The factors leading to poverty, their dimension and solutions
- **Plans**
  - Formation of environment clubs in secondary and tertiary education institutions
  - Discussions on ESD and poverty alleviation in informal social gatherings
- **Main Contact (Secretariat)**  
The Kano State Government


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**RCE Lagos Nigeria**  
*Acknowledged in November 2007*



- **Long-term objective**  
Promoting education for a sustainable and healthy lifestyle rather than education geared towards employment.
- **Short term plan**  
To supplement the lack of qualified human resources at the primary education level and explore the possibilities of reversing the trend of child labour and child trafficking in the region.
- **Medium term activities**  
To broaden the base of awareness raising activities on HIV/AIDS in the region and combat youth-dominated crime.
- **Main Contact (Secretariat)**  
Horeb Educational Consulting (HEC) (Private Company)

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**RCE Greater Mbarara Uganda**  
*Acknowledged in March 2008*



- **Major role**  
Promoting civic and private sector organisation partnerships and learning for sustainable livelihoods.
- **Objectives (Long term)**
  1. To provide ESD training and capacity building, developing ESD materials, improving the sustainable development competences of target communities in the region.
  2. To contribute to the realisation of a healthy productive population by strengthening systems for improved health care.
- **Main Contact (Secretariat)**  
The Mbarara University of Science and Technology

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**RCE Greater Nairobi Kenya**  
*Acknowledged in June 2007*





- **Major aim**  
Pushing the Education for Sustainable Development agenda in impoverished communities of the capital city.
- **Objectives**  
Developing ESD strategy guidelines for local stakeholders, reorienting curricula in learning institutions to promote ESD, and partnership-building and community action on the priority issues (e.g. pollution, waste management, water, sanitation, housing, poverty, income generation, etc).
- **Main Contact**  
Kenya Organization of Environmental Education (KOEI) (civil society organisation)

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**RCE Zomba Malawi**  
*Acknowledged in March 2008*


- **Vision**  
Creating a society that is socially responsible, economically viable and environmentally sound.
- **Objectives**
  1. To promote ESD networking and collaboration
  2. To advocate for policy change
  3. To re-orient education for sustainable development
  4. To develop low-cost and accessible ESD learning materials, among others
- **Main Contact (Secretariat)**  
The University of Malawi

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**RCE Maputo Mozambique**  
*Acknowledged in March 2008*


- **Vision**  
Creating a society imbued with social and cultural values as well as scientific knowledge that supports sustainable principles of development.
- **Objectives (Short term)**
  1. To research and make an inventory of local innovative sustainable practices
  2. To promote ESD training courses
  3. To harmonise modules on Environment Education (EE) and ESD
  4. To develop ESD learning materials
- **Main Contact (Secretariat)**  
The Eduardo Mondlane University

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**RCE Swaziland**  
*Acknowledged in March 2008*


- **Vision**  
Promoting and facilitating access to innovative approaches to Education for Environment and sustainable socio-economic development.
- **Plans**
  1. To develop innovative methods in all sectors and at all levels of education.
  2. To review and reorient curricula with an ESD perspective.
  3. To develop a resource facility for the storage of information on ESD.
- **Main Contact (Secretariat)**  
The University of Swaziland

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**RCE KwaZulu Natal South Africa**  
*Acknowledged in January 2007*


- **Long-term Vision**  
Developing partnerships and building capacity to promote public participation in environment conservation through education.
- **Activities**  
Developing various policy briefs related to ESD, and a research project on poverty, health, vulnerability and the environment, with case studies from ten countries ongoing.
- **Main Contact (Secretariat)**  
Wildlife and Environment Society of South Africa (WESSA) (NGO)

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**RCE Makana and Rural Eastern Cape South Africa**  
*Acknowledged in January 2007*


- **Vision**  
Building institutional and community knowledge for sustainable development in the municipality and province.
- **Objectives (Short term)**
  1. To develop courses for use in teacher education programmes.
  2. To engage with and research issues affecting the quality of education and training.
  3. To implement a Schools and Sustainability programme to strengthen educational quality, support learning programmes (biodiversity conservation, health and nutrition) and support educational programmes for youth.
- **Main Contact (Secretariat)**  
The Rhodes University

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**For further information, please visit:**

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**Thank you !**

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