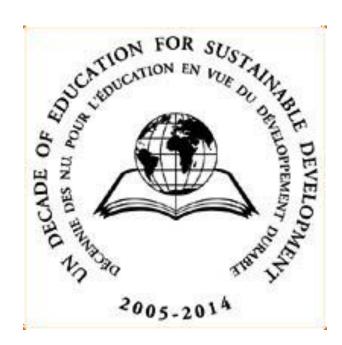
# Regional Centres of Expertise on ESD: Linking Knowledge to Adaptation Actions

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## Decade of Education for Sustainable Developmen (DESD) 2005-2014

- Proposed by Japanese Government and NGOs in Johannesburg Plan of Implementation in 2002
- Adopted by UN General Assembly in December 2002
- 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.



#### RCEs on ESD

- Proposed by United Nations University in 2004 as its contribution to DESD (2005-2014)
- A <u>network</u> of formal, non-formal and informal education and learning-related institutions who are mobilized to promote ESD at regional (sub-national) and local levels. (Currently, there are 100 RCEs worldwide.)
- RCEs aspire to achieve the goals of DESD by translating its global goals and knowledge into the context of regional-local areas, in which they operate.

#### Regional Centres of Expertise on Education for Sustainable Development





RCEs around the world

There are 75 acknowledged RCEs as of April 2010

www.ias.unu.ed



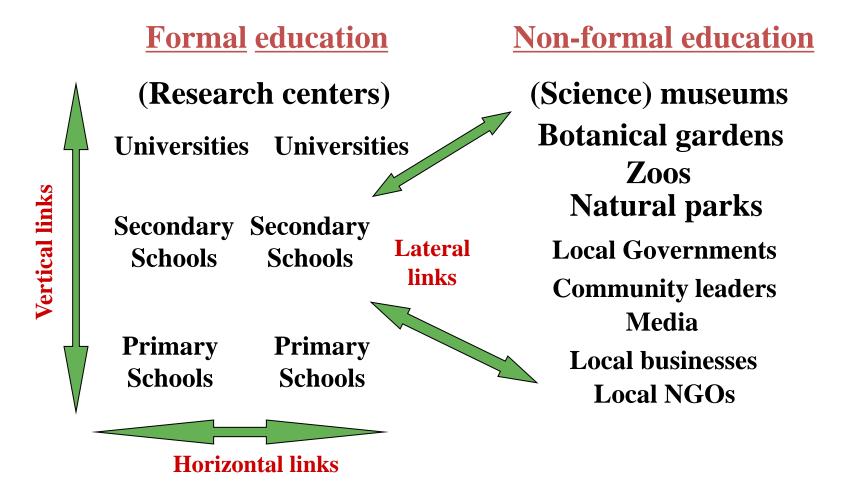
The Global RCE S

Education for Sustainable Developmen
United Nations University – Institute of Advanced Studie

Yoko

For more

## Regional Centres of Expertise on ESD (RCEs)



#### Why RCE?

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

#### **Functions of RCEs**

- RCEs create a platform for dialogue among regional/local ESD stakeholders and for exchanging information, experience and good practices on ESD
- RCEs develop regional/local knowledge base and deliver ESD/SD practices in collaboration with stakeholders.
- They assist in promoting vertical alignment of curricula from primary through university education and in linking formal and non-formal sectors of education community

#### Links between RCEs and HEIs

- All current RCEs have at least one HEI per research institution as partner
- Nearly 60% of the RCEs have HEI as the lead organization
- HEIs are expected to provide guidance and leadership in education and have both a social responsibility and a moral obligation to address sustainability challenges
- Conversely, RCE can contribute to the further development of HEIs by building a bridge between science and society.
- HEIs are expected to play a central role in ESD bringing science knowledge together with educational practices
- Emerging need for HEIs to move from universality towards closer integration into culture, social and political context in which RCEs can help













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 & nonformal 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."

#### Some Current RCE Thematic Areas

- Climate Change
- Health, Well-being and ESD
- Teacher education and Better Schools
- Sustainable Consumption and Production
- Traditional Knowledge and Biodiversity
- Well-being, Livelihood and Poverty Reduction
- Higher Education

#### **RCE Cha-am**

**Thailand** 

#### The Sirindhorn International Environmental Park



**Energy for Environment Centre** 



What is Energy?



What is Energy?



Students can learn through exhibitions of different renewable energy sources and technology, models and demonstrations and through real practice at the center.



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#### **Energy-saving Transportation**



Students can learn how to protect environment through bicycling.



Electricity from Solar Energy



Water pump from Solar Energy



**Electricity from Wind Turbine** 



**Electricity from Wind Turbine** 



Solar Tracking System



Mangrove Forest



Eco-tourism



The Exhibition on Energy of Sufficiency Economy

#### **The ESD Center**

#### **Students learn about mangroves**



- The cultivated mangroves at SIEP serve as natural classrooms for 60,000 annual visitors to the park
- An ESD Center for biodiversity education was opened in the park in 2009 in cooperation with Toyota Motors Thailand and WWF Thailand
- The ESD Center provides environmental education facilities to teachers and students of primary and secondary schools in particular

#### The Philosophy of Sufficiency Economy

Sufficiency Economy' is a philosophy serves as 'guide for the way of living/behaving for people of all levels toward the middle path'.

#### **The New Theory Agriculture**

The Philosophy of Sufficiency Economy calls for a balanced and sustainable development at all levels. As a practical example of applying the philosophy of Sufficiency Economy, His Majesty the King has developed systematic guidelines for proper management of land and water resources, based on His experiments with integrated agriculture over the years. This system of agriculture is commonly known in Thailand as New Theory Agriculture, which is also regarded as a new sustainable agriculture towards self-reliance for the rural household.

## **Sustainable Production Rice farming** Livestock Mushroom culture **Organic Farming**

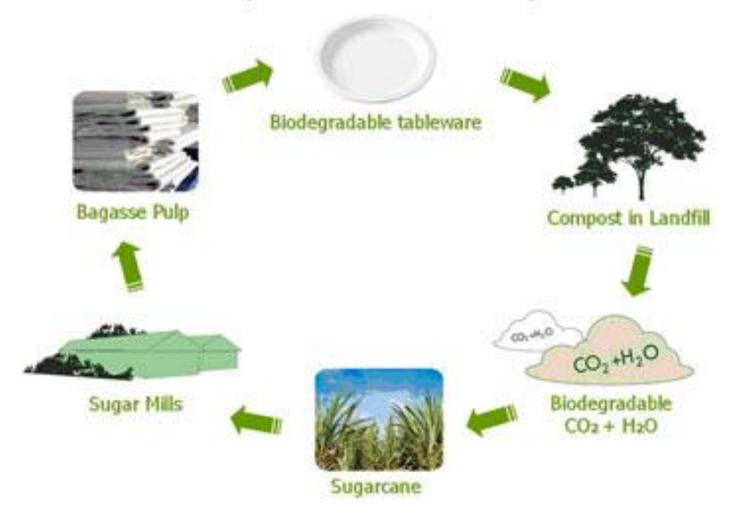


## RCE Trang Thailand

**Biodegradable Packaging for Environment** 

Sustainable Production and Consumption (SPC)

#### **Fully Renewable Concept**



#### **Products available**









#### Thank you