

What strategy for the RCE Bordeaux Aquitaine?

The RCE Bordeaux Aquitaine was created in December 2016 and the first 12 months have been essentially dedicated to giving us a visibility by participating in some actions of its partners, but without implementing an original project specific to our RCE. The context has changed recently with the launching of an important national innovative program that allowed us to consider, for the coming years, a global and integrated strategy structured on three lines of action:

- learning cities with the city of Bordeaux and PIA 3 / TIGA;
- adaptation to climate change in the Aquitaine region;
- education for sustainable development and sustainable lifestyles.

The Bordeaux Aquitaine RCE, in conjunction with the Bordeaux UNESCO Chair on Education, Training and Research for Sustainable Development, is implementing this program in the framework of partnerships with all the members of the RCE acting in the Aquitaine region.

Some data about Bordeaux and the Aquitaine region

The Aquitaine region (New Aquitaine since 2016), located in the South-West of France, is the largest administrative region of France with 84,000 km² and 6 million inhabitants; it is the largest agricultural area in Europe and is bordered by 720 km of coastline and the chain of the Pyrenees.

This region is ideal for studying the impact of climate change because, on the one hand, it brings together all the various ecosystems of temperate, oceanic and mountain countries and, on the other hand, presents a wide range of socio-economic and industrial activities.

The city of Bordeaux, located on the banks of the Garonne, is a UNESCO World Heritage Site and is the fifth largest city in France with 270.000 inhabitants. Bordeaux is the capital of the Aquitaine region.

Bordeaux Metropolis includes 28 municipalities with 750,000 inhabitants spread over 57,000 hectares

Learning cities and PIA3/TIGA project (1)

Upstream of participation in the TIGA program, it was important to give a formal and global framework to an ESD initiative mobilizing a metropolis in its entirety. Indeed, in a globalized society, urban communities are the closest administrative level to the citizen and their need, and these communities have to reinvent themselves to answer present and future challenges : this is what has been done by making Bordeaux join the UNESCO network of “Learning cities”.

A learning city is distinguished by the effort of the public authority and all its partners to adopt a lifelong learning approach as a foundation for sustainable social, economic and environmental development.

Learning cities contribute to the achievement of the SDGs, in particular Goal 4 "Ensuring Quality, Inclusive, Equitable Education with Life-Long Learning Opportunities" and Goal 11 "Making cities ... inclusive, safe, resilient and sustainable places ".

The RCE B-A proposed to the city of Bordeaux to participate in the UNESCO program of learning cities at a time when the PIA 3/TIGA represented for this metropolis the opportunity to concretely and visibly realize a global ESD program in an emblematic urban environment as the city of Bordeaux, a UNESCO World Heritage Site.

European RCE meeting, Vannes, France (28-29 August 2018)

Learning cities and PIA3/TIGA project (2)

The Future Investments Program (PIA), led by the French government, was decided in 2011 to finance, in three waves, innovative initiatives. The PIA 3, launched in 2017, includes a regional component TIGA "Territories of innovation of great ambition" which aims to support a dozen territories in three types of unifying projects: support for innovative SMEs, structuring of sectors eco-efficient, development of engineering training.

In the framework of TIGA, the RCE B-A proposed to the city of Bordeaux and its Metropolis to build, with all the territorial partners, "a sustainable territory with a high quality of life". This project, which should enable all the actors of the city and its territory to collaborate to an ambitious 10-year action plan, is also characterized by the desire to involve, in addition to the usual socio-economic and political actors, all inhabitants and users of the Metropolis regardless of their status.

Role of RCE vs learning cities and PIA3/TIGA project

TIGA is an opportunity for the city of Bordeaux, in partnership with the RCE, to bring together all stakeholders around the stakes of local communities through a two-track action plan:

- thematic actions: lower consumption in mobility & buildings; renewable energy production; transition to a city with positive energy; preservation of natural areas; smart grids, etc.
- transversal actions: data management; participatory & cooperative approaches; promotion of innovation; structuring actions based on partnership between actors: "doing together », etc.

Through this action plan, the RCE is developing a five-point approach with reference to SDGs 4 & 11:

- Transform learning/training environments, enhance the capacity of educators/trainers
- Harmonize ESD approaches and make information understandable and credible
- Mobilize and empower young people
- Mapping actors of ESD in the Bordeaux metropolis
- Focus on forgotten audiences

Acclimaterra's work on climate change

Since 2011, a group of 200 independent scientific experts, constituting Acclimaterra, has been conducting research in order to provide stakeholders in the region with the knowledge they need to adapt to climate change and anticipate its consequences.

This group, chaired by Hervé Le Treut, IPCC's member, submitted two reports in 2013 and 2018. RCE Bordeaux Aquitaine, partner of Acclimaterra, presented the results of this work at the RCE thematic conference in December 2017 in Okayama (Japan).

These two reports mainly refer to academic work because of the quality of the experts mobilized, most of them belonging to the world of scientific fundamental and applied research. Future works will put more emphasis on professional experiences and practices, which bring valuable knowledge of the various adaptability of environments, as well as the problems related to technological issues such as the impact of warming on urban areas or on the various energy production sectors in Aquitaine.

Partnership Acclimaterra – RCE Bordeaux Aquitaine

Its partnership with Acclimaterra offers RCE a strong opportunity to raise awareness of these works who suffers confidentiality and academicism, to develop scientific mediation actions to improve the information of various audiences on the climate change process and the actions necessary to adapt to it:

- At the regional level, develop various education/training/information actions allowing everyone to take ownership of Acclimaterra's work and recommendations and thus contribute to an active knowledge-sharing approach to better understand the issues related to climate change;
- At the national and international levels, help raise awareness of the impact of climate change and help duplicate and adapt Acclimaterra's initiatives in France and abroad, in particular through the RCE network.

These actions are carried out with reference to the SDGs and more specifically 13.3, which aims to improve education, awareness, and human and institutional capacities for climate change mitigation and adaptation.

ESD, ESL, climate change and the 17 SDGs

As you know, UN 2030 Agenda and its 17 SDGs have 3 targets that specifically address to education for SD, sustainable lifestyle, and adaptation to climate change:

- 4.7: Ensure that by 2030 all learners acquire the knowledge and skills needed to promote SD, including education for sustainable development and lifestyles, ...;
- 12.8: ensure that, by 2030, people around the world have the necessary information for sustainable development and lifestyles in harmony with nature;
- 13.3: Improve education, awareness and capacity on climate change mitigation, adaptation, impact reduction and early warning

Targets 4.7 and 12.8 relate to actions in the making, the outcome of which is based on the initiatives of each one, whereas Target 13.3 deals with a proven situation, undergone, to which we will have to adapt: whatever the case, educational approaches are at the basis of changes in behaviour, whether ESD or ESL.

Learning ESD and ESL: an unsatisfactory outcome

Production and consumption remain today the only real determining factor of our societies with, as a consequence, a worrying reduction of our resources in an environment aggravated by climate change: the result is the emergence of a more difficult and insecure world. Yet, despite the multiple alarms at all levels of our societies, no economic indicator comes to underline this race to an overpopulated world that plunders and depletes the resources of the planet without hope to see their renewal.

Two sets of global education programs initiated by the UN have been put in place to bring the various actors of SD into more environmentally-conscious behaviours: on the one hand, ESD managed by UNESCO with DESD and GAP and, on the other hand, ESL under UNEP with the Marrakech process and the 10YFP on SCP. However, these two sets of programs that refer to SD, are not coordinated, which hampers their implementation in a comprehensive and integrated approach.

In these conditions, it appears that EDD and ESL must be coordinated in order to develop a holistic vision of a sustainable society in order to bring new transversal knowledge on its functioning and its values so that everyone is able to invest in for sustainable development.

ESD and ESL: two proposals

This initiative aims to help reposition and reconceptualize the various curricula to contribute to the effective realization of a society favouring SD, particularly through the generalization of sustainable lifestyles and a better coordination with ESD.

In this context, the RCE Bordeaux Aquitaine is associated with the approach led by the GAP of which it is a partner via the UNESCO Chair in Bordeaux and the UNESCO Chair on the ESL in Hamar (Norway) to take up these two proposals that had emphasized by the RCE at the GAP Partnership Conference in Costa Rica in April 2018:

- reconceptualize school and university curricula in order to make initial educational systems adequate learning tools, articulated horizontally and vertically and adapted to the challenges of 21st century societies.
- repositioning learning for all and throughout life at the centre of educational strategies in order to develop a global approach combining ESD and ESL by ensuring the delivery of relevant and quality information allowing everyone to understand the issues and mobilize to meet the challenges of our societies.

Thank you for listening
Merci à tous



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