

WORKSHOP

Title / Intitulé

Leaders in Transformative Education: United Nations Universities (UNU) Regional Centres of Expertise practices for Climate through sectoral integration.

Speakers:

Betsan Martin (coordinator) - State of Play re Climate and Education

Philip Vaughter - UNU Programme and Policy Plans and initiatives

Irina Safitri Zen- Climate initiatives in Iskandar Programme

Monika Månsson - Climate Education with the city of Malmo: leadership RCE Skane

Adrian Macey – Stakeholder engagement: a model for climate policy development

Shepherd Urunje - Transformative programme based in Sweden working with African countries

Goal(s) / Objectif(s)

The Case studies are to identify strategies for implementation of transformative education, and support engagement with cities and local territories for transitions to low carbon. Collaborative methodologies have been demonstrated to involve multiple sectors in fields such as agriculture, renewable energy, health.

Pitch / Resumé

A profile of innovations of UNU Regional Centres of Expertise have been presented, with strategies for implementation of transformative education. The workshop featured knowledge concepts and case studies to support engagement with cities and local territories for transitions to low carbon. Case Studies of collaborative methodologies and stakeholder engagement show policy pathways for climate transitions. These involving multiple sectors in fields such as renewable energy, agriculture, industry, NGO's, local government.

Abstract

This workshop offered case studies and explored questions and challenges faced in the implementation of Centres of Expertise in Education for Sustainable societies. These Centres are engaged with city, territory and context to re-orient education to the transformations demanded by climate responsibility. UNU Centres represented will foreground educational practice in the Pacific Region, in Malaysia, Sweden and Zimbabwe, The Pacific and African contributions are regions at the frontlines of climate chances, with impacts which threaten survival

and are already forcing migration and territorial loss.

The leaders of the workshop are each associated with UNU Regional Centres of Expertise in Education. These are form a global network of 147 Regional Centres accredited by the UNU Institute for Advanced Studies of Sustainability. They were initiated to implement the UN Decade on Education for Sustainable Development through UNESCO. (We recognize critiques, limits and potential of 'sustainability and development'). RCE's are at the forefront of taking up the responsibility of education to implement transitions to low carbon economies.

A feature of the RCE's is to amplify transitions to low carbon and achieving sustainability goals through collaborations between the University, non-government organizations, schools, businesses and local government.

To give effect to the collaborative, research and program purposes of the RCE, each Centre brings value-added contribution to programmes and research of partner organizations.

The Workshop leaders identified context specific programmes. These include 'whole of institution' approaches, interdisciplinary programmes, policy achievements, curriculum innovations, and the experience of city-responsive universities, with orientation of responsibility.

The workshop reviewed research, engagement in different education sectors and interests, work in and across disciplines to generate inter-disciplinarity, develop curricula, and contribute to teacher training. Collaborative projects include transformative programs to address sustainability challenges locally. See

<http://www.rce-network.org/portal/> RCE's are designed for contextual programmes. At the same time the RCE's are actively engaged globally, and, collaborate on global initiatives, research and publications.