Education for Sustainable Development in Higher Education – A view from the Africa cluster

Presented by M. Togo on behalf of Prof H. Lotz-Sisitka
ITP ESD in Higher Education 2008-2013

• Professional development of university professionals in ESD.

• A partnership framework - universities in Sweden (Uppsala University, Stockholm Resilience Centre and Chalmers University) and universities in Africa and Asia offering the programme together.

• Linking up with UNEP and the MESA and GUPES ESD Networks.

• ITP EMERGED FROM MESA AND WAS LATER INTEGRATED AS A KEY PROGRAMME OF GUPES
Phases of the Programme

5 Phases of the Programme

Phase 1 (Home)
Planning Institutional Audit
Change Project Refinement

Phase 2 (Sweden)
2 week programme in Stockholm, Uppsala and Gothenburg

Phase 3 (Home)
Work on change project in your workplace Incl. workshop

Phase 4 (Region)
2 week regional component with colleague from your workplace

Phase 5 (Home)
Implement, evaluate and report on change project incl. workshop


Adapted audit tool
Revised Change Project
1 Page Report Presentation (4 slides)

Syndicate Group Presentation Feedback from Tutors and Peers on Change Project Revised Plans

USAT results Institutional Workshop Reports Revised Change Project

Change Project Presentation (5 slides) Resource developed for Change Project

Final Workshop Outcomes Action Plan Change Project Report
Situational Assessment

• What changes are needed where?

• What can feasibly be considered?

• What is within your sphere of influence, but also ‘pushes a boundary’?

• Who needs to be involved?

The USAT Audit Tool
CHANGE PROJECT

Reflexive use of sustainability assessment tools for learning and changed practices
Totally 5 ESD HE ITPs

- 280 participants
- 35 countries
- 106 institutions
- 139 Change Projects

Africa: 81 CPs in 23 countries
Asia: 58 CPs in 12 countries
Five types of impact

- A: New Policies and Strategies
- B: New Management Practices
- C: New Tools and Methods
- D: New programmes and courses
- E: New structures and networks
## Change Projects outcome/impact area

<table>
<thead>
<tr>
<th>Change Projects per outcome and impact area category</th>
<th>TOTAL NO</th>
<th>ASIA</th>
<th>AFRICA</th>
<th>NM</th>
<th>UNI</th>
<th>O-HEI</th>
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</thead>
<tbody>
<tr>
<td>A: NEW POLICY AND STRATEGY</td>
<td>36</td>
<td>19</td>
<td>17</td>
<td>18</td>
<td>15</td>
<td>3</td>
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<tr>
<td>B: NEW MANAGEMENT PRACTICES</td>
<td>12</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>2</td>
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<tr>
<td>C: NEW TOOLS AND METHODS</td>
<td>18</td>
<td>9</td>
<td>9</td>
<td>14</td>
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<tr>
<td>D: NEW PROGRAMMES AND COURSES</td>
<td>59</td>
<td>18</td>
<td>41</td>
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<td>5</td>
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<tr>
<td>E: NEW STRUCTURES AND NETWORKS</td>
<td>14</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>79</strong></td>
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**HOW CAN THESE IMPACTS BE UPSCALED?**

NM=National Ministry  
UNI=University  
O-HEI=Other Higher Education Institution
UNDESD Recognition of the ITP: “Academic staff development and organizational learning are important for creating sustainable universities and societies” (UNESCO, 2014)
WAY FORWARD FOR ESD, HIGHER EDUCATION AND THE SDGS

A revised version of the ITP for ESD in HE focusing on key SDGs?
Take forward the multi-disciplinary & mainstreaming focus, and the change oriented learning approach – including the reflexive use of the USAT but re-thinking its application and possibly converting it to an e-tool
Take forward the partnership structure as it builds strong capacity in partnership organisations allowing for wider impact
WAY FORWARD SUGGESTIONS

• Potential scale up strategies that draw on the expertise already developed in the ITP ESD-HE in its first five years (e.g. through train the trainers programmes that support regional clusters of participants and change projects). NETWORKING AND ALUMNI SYSTEM

• More creative and expansive use of blended learning approaches and e-learning to capitalise on the advantages of online courses e.g. reach and cost – BUT overcoming the main disadvantages like low completion rates

• Additional strategies to strengthen South-South collaboration after the first programme in Sweden

• Continued exposure to high quality scientific and ESD programmes in Sweden, in regional contexts and out of the UNEP system.
Thank you!