

Development of the RCEs Strategic Directions

2008-2009

A. H. Zakri
Director, UNU-IAS



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Ubuntu Committee of Peers for RCEs

(To review RCE applications)

First meeting – December 2006, Paris

- **established review criteria**
- **recommended to acknowledge 22 RCEs**

Second meeting – August 2007, Penang

- **recommended to acknowledge 13 RCEs**

Special arrangement (virtual discussion) – March 2008 -

- **recommended to acknowledge 8 RCEs**

Third meeting – 17 October 2008 (TBC), Paris

Call for application – early April 2008

Deadline for submission – 11 July 2008

Regional Centres of Expertise

12 Acknowledged RCEs
and
22 New RCEs Acknowledged by June 2007



See next slides for names of RCEs in Asia Pacific and Europe

Regional Centres of Expertise

47 Previously Acknowledged RCEs
and
8 New RCEs acknowledged in March 2008



~ RCEs in the World ~

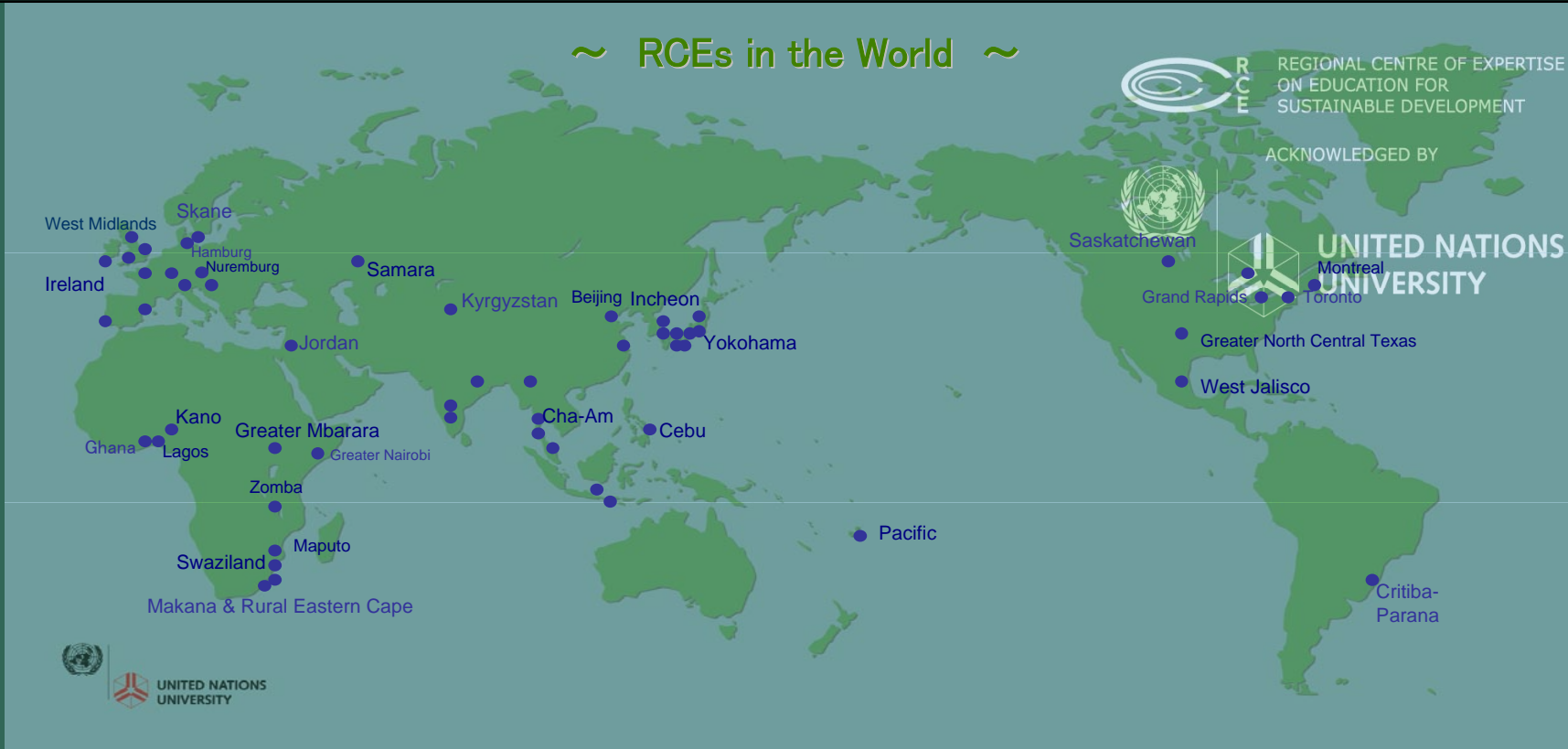


REGIONAL CENTRE OF EXPERTISE
ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT

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Europe

- Sweden**
Skane
- UK**
East Midlands
West Midlands
North East
- Ireland**
- Germany**
Hamburg
Nuremburg
Munich
- Netherlands**
Rhine-Meuse

- Spain**
Barcelona
- Portugal**
Creias-Oeste
- Southern North Sea**
- Austria**
Graz-Styria
- Russia**
Samara

Asia-Pacific

- Kyrgyzstan**
- Japan**
Greater Sendai
Yokohama
Chubu
Hyogo-Kobe
Okayama
Kitakyushu
- Korea**
Incheon
Tongyeong
- China**
Beijing
Anji
- India**
Guwahati
Lucknow
Pune
Kodagu
- Philippines**
Cebu
- Thailand**
Cha-Am
Trang
- Malaysia**
Penang
- Indonesia**
Yogyakarta
Bogor
- Pacific**

Middle East & Africa

- Jordan**
- Nigeria**
Kano
Lagos
- Ghana**
- Kenya**
Greater Nairobi
- Uganda**
Greater Mbarara
- Malawi**
Zomba
- Mozambique**
Maputo
- Swaziland**
- South Africa**
Kwa-Zulu Natal
Makana & Rural Eastern Cape

Americas

- Canada**
Saskatchewan
Greater Sudbury
Montreal
Toronto
- US**
Grand Rapids
North Texas
- Mexico**
Western Jalisco
- Brazil**
Curitiba-Parana

Expectations for the growth of the RCE community

- Another 15-25 RCEs will be recognised in 2008
- Additional efforts are required for encouraging RCEs development in Latin America, Pacific, Central Asia, Eastern Europe and Middle East

Addressing concerns & questions raised about the RCE initiative

- *Why participate?*

What substantial benefits accrue from establishing RCEs?

→ Need for RCE case studies, meta analysis of RCEs

- *Encouraging good practices?*

How does UNU know that an RCE is truthfully describing its actions?

→ Need for establishing a Monitoring & Evaluation (M&E) scheme

→ Need for safeguarding the RCE initiative and avoiding potential abuse

- *Global learning space?*

How can a network of RCEs overcome the challenge of bridging the digital divide? How can we involve weak institutions of higher education (IHEs) which lack the capacity to engage in RCE efforts?

→ Need for capacity building of IHEs and other stakeholders in developing countries

Critical look at the RCE initiative as a recognition scheme

Learning from strategies of similar, high-profile UN initiatives/ recognition schemes to attract large numbers of applications over the years

- **UNESCO's World Heritage List:** 878 sites
- **The Global Compact (GC)** (since July 2000): 5600 participants, including over 4300 businesses in 120 countries around the world (as of June 2008)

Initial comparison with the World Heritage List

“RCEs might be identified in a comparable way to the monuments on the cultural heritage list. This would have the advantage that local/regional conditions can be fully taken into account.”

Hans van Ginkel, 2005, in Preface to the UNU-IAS Report
Mobilising for Education for Sustainable Development: Towards a Global Learning Space Based on Regional Centres of Expertise

Comparison with the World Heritage List

Similarities

- Celebration of local diversity
- A clear departure from a 'best practice' approach that aims at spreading 'universal' models of conservation practice or ESD around the globe

Differences

- RCE is not a physical site but a *network*
- Rigorous and extensive process of inscribing sites on the World Heritage List
- The RCE initiative should be understood as a UNU *mobilization* mechanism to commend high aspirations and spirits of commitment to promote ESD on the part of local actors (*not as an official mechanism to recognize superiority of local practices, local institutions or the environmental quality of the local region*)

Comparison with the Global Compact

Similarities

■ Purely *voluntary* initiative to promote innovation and good practices in relation to:

- Good Corporate Citizenship (GC)
- ESD (RCE)

■ Self-nomination and relatively easy process of obtaining official recognition

■ No binding mechanism to hold participants accountable to:

- GC's ten principles (relating to human rights, working conditions, the environment and the fight against corruption)
- RCE's 'four core elements' (governance, collaboration, R&D, transformative education)

GC Strategies for Quality Control

- In October 2006, the GC office started removing hundreds of 'inactive' companies that did not submit reports. De-listing is considered as a necessary measure to 'uphold the value of the good efforts being made by the majority of GC participants'.
- Following the recommendations made by the working group of the UN Secretary General's Advisory Council, GC adopted integrity measures to safeguard the initiative and to avoid potential abuse.
- The use of the GC logo is strictly regulated; the same restrictions apply to its use as to the general UN logo.

Searching for synergies with other processes

- **ProSPER.Net** (Promotion of Sustainability in Postgraduate Education & Research Network) - Finding synergies among the projects of RCEs and ProSPER.Net
- **UNU-IAS – APCEIU** (Asia Pacific Centre for Education for International Understanding) collaborative activities
 - Collaboration for developing and publishing training materials for education of teacher trainers in the areas of ESD and EIU
- **UNIDO – Search for collaboration in the area of SPC**
- **Consortium Evolution – Collaboration with regards to youth and climate change at the HEIs**

ProSPER.Net Founding Members

Australia: RMIT University

China: Tongji University

India: TERI University

Indonesia: Universitas Gadjra Mada

Japan: Hokkaido University; Iwate University; Miyagi University of Education; Nagoya University; Okayama University; Rikkyo University; Shinshu University; University of Tokyo

Malaysia: Universiti Sains Malaysia

Philippines: University of the Philippines

Republic of Korea: Yonsei University

Thailand: Chulalongkorn University

Region (Asia Pacific): Asian Institute of Technology; University of South Pacific

ProSPER.Net - Prioritised Joint activities

Thrust 1: Faculty Development, Networking and Mobility

Thrust 2: Student Development, Networking and Mobility

Thrust 3: Curriculum Development and Delivery

Thrust 4: Program Support Development

Initial Prioritised Joint Activities under ProSPER.Net

Three prioritised joint activities with the Ministry of the Environment of Japan support:

- Curriculum development and delivery of the school of public policy and SD (TERI University as Lead institution)
- SD integration in business school curricula (AIT as Lead institution)
- Training on SD for educators and researchers (USM as Lead institution)

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Development of thematic areas

- Started with interests of the RCEs to collaborate
- Meeting in Yokohama in 2006 – more than 30 potential areas for thematic collaboration
- Individual RCEs are seen as leaders
- Result – 6 working groups in Barcelona in 2008
 - Sustainable Production & Consumption, emphasis on food
 - Youth
 - Health
 - Teacher training
 - Biodiversity
 - E-learning
 - (Climate change)

Thematic area – Health and ESD

- Leadership of RCE Penang, meeting in Kota Bharu
- In collaboration with UNU-IAS and UNU-IIGH
- Identified two collaborative areas –
 - development capacity of the communities to deal with health issues and
 - development of capacity of medical professionals to work with the communities in the light of SD challenges
- Participated by:
 - Asia: RCE Cebu, RCE Yokohama, RCE Penang, RCE candidate Kota Bharu, RCE Jogjakarta, RCE Kodagu
 - Europe: RCE candidate Copenhagen
 - Africa: RCE Greater Nairobi, RCE KwaZulu Natal, RCE Makana and Rural Eastern Cape

Thematic areas – Second wave of mobilisation


- RCEs begin their activities in, possibly, limited number of ESD areas
 - Collaboration around thematic areas will engage those previously not engaged in RCEs.
 - Thematic priorities might give a broader opportunity for initiating more rigorous research.
 - Opportunities for the universities in the RCEs to engage in the international research projects
 - Engagement with international and national organisations
- Engagement of additional stakeholders and specifying a thematic focus should not lead to compartmentalisation of the RCE activities

Continental collaborations


- Potential similarities in context
- Potential opportunities for fundraising
- Often easier to interact (time zones, languages, etc.)
- Emerging continental networks
 - Europe
 - North America (Americas)
 - Southern Africa (Africa)
 - (- Asia Pacific)

Communication

Mobilisation stage – “Join the RCE community”



From 2005



From 2007

Communication stage – Exchange of experiences and collaborative alliances (Bulletin, Books, Reporting, Portfolio of projects and Flagship projects of the RCEs)

Reporting

- April 2006 Yokohama - 10 RCEs
- August 2007 Penang - 35 RCEs
- July 2008 Barcelona - 55 RCEs
- Useful for understanding needs and opportunities for engagement
- Value will be increased when used together with the Projects Portfolio and Flagship projects of the RCEs (submitted by only a few RCEs)

RCE (Self) Evaluation

Philosophy

- Aimed at empowering the RCE stakeholders
- Participatory
- Space for stakeholders' reflections

Progress

- November 2007 – beginning of the project
- Piloted by three RCEs (RCE Chubu, RCE Kuwa Zulu Natal, RCE Rhine-Meuse)
- Working Group on Evaluation to be formed
- Plan to continue after critical discussions