

Emerging learning systems for low carbon resilient development



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Competences for addressing climate change



- *Knowledge, skills, and attitudes* that lead to addressing challenges of climate change through successful *problem solving* or developing *opportunities* for low carbon resilient development
- systems-thinking competence,
- strategic competence,
- normative competence,
- anticipatory competence,
- Partnership/interpersonal competence.

What are the capacity development models to develop required competencies?



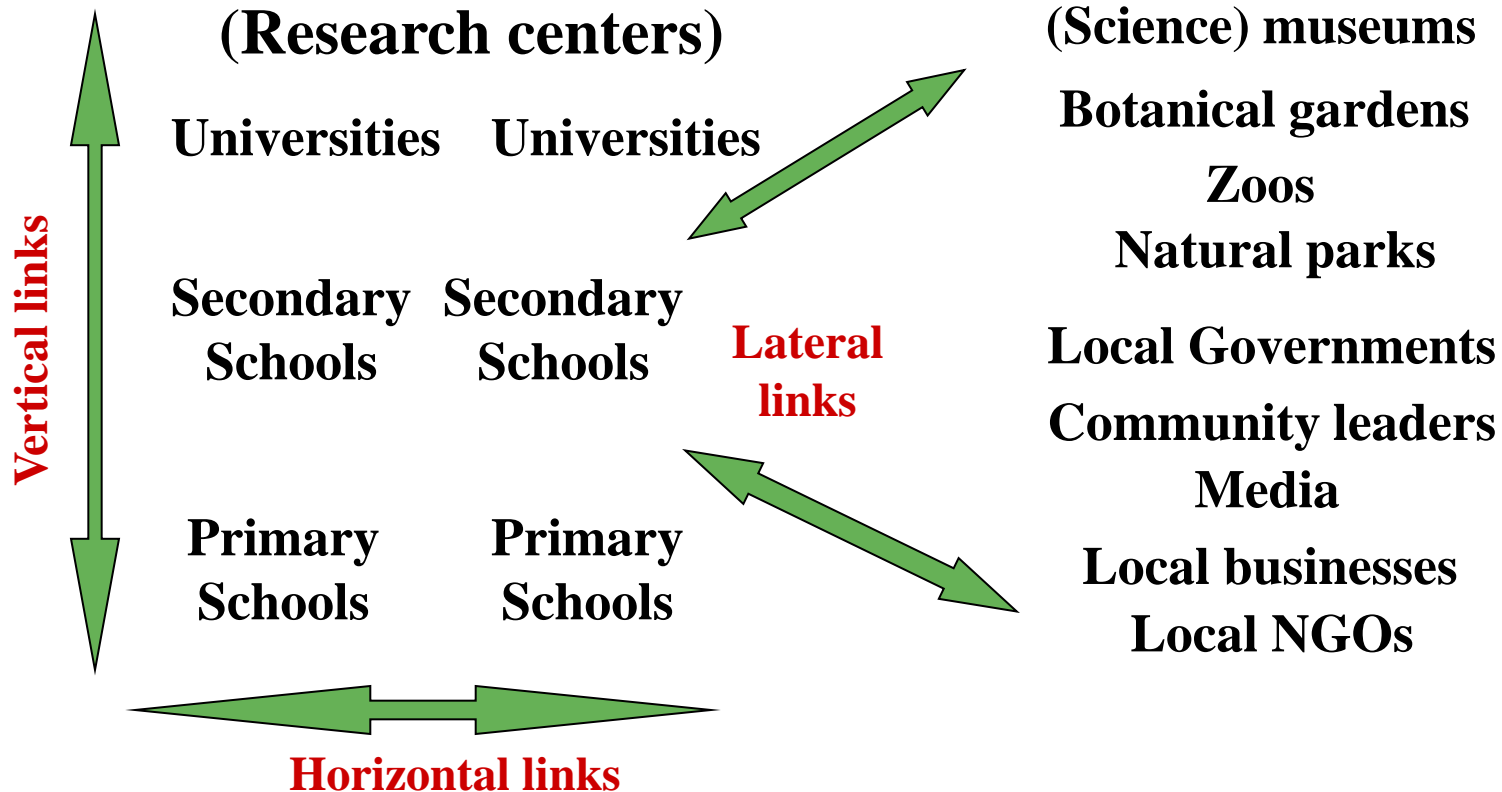
Educational responses need to be

- transformative and not simply technical
 - practice centered, empower and foster creativity and go beyond awareness of facts about climate change
 - situated, reflexive, change oriented, innovative
 - dealing with contradictions, pluralist and open endedness
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- Looking at experiences of Regional Centres of Expertise for Education for Sustainable Development

Regional Centres of Expertise on ESD (RCEs)

Formal education

Non-formal education



117 RCEs around the World

Regional Centres of Expertise on Education for Sustainable Development



RCEs around the world

There are 85 acknowledged RCEs as of March 2011

www.ias.unu.edu/efsd

RCE Makana and Rural Eastern Cape, S. Africa – Reorientation in ESD practice and upscaling



- RCE Sustainability Commons: modeling low cost alternatives and mapping out change practices
- Makana Green city initiative
- Civic action research response to CoP 17: redefining of activism as democratic practices
- Student activist (climate change consortium) in community engagement, in partnership with Scandinavia.
- Habitable Planet Course in Climate Change (RCE hosted course)

What are the capacity development models to develop required competencies?



- Transformative learning different from learning of ‘facts’
- Situated learning – importance of cultural, historical, political context
- Reflexive engagement , engagement with contradictions
- Open ended learning process
- Agency centred and change oriented