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UNU-IAS

Institute for the Advanced Study
of Sustainability



REGIONAL CENTRE OF EXPERTISE
ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY



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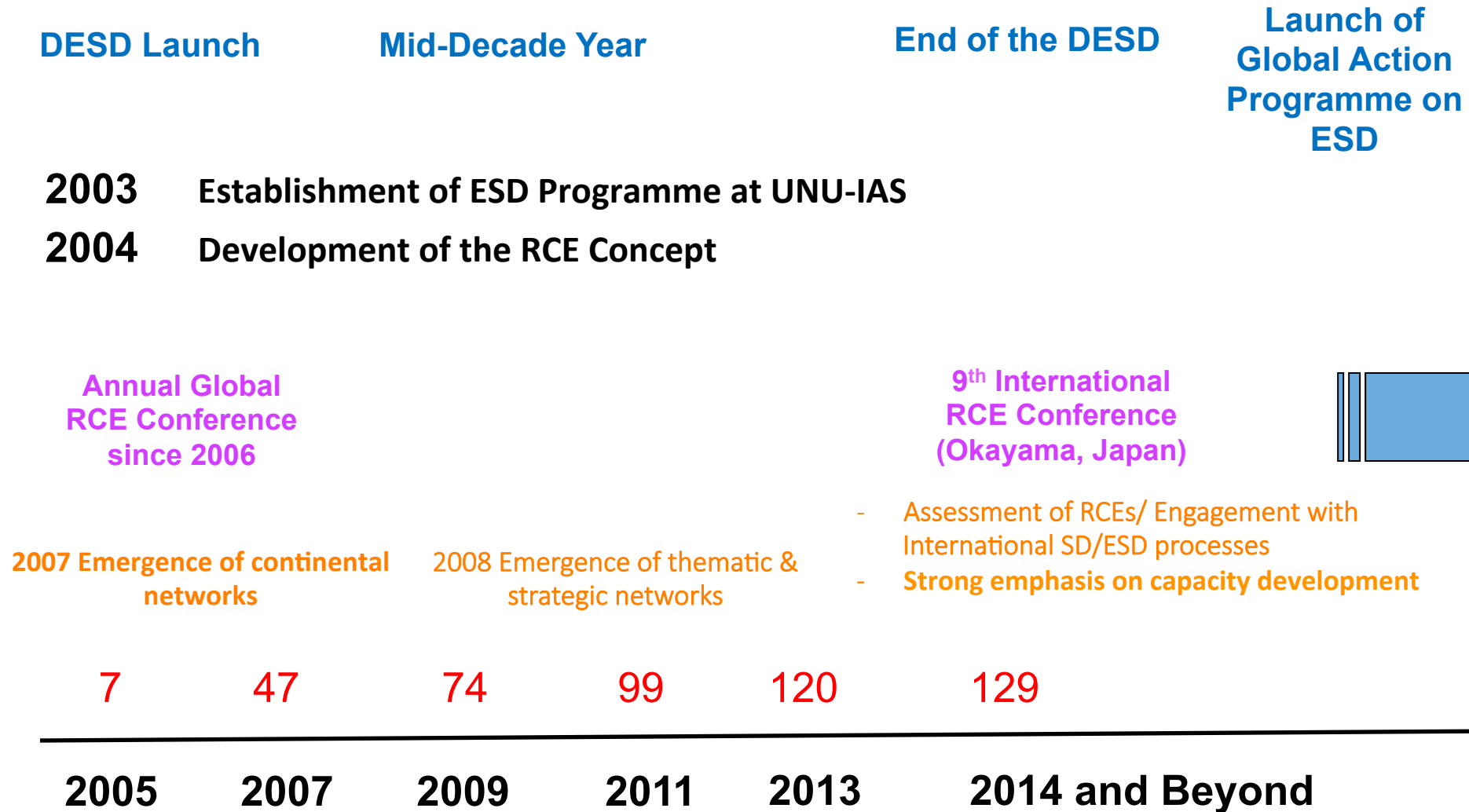
Highlights of the RCE Community Development 2014

The 9th Global RCE Conference
Okayama, Japan
4-7 November 2014

We will briefly cover

- State of the RCE community
- Continental development
- Overall trends and opportunities

Development of the RCE Network



Number in Red: Number of RCEs Acknowledged by UNU



Development of the RCE Network

Global Network in numbers:

- 129 RCEs worldwide (as of Sep 2014)
 - Asia-Pacific: 47
 - Europe: 37
 - Africa and the Middle East: 26
 - Americas: 19



7th Global RCE Conference (Tongyeong, Republic of Korea 2012)

**Activities &
Achievements**

Communication

Activities & Achievements

RCE Communications Portal & Annual Reporting Site

The screenshot displays the RCE Communications Portal & Annual Reporting Site. The top navigation bar includes links for Home, Community, News, Events, Members, About RCE, Online Resources, and Annual Reports. The main content area is titled 'COMMUNITY' and features three tabs: 'Featured Communities', 'Popular Discussions', and 'All Communities'. The 'Featured Communities' tab is active, showing a list of communities under two categories: 'CONTINENTAL COMMUNITIES' and 'THEMATIC COMMUNITIES'. The 'CONTINENTAL COMMUNITIES' section lists Africa, Americas, Asia-Pacific, and Europe. The 'THEMATIC COMMUNITIES' section lists Climate Change, Health, Teacher Education, SCP, Livelihood and Well-being, Youth, Higher Education, Traditional Knowledge and Bio-Diversity, and Water Risk Reduction. The 'Popular Discussions' section lists several discussions, including 'Teacher education programs', 'JOIN HERE! Discussion Forum for 7th Global RCE Conference', 'Position paper for RCE Bulletin', 'Two key questions for the continental discussion session', 'How is your RCE contributing to the construction of a new quality teacher education in your region and country?', 'Role of RCEs in promoting higher education for sustainable development', and 'Collection of links on campuses experiences'. The right sidebar contains a search bar, a button for the '8th Global RCE Conference', an 'Upload Documents' section, and a 'Latest Activity' section.

Navigation Bar: Home, Community, News, Events, Members, About RCE, Online Resources, Annual Reports

COMMUNITY

Featured Communities | Popular Discussions | All Communities

CONTINENTAL COMMUNITIES

- Africa
- Americas
- Asia-Pacific
- Europe

THEMATIC COMMUNITIES

- Climate Change
- Health
- Teacher Education
- SCP, Livelihood and Well-being
- Youth
- Higher Education
- Traditional Knowledge and Bio-Diversity
- Water Risk Reduction

Popular Discussions

- Teacher education programs**
Created on 2012-08-08 07:23 by Abel Atiti
- JOIN HERE! Discussion Forum for 7th Global RCE Conference**
Created on 2012-08-31 01:26 by Anna Dirksen
- Position paper for RCE Bulletin**
Created on 2011-11-21 20:29 by Anna Dirksen
- Two key questions for the continental discussion session**
Created on 2012-08-31 21:27 by Sachiko Yasuda
- How is your RCE contributing to the construction of a new quality teacher education in your region and country?**
Created on 2012-08-07 12:43 by Abel Atiti
- Role of RCEs in promoting higher education for sustainable development**
Created on 2012-08-13 01:24 by Abel Atiti
- Collection of links on campuses experiences**
Created on 2013-03-20 04:42 by António Moniz

8th Global RCE Conference

Search

Search

Type: -Any-
Region: -Any-
Country: -Any-
Issue: -Any-
Go

Upload Documents

Upload your projects, case studies or other files to share by clicking here.

Latest Activity

- 8th Global RCE Conference Field...

RCE E-Bulletin



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RCE E-Bulletin

Issue 27: September 2013

Message from the Global RCE Service Centre:

Dear colleagues and friends

The deadline to receive nominations for the RCE Award and your RCE Annual Reports is fast approaching. This year we are combining the annual reporting process with the RCE Award nomination process to make it easier on all RCEs to submit annual report information and nominate projects for an RCE Award, without filling information in twice. Please note that while it is not necessary to complete the annual reporting process in order to submit a project for an RCE Award, it is strongly encouraged.

To fill out your annual report, please visit the RCE Portal by clicking here: <http://rce-network.org/portal/create-reports>. You must be given special access to create online reports. If you have logged into the RCE Portal and find you do not have access to the forms, please contact the Global RCE Service Centre (rceservicecentre@ias.unu.edu) requesting access and you will be granted that status. If you do not have a login for the portal or you have forgotten your username and password, please email rceservicecentre@ias.unu.edu and your information will be reset.

Once you have filled out your annual report, you may automatically submit any of your projects for the RCE Award. To do so, please go to the Awards section of the portal: <http://rce-network.org/portal/awards>. Click on the button that says "Click here to nominate a project that you have already reported on in your Annual Report"; you will be given a drop down menu of all of your 2013 projects. Click on the project you would like to nominate, verify that all the information on the project is correct and fill out the extra RCE Award-related questions before submitting your project for consideration.

For those RCEs who would prefer to nominate a project for an RCE Award before filling out their annual report, please go to the Awards section of the portal: <http://rce-network.org/portal/awards>. Click on the button that says "Click here to submit a new project for the RCE Award" and fill out the nomination form. Again, you will need to have logged into the Portal to submit an award and be given appropriate access to fill out the forms. If you do not have a login for the portal or you do not have access to the forms, please email

- Issued monthly
- Upcoming ESD-related Events
- Latest News
- Invitations for collaboration
- New Publications and Resources

Activities & Achievements

RCEs
IN ACTION

There are more than **100 Regional Centres of Expertise on Education for Sustainable Development** operating worldwide.

Each RCE empowers people within its community to lead better, more sustainable lives by providing them with the information, education and tools they need to create positive social and environmental change.

By creating diverse partnerships among educators, researchers, policy-makers, scientists, youth, leaders within indigenous communities and throughout the public, private and NGO sectors, RCEs are able to provide a framework for strategic thinking and action on sustainability, creating tangible improvements in their communities. Indeed, partnerships are at the heart of each individual RCE and of the global RCE network.

REGIONAL CENTRES OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

AFRICA & MIDDLE EAST

- Cairo, Egypt
- Ghana
- Gweru, Zimbabwe, Uganda
- Nairobi, Kenya
- Jordan
- Khartoum, Sudan
- Kenya, Nigeria
- Morocco, Morocco
- Kenya, Ethiopia
- Lebanon, Lebanon
- Libya
- Saudi Arabia
- Tunisia, Tunisia
- Yemen, Yemen

ASIA

- Bangkok, Thailand
- Hong Kong, China
- India, India
- Japan, Japan
- Malaysia, Malaysia
- Philippines, Philippines
- Singapore, Singapore
- Taiwan, Taiwan
- Vietnam, Vietnam

AUSTRALIA & OCEANIA

- Adelaide, Australia
- Brisbane, Australia
- Canberra, Australia
- Darwin, Australia
- Perth, Australia
- Sydney, Australia
- Townsville, Australia
- Wollongong, Australia

EUROPE

- Amsterdam, Netherlands
- Barcelona, Spain
- Birmingham, United Kingdom
- Bonn, Germany
- Bordeaux, France
- Breidenburg, Germany
- Brussels, Belgium
- Copenhagen, Denmark
- Florence, Italy
- Geneva, Switzerland
- Ljubljana, Slovenia
- Lyon, France
- Maastricht, Netherlands
- Milan, Italy
- Nantes, France
- Nuremberg, Germany
- Oxford, United Kingdom
- Pisa, Italy
- Prague, Czech Republic
- Rome, Italy
- Stockholm, Sweden
- Toronto, Canada
- Vienna, Austria
- Zurich, Switzerland

THE AMERICAS

- Buenos Aires, Argentina
- Caracas, Venezuela
- Chicago, USA
- Denver, USA
- Houston, USA
- Los Angeles, USA
- Managua, Nicaragua
- Medellin, Colombia
- Montevideo, Uruguay
- New York, USA
- Orlando, USA
- Panama City, Panama
- Portland, USA
- San Jose, Costa Rica
- Santiago, Chile
- Tampa Bay, USA
- Tegucigalpa, Honduras
- Valencia, Spain
- Washington DC, USA
- Wellington, New Zealand

Each RCE empowers people within its community to take action to improve the quality of life by providing them with the information, education and tools they need to create positive social and environmental change.




FOR MORE INFORMATION
TO BECOME A MEMBER
PLEASE CONTACT
The Global RCE Service Centre
Education for Sustainable Development
UNJ-HAE
rce.servicecentre@ias.unu.edu

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THE UNITED NATIONS, THROUGH ITS DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (DESD, 2005–2014), stressed the need to reorient existing education towards sustainability. Education for

The RCE Network's ties to the United Nations remain strong. The Global RCE Service Centre is headquartered at the United Nations University Institute of Advanced Studies in Yokohama, Japan. At headquarters and in each of the regions, the RCE community works closely



PARTNERS & WIDER COMMUNITY

The RCE global network works closely with hundreds of partners in the local, regional and global spheres. In partnership with UNESCO, the designated lead agency for the United Nations Decade of Education for Sustainable Development 2020-2030 is among its most significant. The RCE network also works closely with the Ubuntu Alliance, an alliance of 14 of the world's foremost educational and scientific/high-tech institutions. Both together support the United Nations' Declaration at the Johannesburg Summit in 2002.

Some of the network's major partners include:

- Academy of Sciences for the Developing World
- African Academy of Science
- Association of African Universities
- Association of University Leaders for a Sustainable Future
- CEPIS/IALIA
- Global Higher Education for Sustainability Partnership
- International Association of Universities
- International Council for Science
- Science Council of Japan
- United Nations' Educational, Scientific and Cultural Organization
- United Nations Environment Programme
- United Nations University
- World Conservation Union
- World Federation of Engineering Organizations

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- African Academy of Science
- Association of African Universities
- Association of University Leaders for a Sustainable Future
- Copernicus Alliance
- Global Higher Education for Sustainability Partnership
- International Association of Universities
- International Council for Science
- Science Council of Asia
- United Nations Educational, Scientific and Cultural Organization
- United Nations Environment Programme
- United Nations University
- World Conservation Union
- World Federation of Engineering Organisations

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SHIP INITIATIVES

Dynamic networks and participation through building momentum and expanding those networks through research and development agendas through its two flagship initiatives: the global network of Higher Education Centres for ESD, ProSPER.Net (Promotion of Sustainable in Postgraduate Education and Research Network).



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Expertise on ESO (RCEs) all over the world, in a physical centre or building, but rather as a network of organisations and experts who are committed to ESO as a tool for building a sustainable future. Primarily-based and RCE members bring their own specific challenges facing their respective regions. The focus for multi-sectoral and DESO by building on the strengths of dialogue and interdisciplinary approaches. Activities include formal learning institutions and networks, as well as informal learning institutions such as museums, private enterprises, local universities, non-governmental organisations, and other active undertakings within and across the sectors of science, research and development in the knowledge economy and sustainable development.

(Promotion of Sustainability in Ports and Research Network) is a growing academic network in the Asia-Pacific region. It was launched in 2008 and has since grown to a consortium of higher education institutions. The network aims to implement joint projects to integrate research and to build and recognise research in the field of sustainable ports and development.

SO in the Asia-Pacific region. It was launched by its founding members in 2008 and has since grown into a consortium of higher education institutions that implements joint projects to integrate research and development and to build and recognise research excellence.

...we organise expert meetings and other research projects to advance ESO and, with special reference to monitoring and development of multilevel individuals' and institutions' capacities to address sustainability challenges. We also engage in research on development as an action research on higher education. The ESO programme also includes the ASEAN Sustainable Development Programme on Sustainable Production for government officials, business leaders and the ten ASEAN Member States. Other partners, namely China, Japan and Korea, participate in important policy-making at the international level in competitiveness and

...making arrangements, with special reference to multi-
...and evaluation of ESO and development of multi-
...to enhance individuals' and institutions' capacity
...respond effectively to sustainability challenges. We
...integrated part of policy and action research on higher edu-
...for sustainable development. The ESO programme
...serves the Association of Southeast Asian Nations (ASEAN)
...Leadership Programme on Sustainable Development
...Consumption Initiative for Southeast Asian Nations (ALP-
...ners and managers from 10 governments, officials, busi-
...ness and civil society representatives from the Asian Repu-
...public of Korea. Finally, we participate in important
...seams to influence ESO policy-making at the international
...by the United Nations.



UNU-IAS has been closely collaborating with the **Ubuntu Alliance** – an alliance of the world's foremost educational institutions who are signatories of the *Education, Science & Technology for All* Declaration. The Ubuntu Alliance aims to: *promote a synergy between science and technology and education; promote the use of science and technology into educational systems; promote sustainable development; and promote a synergy between formal and non-formal*

tee of Peers for the RCEs meets once a year to discuss applications and recommend acknowledged RCEs. UN-UJAS closely collaborates with the designated lead agency for the DESD, the United Nations Development Programme (UNDP), through the UN Inter-Agency Group of Experts (UN-IGES). In addition to RCEs and ProSPER, UN-IGES also collaborates with influential research institutions and regional organisations such as the African Union and UNECE.

CE Service Centre and the ProSPER.Net have been established at UNU-IAS to provide individual RCEs and ProSPER.Net members and to facilitate their communications, net-research and development activities. In the DESD, RCEs and ProSPER.Net have specialised support for the DESD and increased of ESD. As of April 2012, there are 101 RCEs globe and 22 ProSPER.Net members.



- As of April 2012, there are 26 RCEs in Europe, 41 in Asia-Pacific, 18 in the Middle East and Africa, and 16 in the Americas.
- National governments, such as those of Japan, Kenya and Denmark, have recognised RCEs as an effective strategy to implement ESD. The ASEAN Environmental Education Action Plan (2006-2012) recognizes RCEs as partners.
- RCEs collaborate on key sustainability topics such as biodiversity, health, climate change, sustainable production and consumption, poverty, youth, higher education, transnational knowledge, teacher training for ESD and institutions of higher education.

PROSPER.NET
Current ProSPER.Net joint projects include:

- design of short courses and modules on social entrepreneurship skills;
- development of training materials for business schools on principles adopted by the United Nations Global Compact;
- a Young Researchers' School on sustainable development for graduate students and post-doctoral fellows;
- innovative pedagogies in poverty reduction;
- e-learning programme on public policy and sustainable development practice;
- faculty training materials on sustainable development; and
- an alternative university appraisal system.

The ESD programme's researchers have published numerous articles on ESD, RCEs and ProSPER.Net in peer-reviewed academic journals, and edited special issues of the *International Journal of Sustainability in Higher Education* and a special section on RCEs in the *Journal of Education for Sustainable Development*.



Monitoring & Evaluation of Education for Sustainable Development

A FRAMEWORK OF THE MAIN FACTORS AND IMPORTANT LEVERAGE POINTS IN THE IMPLEMENTATION OF EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THE ASIA-PACIFIC REGION

Produced as part of a joint research project by UNU-IAS and IGES to develop indicators of Education for Sustainable Development to conduct monitoring and evaluation of its implementation in the Asia-Pacific Region.

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Regional Centres of Expertise on Education for Sustainable Development

David W. Orr

**Activities &
Achievements**

Documentation of good practices and research

Activities & Achievements

INNOVATION IN LOCAL AND GLOBAL LEARNING SYSTEMS FOR SUSTAINABILITY

TRADITIONAL KNOWLEDGE AND BIODIVERSITY

FOR RELEASE

IGES Policy Report, No. 2012-06

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LEARNING CONTRIBUTIONS
FROM THE REGIONAL CENTRES
OF EXPERTISE ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT



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Institute of Advanced Studies

African Heritage Knowledge in the context of Social Innovation

Regional Centres of Expertise on Education
for Sustainable Development

Editors: Rob O'Donoghue, Soul Shava, Cryton Zazu



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IGES
Institute for
Global Environmental
Strategies

Activities & Achievements

RCE Recognition Award



2012 – 31 Projects

2013 – 22 Projects

2014 – 31 Projects

Themes

- Climate change
- Disaster risk reduction
- Health
- Higher education
- Inclusive development & learning
- Sustainable consumption & production
- Teacher education
- Biodiversity
- Traditional knowledge
- Youth

**Activities &
Achievements**

Global positioning

Tongyeong Declaration on RCEs and ESD

Tongyeong Declaration on RCEs and ESD **24 September 2012**

The global network of Regional Centres of Expertise on Education for Sustainable Development (RCEs), acknowledged by the United Nations University with the support of the Ubuntu Alliance, having met in Tongyeong, Republic of Korea, and reaffirming all previous declarations related to education for sustainable development (ESD), hereby declare their commitment to implementing strategic actions that build a global learning space on ESD.

As the world looks to 2014 and beyond, RCEs recognize their distinctive ability to respond to our global systems in crisis and their moral responsibility to act on these well beyond the end of the Decade on Education for Sustainable Development.

RCEs are a tool for transformation to a more sustainable society, combining education and action for sustainable development. RCEs reaffirm their strong commitment to improving their systems of governance and quality of their actions. They are committed to expanding their collaboration with as wide a number of stakeholders as possible, and further expanding the global network in five years, thereby increasing their global impact.

RCEs are dedicated to building their capacities to plan and implement collaborative ESD projects critical for establishing a global learning space. Capacity development will be viewed as a transformative learning process, generated from within the RCE network.

RCEs will put sustainable development issues into a scientific and social context, provide a constructive critique and help to develop new policies, programmes and projects. At the same time, RCEs will continue to dedicate themselves to advancing sustainable market opportunities and other sustainable livelihood strategies for all individuals—especially for the most marginalized—to improve human well-being and ecosystem health.

RCEs recognize their unique position, as grassroots, multi-stakeholder networks, with distinctive capacities for research and innovation that can revitalize education at all levels through flagship projects. As regionally based yet globally connected networks, RCEs form a global learning space on ESD, working to ensure that all individuals have the opportunity to learn the values, behaviors and lifestyles required for a sustainable future and for positive social transformation.

Positioning RCEs:

Strategic Actions

- RCEs and the Global Learning Space
- RCEs and Capacity Development
- RCEs and Research & Development

Thematic Actions

- RCEs and Climate Change
- RCEs and Health
- RCEs and Higher Education
- RCEs, Traditional Knowledge and Biodiversity
- RCEs and SCP
- RCEs, Youth and School

Assessment

Continental Developments

Asia-Pacific RCE Community



African RCE community



RCE Community of Americas



European RCE community



Multiple Interpretations, Roles & Directions

- A network for the promotion of ESD and sustainability
- A path for a more sustainable society
- A space for reflection
- A partnership
- A community of practice and innovation
- A resource pool - hub of various innovative learning sources
- RCE as an engine for mobilization: Coming together
- A bridge between prospective and the retrospective sustainable activities
- A collective identity
- Sustainability commons
- A clearinghouse
- A knowledge broker - Close to the initial UNU conceptualization of RCE, which serves the purposes of knowledge management, knowledge transfer and delivery of ESD to the community.

RCE community

- Community in diversity
- A community with innovative governance that
 - Linking different stakeholders
 - Appreciative and democratic
 - Mediates local and global
- A community that aspires to learn and research in action and act while learning

Across the continents

- Exchange of information, meetings, engagement in the collaborative projects
- Assessment have happened in RCEs Greater Western Sydney, Goa, Delhi, Pune, Mumbai, Okayama, Phnom Penh, Cha-am, Kyrgyzstan, Makana
 - Development of the materials for hybrid evaluation of the RCEs
 - Understanding of the needs of the RCEs and potentials for their development
- Teams are coming together to address ESD, SD topics as well as issues of RCE movement characteristics, governance, networking potential
- Strengthening of the action and research in some of the themes, e.g. SCP, biodiversity
- Recognition of the potential of the RCE community by the critical sustainability processes

Looking for next steps

Across the continents: Possibilities for sustaining and scaling-up beyond 2014

Through mentoring, peer relations, thematic work

Through (self) assessment of the RCEs – as capacity development, collective learning and re-engaging mechanism and/or strategy development tool



Growing and
strengthening
of RCE
community

Strategic
engagement
with SD and
ESD processes,
e.g. GAP,
10YFP, IPBES

Enhance capacity building and research activities on priority thematic areas

Modelling of new sustainability practices under the key policy areas

Development of thematic 'clusters'

Identifying successful models of scaling up (networking, governance, capacity development, research)

	Tuesday, 4 November (Day 0)	Wednesday, 5 November (Day 1)	Thursday, 6 November (Day 2)	Friday, 7 November (Day 3)
Morning		<u>9:00-9:45</u> Session 1: Opening	<u>7:15-9:30</u> Field Trip to Korakuen Garden/Okayama Castle	<u>9:00-11:00</u> (Plenary Session) Session 8: RCE Movement beyond 2014
		<u>09:45-10:00</u> Session 2: Introductory Session – Highlights of the RCE Community Development	<u>10:00-12:00</u> (Parallel Session) Session 5-I: RCE Award (5 Breakout sessions)	
		10:00-10:30 Break	----	11:00-11:30 Break
		<u>10:30-12:30</u> (Parallel Session by Region) Session 3: Reflections on Achievements, Challenges and Opportunities	Session 5-II: Policymakers Round-table Discussion	<u>11:30-12:30</u> Session 9: Closing
		12:30-14:00 Lunch	12:00-13:30 Lunch (Group Photo)	12:30 Lunch
Afternoon	<u>15:00-</u> Registration	<u>14:00-15:30</u> (Plenary Session) Session 4: Reporting and Strategic Discussion Part I	<u>13:30-15:00</u> (5 Breakout Sessions) Session 6: Looking Forward: RCE’s Engagement with International Sustainability Processes	<u>13:00-17:00</u> Public Event Organized by UNESCO World Conference Okayama Support Executive Committee (City of Okayama)
		15:30-16:00 Break	15:00-15:30 Break	
		<u>16:00-17:30</u> (Plenary Session) Session 4: Strategic Discussion Part II	<u>15:30-17:00</u> (Plenary Session) Session 7: Reporting & Discussion (Continued from Session6)	
	18:00- Welcome Reception - Book Launch	Free	18:00- ESD Week Opening Ceremony	18:00-20:00 Farewell Dinner