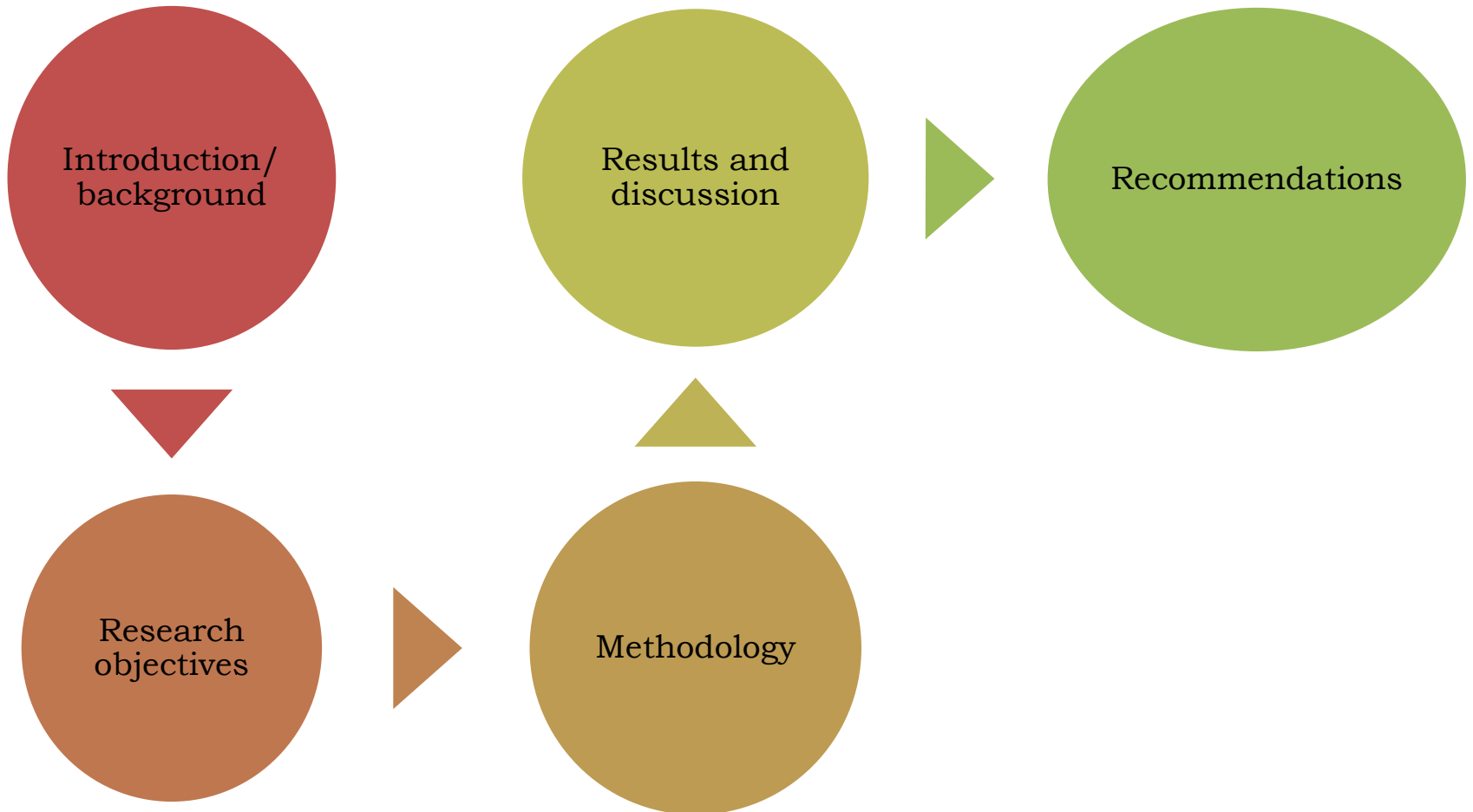


# **THE LEVEL OF INTEGRATION OF ENVIRONMENT AND SUSTAINABILITY IN PROGRAMMES AND PRACTICES AT THE UNIVERSITY OF SWAZILAND**

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# Presentation outline



# Background

WSSD call for the DESD in 2002 in Johannesburg

Launch of the UNDESD (2005 to 2014) in 2005 [developing public understanding and awareness, improving access to quality education, **reorienting existing education programmes**, and providing training programmes (UNESCO, 2005)].

2006: UNEP initiated MESA Universities Partnership [to enhance the quality and relevance of university education through implementation of Environmental Education and sustainability across university operations and functions]

From 2006 Onwards: Implementation of MESA initiatives in member institutes including UNISWA

UNISWA's [draft implementation plan](#) includes **Auditing of courses, programmes and management systems (2011)**

# Research objectives

To ascertain the extent to which UNISWA's academic programmes and related activities (research, outreach initiatives etc.) respond to environmental and sustainable development issues.

To assess the content of the various courses within UNISWA's major disciplines to estimate the level of inclusion of details relevant to environment and sustainable development.

To establish the extent to which UNISWA is responding to issues of environment and sustainable development through its operational functions.

To audit UNISWA's administrative system with the intention of determining its capacity to respond to environment sustainable development issues.

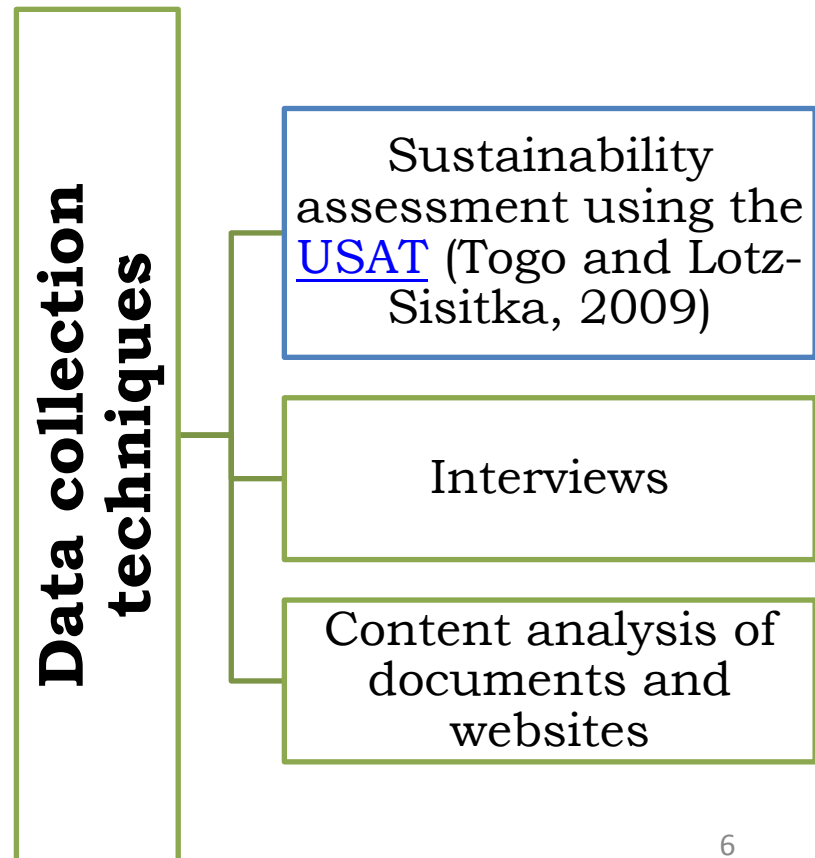
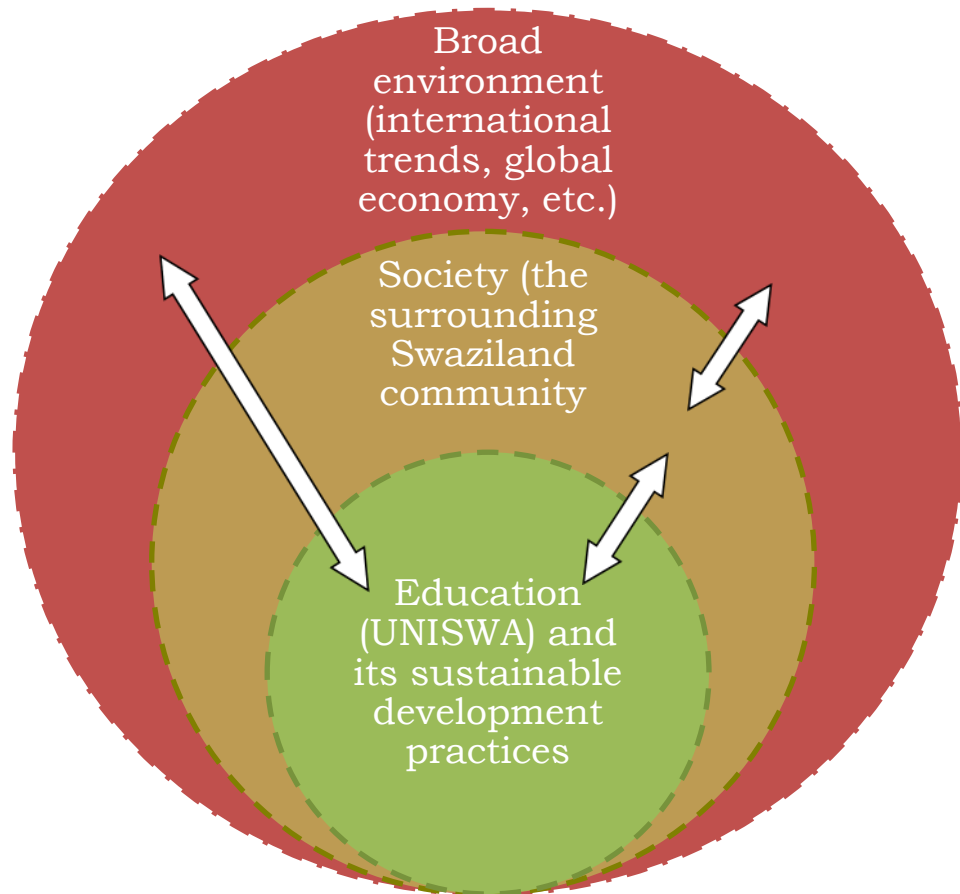
To review UNISWA's major activities in the context of the environment and sustainable development.

# Scope of the study

Faculty	Departments	
<b>Agriculture</b>	Agricultural Education and Extension Animal Production and Health Consumer Sciences	Agricultural Economics and Management Crop Production Agriculture and Biosystems Engineering
<b>Commerce</b>	Accounting	Business Administration
<b>Education</b>	Adult Education Education Foundations and Management Primary Education	Curriculum and Teaching In-Service Education
<b>Health Sciences</b>	Community Health Nursing Science Midwifery Science	General Nursing Environmental Health Science
<b>Humanities</b>	Academic Communication Skills English Language and Literature Modern Languages: French	African Languages and Literature History Theology and Religious Studies
<b>Science</b>	Biological Sciences Computer Science Mathematics Geography, Environ Science & Planning	Chemistry Electronic Engineering Physics
<b>Social Science</b>	Economics Political and Administrative Studies Statistics and Demography	Law Sociology
<b>Institutes, Centres and other non teaching divisions</b>		
<ul style="list-style-type: none"> <li>• Swaziland Institute for Research in Traditional Medicine, Medicinal and Indigenous Food Plants (SIRMIP)</li> <li>• Centre for Community Service (CCS)</li> <li>• University Planning Centre (UPC)</li> <li>• UNISWA Research Centre (URC)</li> <li>• Student Representative Council and environmental groups</li> <li>• Mesa Implementation committee</li> <li>• Operations/Physical Planning</li> <li>• Human resources/Academic Development</li> </ul>		

# Methodology

- Guiding theoretical framework: systems thinking (collecting and analysing data)



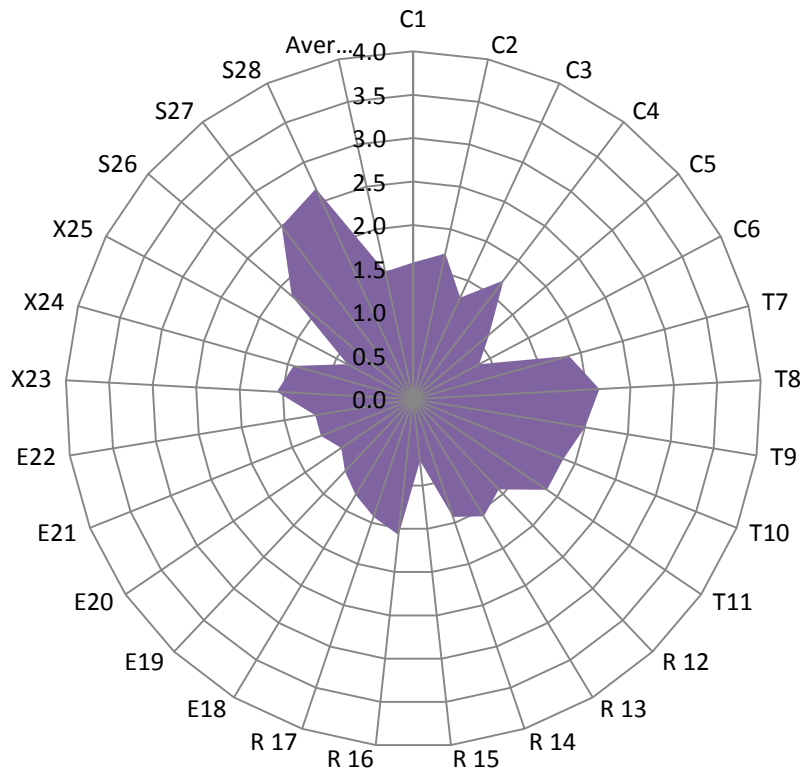
# Data collection tools

	Int.	USAT	Docs	Internet resources
<b>Teaching departments</b>				
<b>Consumer Sciences</b>	√	√		List of courses
<b>Agricultural &amp; Biosystems Engineering</b>	√	√	Course outline	List of research outputs List of courses
<b>Business Administration</b>	√	√	Course outline	List of courses
<b>Curriculum &amp; Teaching</b>	√	√		List of courses
<b>Academic Communication Skills</b>	√	√		Course outline (faculty handbook)
<b>Geography, Environmental Sciences &amp; Planning</b>	√	√	Course outline	List of courses
<b>Sociology</b>	√	√		List of courses
<b>Other</b>				
<b>SRC &amp; Env groups</b>	√	√		
<b>MESA Implementation Committee</b>	√		Implementation plan	

	Int.	USAT	Docs	Internet resources
<b>Institutes/centres, etc</b>				
<b>SIRMIP</b>	√			Overview of the functions of the institute
<b>Centre for Community Services</b>	√		Strategic plan	Overview of the functions of the center
<b>University Planning Centre</b>	√	√		Overview of the functions of the centre
<b>UNISWA Research Centre</b>	√		Policy on ethical conduct in research	Overview of the functions of the centre  UNISWA Research Journal
			Research themes and priority areas	UNISWA Research Journal of Agriculture, Science and Technology
<b>Academic Devt Centre</b>	√			Overview of the functions of the Academic Development Centre
<b>Physical Planning / operations</b>	√	√		

# Results and discussion

## USAT Part A: Teaching



Overall university performance

Overall: Integration of sustainability is not very high (Average rating: 1.5)

Relatively high levels of integration (Around 2.5)

- S27: The extent to which staff members are willing to carry out research and service activities on sustainability aspects/topics
- S28: The extent to which staff members are willing to teach sustainability topics

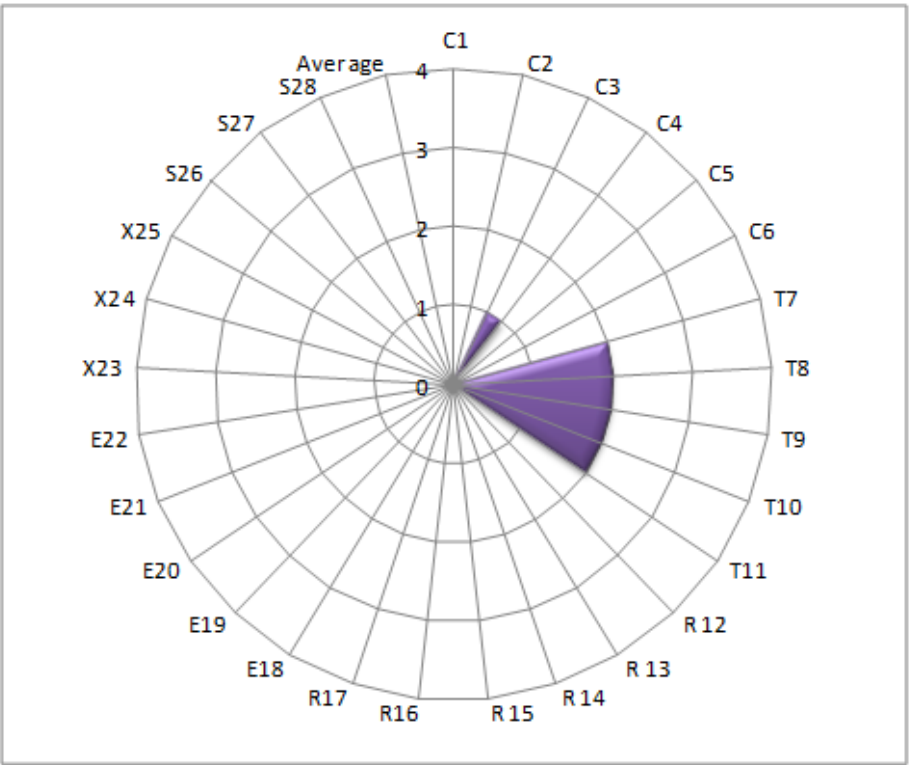
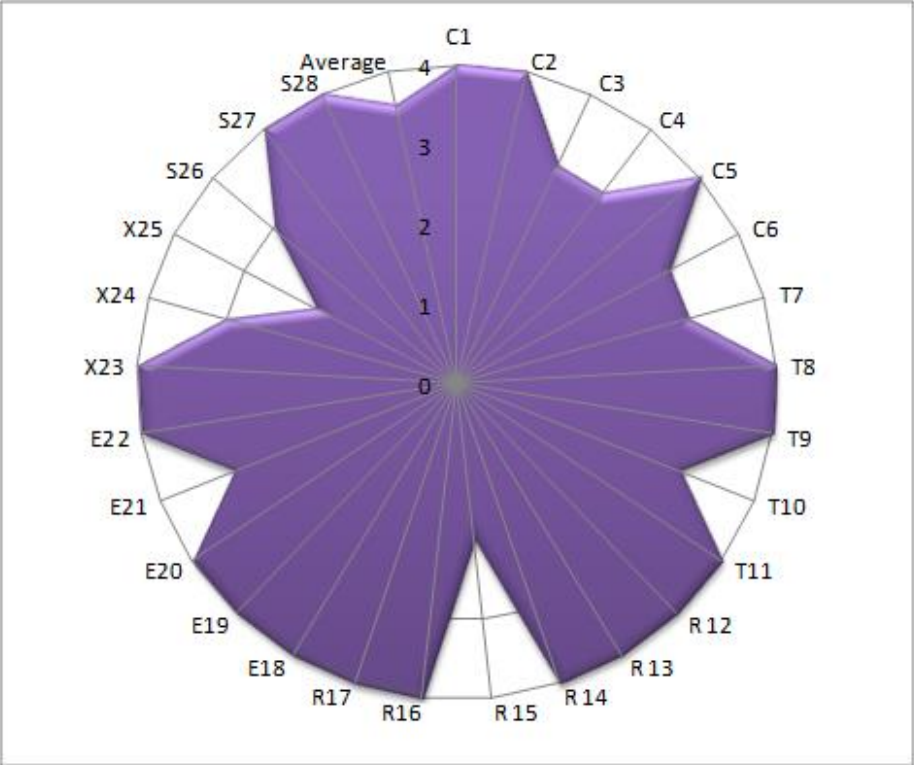
Low levels of integration (<1)

- C6: The level of cross faculty collaboration in teaching sustainability programmes
- R15: The extent to which the department is collaborating with other faculties, institutions and stakeholders in pursuit of solutions to sustainability problems
- X25: The degree to which sustainability aspects are assessed in evaluating service learning programmes



# Results and discussion

## Teaching

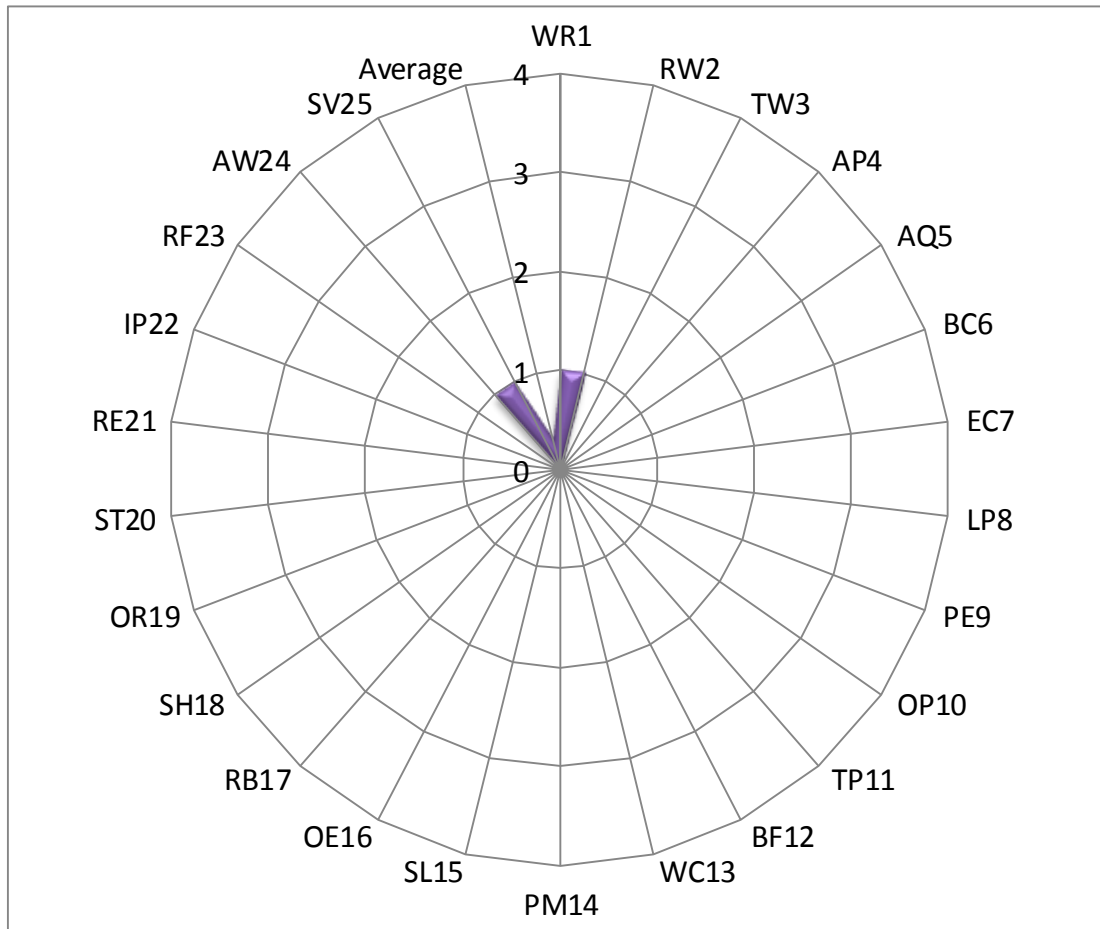


Geography, Env Sciences and Planning

Academic communication and skills

Geography, Env Sciences and Planning	Academic communication and skills
Quite a number of courses with sustainability content	Low integration on sustainability in the curriculum
A high level of engagement with sustainability in research	There is integration of sustainability in research
Community engagement initiatives which focus on sustainability	No community engagement initiatives with a focus on sustainability
Average score from the sustainability assessment: 3.6	Average score from the sustainability assessment: 0.5

# Operations / Physical Planning



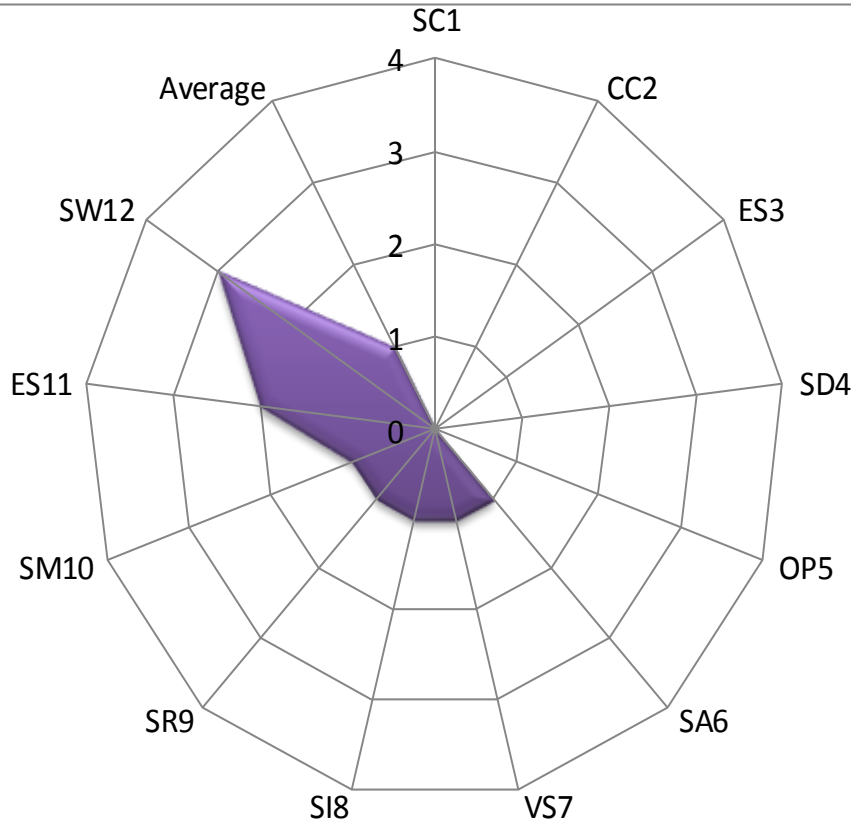
Very low sustainability mainstreaming (Average was 0.32)

Most indicators were rated 0

Examples of initiatives

- Waste reduction practices
- Recycling of solid waste (including paper, plastic, metal, etc.)
- Awareness raising in sustainable development

# Students

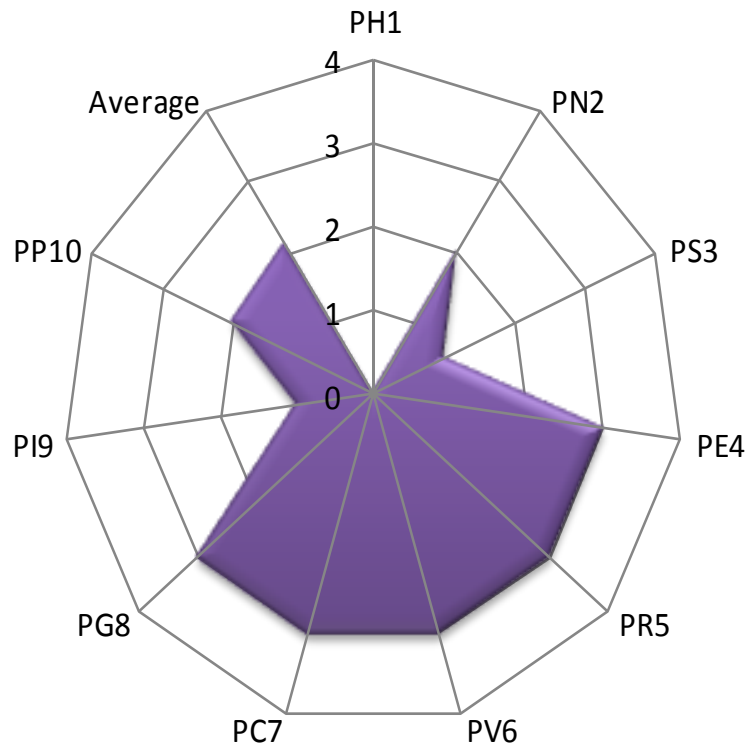


The highest score was 3  
(SW12: Students' willingness to take responsibility in the environmental and sustainability area)

This was followed by 2 (ES11: Environmental and sustainability activities initiated by students themselves (independent of departments, lecturers, management etc.))

The rest were rated either 0 (initiatives were not being implemented) or 1 (there is very little on the ground)

# Policies



50% of the indicators were rated 3, indicating substantial evidence of sustainability mainstreaming

There was no evidence for only one indicator: PH1 (The extent to which the country's HE policy reflects an engagement with sustainability concerns)

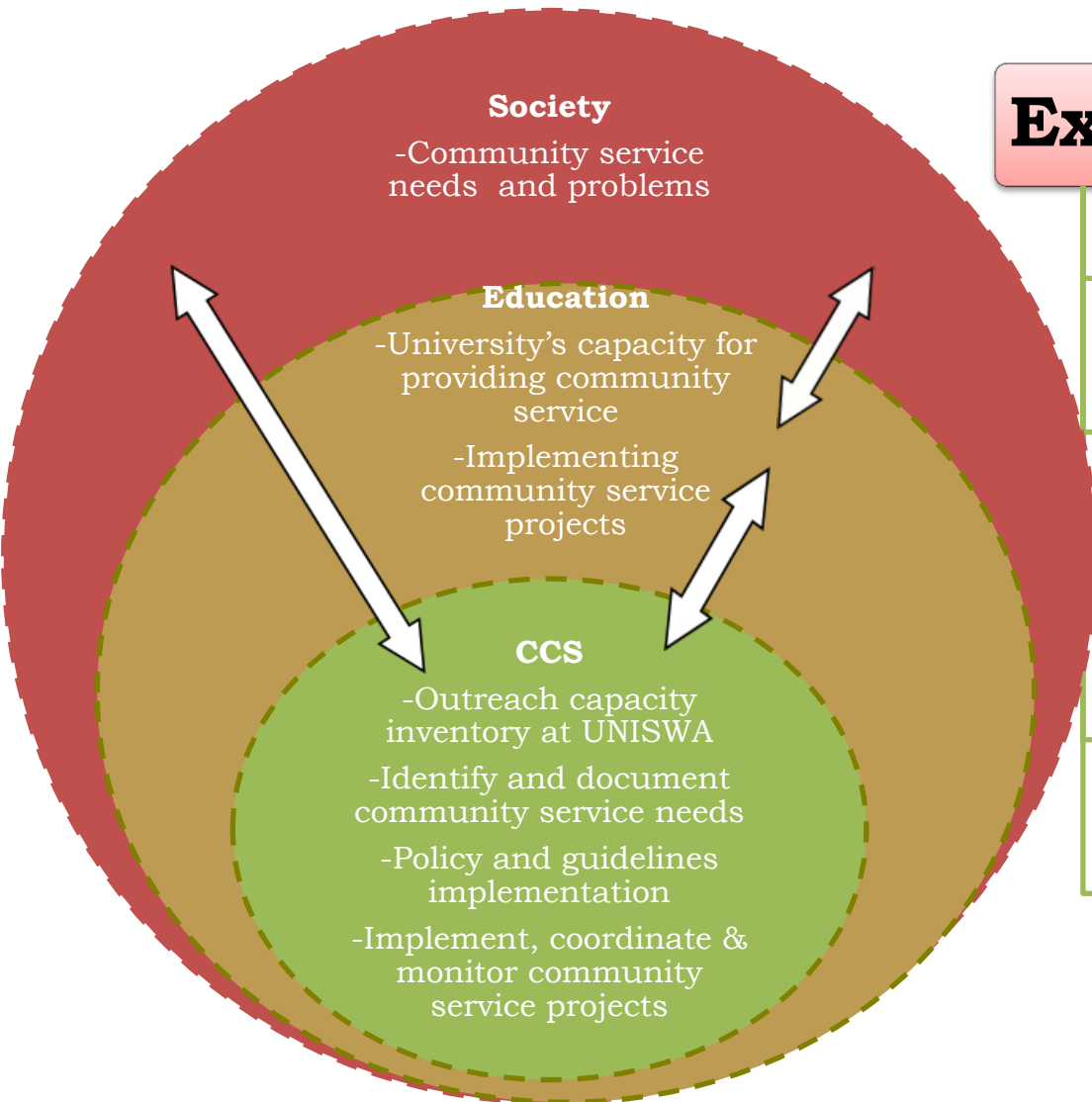
The rest were rated 1-2

# Research



Faculty research priority areas  
focusing on sustainable  
development

# Community engagement



## Examples of initiatives

Enceka Chieftom group of women living with HIV/AIDS who make products using sisal

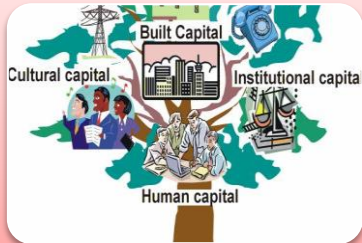
Students in Free Enterprise (SIFE) works with the Disabled at Mzimphu on an organic vegetable garden

School Health Practicals for nursing students where they dug a rubbish pit at Motshane High School

Neighbourhood Care Points where students worked with the community to plant trees and vegetables

Environmental awareness campaign where students encouraged Usuthu Primary School children to take care of the environment

# Overall



SD was integrated in most of UNISWA's operations.

The level of integration varies among divisions but is generally low in most of them.

In teaching, environmental disciplines have more SD content and use an interdisciplinary approach as opposed to economic and social disciplines.

Holistic SD mainstreaming approaches (current and planned) were used in some divisions



The mainstreamed sustainability initiatives are relevant to local sustainable development challenges in Swaziland.

They are also in line with suggested roles of universities defined through various sustainability declarations in higher education.

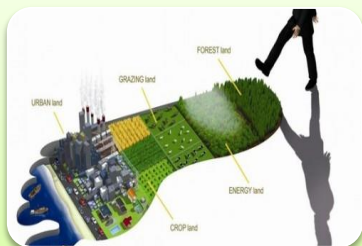
Improvement is however required in the scale of implementation.



The administrative system at UNISWA has not yet mainstreamed sustainability in its operations.

There is limited capacity in divisions like human resources, university planning and physical planning and sustainability practices are either non-existent or are marginal.

However there is considerable willingness to participate and with the right kind of capacity building, positive results are bound to ensue.



A number of challenges that were negatively affecting mainstreaming activities including human resources, financial resources, a lack of awareness of sustainable development etc.

Most written statements at the university do not make the goal of sustainable development clear and there is no environmental/sustainable development policy. All these need to be addressed for effective mainstreaming of sustainable development.

# Recommendations

Capacitating UNISWA's administrative system, for example, university planning, human resources and physical operations; divisions which influence the operations of other departments and units

Making sustainable development more visible in current university written statements and developing relevant policies (e.g. ESD policy) to guide the institution in mainstreaming sustainability

Promoting interdisciplinarity in mainstreaming sustainability in curricula

Making sustainable development practices more visible to the university community, e.g. through developing an environmental web-page, a university newsletter etc.

Awards and other incentives, e.g. community outreach, research and/or teaching in ESD, research grants, staff development opportunities in sustainable development

Developing sustainability awareness programmes for students and efforts by the university to complement student initiatives.



**Thank you!!!**