Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

   Regional Centres of Expertise on ESD

2. Country or countries where the practice is implemented *

   Global

3. Please select the **most relevant** Action Track(s) the best practice applies to *

   ☐ Action Track 1. Inclusive, equitable, safe, and healthy schools

   ☑ Action Track 2. Learning and skills for life, work, and sustainable development

   ☐ Action Track 3. Teachers, teaching and the teaching profession

   ☐ Action Track 4. Digital learning and transformation

   ☐ Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

   United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS)

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

   ESD; community-based ESD; lifelong and place-based learning; SDG for local actions

6. What makes it a best practice? *

   RCE is a global network of some 180 community-based ESD providers who committed to translating the global SDG agenda into actionable local education projects. Since its inception in 2003, the members have actively implemented ESD practices in formal, non formal and community-based learning and transforming ESD into a true lifelong learning.

Description of the best practice

7. Introduction (350-400 words)
   This section should ideally provide the context of, and justification for, the practice and address the following issues:
   i) Which population was affected?
   ii) What was the problem that needed to be addressed?
   iii) Which approach was taken and what objectives were achieved? *

   > An RCE is a network of existing formal, non-formal and informal organisations that facilitate learning towards sustainable development in local and regional communities.
   > An RCE involves school teachers, professors at higher education institutions, environmental NGOs, scientists, researchers, museums, zoos, botanical gardens, local government officials, representatives of local enterprises, volunteers, media, civic associations or individuals who work in the spheres of sustainable development such as economic growth, social development, and environmental protection, students and learners at all levels.
   >
   > The goals of the RCE network are to:
   > 1) Re-orient education towards SD, tailoring ESD curriculum to address issues and local context of the community in which they operate.
   > 2) Deliver trainers' training programmes and develop methodologies and learning materials for them; and
   > 3) Lead advocacy and awareness-raising efforts in the public about the importance of educators and the essential role of ESD in achieving a sustainable future.

8. Implementation (350-450 words)
   Please describe the implementation modalities or processes, where possible in relation to:
   i) What are the main activities carried out?
   ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
   iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
   iv) What were the resources needed (budget and sources) for the implementation?
   *

   > UNU-IAS is the secretariat of the RCE network and each member creates and implements its own learning activities designed to solve their own local issues. The ESD activities are carried out all year around and UNU IAS is monitoring the implementation of the activities for the annual fiscal cycle of April to March. The secretariat is funded by Ministry of Environment of Japan while each RCE runs its programme with its own independent funding sources.

9. Results – outputs and outcomes (250-350 words)
   To the extent possible, please reply to the questions below:
   i) How was the practice identified as transformative? (e.g., impact on policies,
   impact on management processes, impact on delivery arrangements or
   education monitoring, impact on teachers, learners and beneficiary communities
   etc.);
   ii) What were the concrete results achieved with regard to outputs and
   outcomes?
   iii) Has an assessment of the practice been carried out? If yes, what were the
   results? *

   While each RCE has more specific results, the secretariat at UNU IAS collects and monitors the
   outputs and outcomes through various mechanism. This includes annual RCE awards for best
   practices, 4 regional conferences to share selected practices, annual publication of thematic
   promising activities, and the biannual global conference. UNU IAS also hosts a database of 880
   local ESD projects of RCEs around the world, accumulated since 2013
   (https://www.rcenetwork.org/portal/rce-projects).

10. Lessons learnt (300 words)
    To the extent possible, please reply to the following questions:
    i) What were the key triggers for transformation?
    ii) What worked really well – what facilitated this?
    iii) What did not work – why did it not work? *

    RCE has transformed the ESD practices for the last decades, driven by the following 3 reasons:
    1) The importance of multi-stakeholder partnership: It has always been the core agenda for the
    RCE building as community-based ESD cannot be achieved without multiple stakeholders at all
    levels.
    2) UNU's recognition and support to their local actions: Many local communities do implement
    diverse ESD activities but they do not necessarily name them ESD. Through UNU's official
    recognition, the local providers are more motivated to continue and enhance their local ESD
    activities.
    3) Platform for exchange: Mutual learning and exchange of best practices through annual
    regional and global conferences enhance RCE's operations even further.

11. Conclusions (250 words)
    Please describe why may this intervention be considered a "best practice".
    What recommendations can be made for those intending to adopt the
    documented "best practice" or how can it help people working on the same
    issue(s)? *

    This is the largest global network of local ESD providers, officially supported and recognized by
    UN agencies. UNU IAS is still having an increasing number of applications to become a member
    and by formalizing partnership among the relevant UN agencies, e.g. UNESCO, UNEP and UNU,
    the network will realize its full potential to reorient ESD in more countries at all levels of
    economic and social development.

12. Further reading
    Please provide a list and URLs of key reference documents for additional information on the "best practice" for those who may be interested in knowing how the results benefited the beneficiary group/s. *

    https://www.rcenetwork.org/portal/
    https://www.rcenetwork.org/portal/rce-biodiversity-education-projects-engage-local-communities-ecosystem-restoration-new-publication