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International Symposium

on

Global Campus for Sustainable Development

United Nations University

Project on

Education for Sustainable Development in Africa

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UNITED NATIONS UNIVERSITY

Overview of ESDA

The ESDA Project is a project of UNU Institute for Sustainability and Peace (ISP) to ***develop and test a graduate-level education programme*** *for professionals to be engaged in sustainable development in Africa. The project is based on UNU's* ***network*** *with higher education institutions* ***in Africa and elsewhere*** *which are active in this area, including international organizations such as UNESCO, UNEP and UN-HABITAT. At its* ***completion planned for July 2011,*** *ISP hopes to come up with a concrete plan for full* ***implementation of a Masters-level programme*** *of education for sustainable development in Africa.*

Overall Aim and Objectives of the Project

- The principal aim of this project is to **promote education for sustainable development in African countries** through training at the post-graduate level of professionals who may serve as planners, organizers, instructors, field development agents and practitioners for sustainable development in these countries.

- The program stresses **collaboration among participating universities** through the use of **ICT** etc. in order to aid participants, including faculties, to develop into **like-minded group of professionals committed** to sustainable development in Africa.

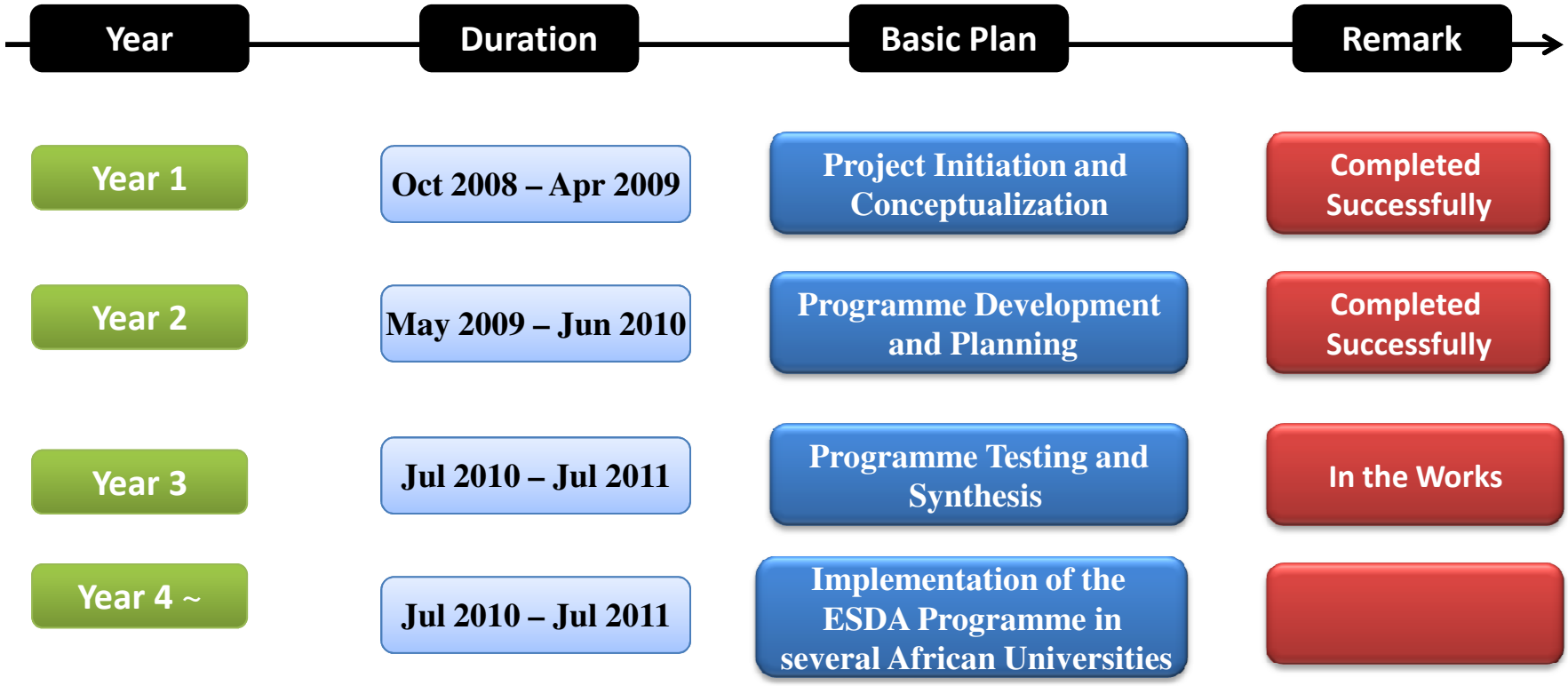
Specific Objectives of the Present Project Engagement

- Establish an international organizational structure to offer a Masters-level/equivalent education programme in sustainable development.
- Develop a Masters-level curriculum which reflects the development reality of Africa and incorporates a holistic view, trans-disciplinary thinking and multi-cultural understanding.
- To pilot test the programme in the partner universities in Africa.
- To carry out a systematic evaluation of the entire experience to chart the way forward.

Project Plan

Elaborated by fifteen African and twenty Japanese university-based experts teaching sustainable development at a Consultation Conference in UNU House February 2009.

Basic elements of the ESDA Project Document were defined and a truncated 3-year plan to develop and test a post-graduate programme emerged.



The Over-all Curricular Framework

There are issues that should require special considerations at the regional, sub-regional and national levels in Africa, such as the following:

- Poverty alleviation strategies and policies.
- Population dynamics and urbanization trends.
- Food security and agriculture.
- Impact of HIV/AIDS, malaria and other infectious diseases.
- Peace, conflicts and transition to more open societies.
- Regional and sub-regional integration and market economy development
- Trade and industrialization .
- Human and institutional capacity development.

The Emerging Master of Science Program in Sustainable Development

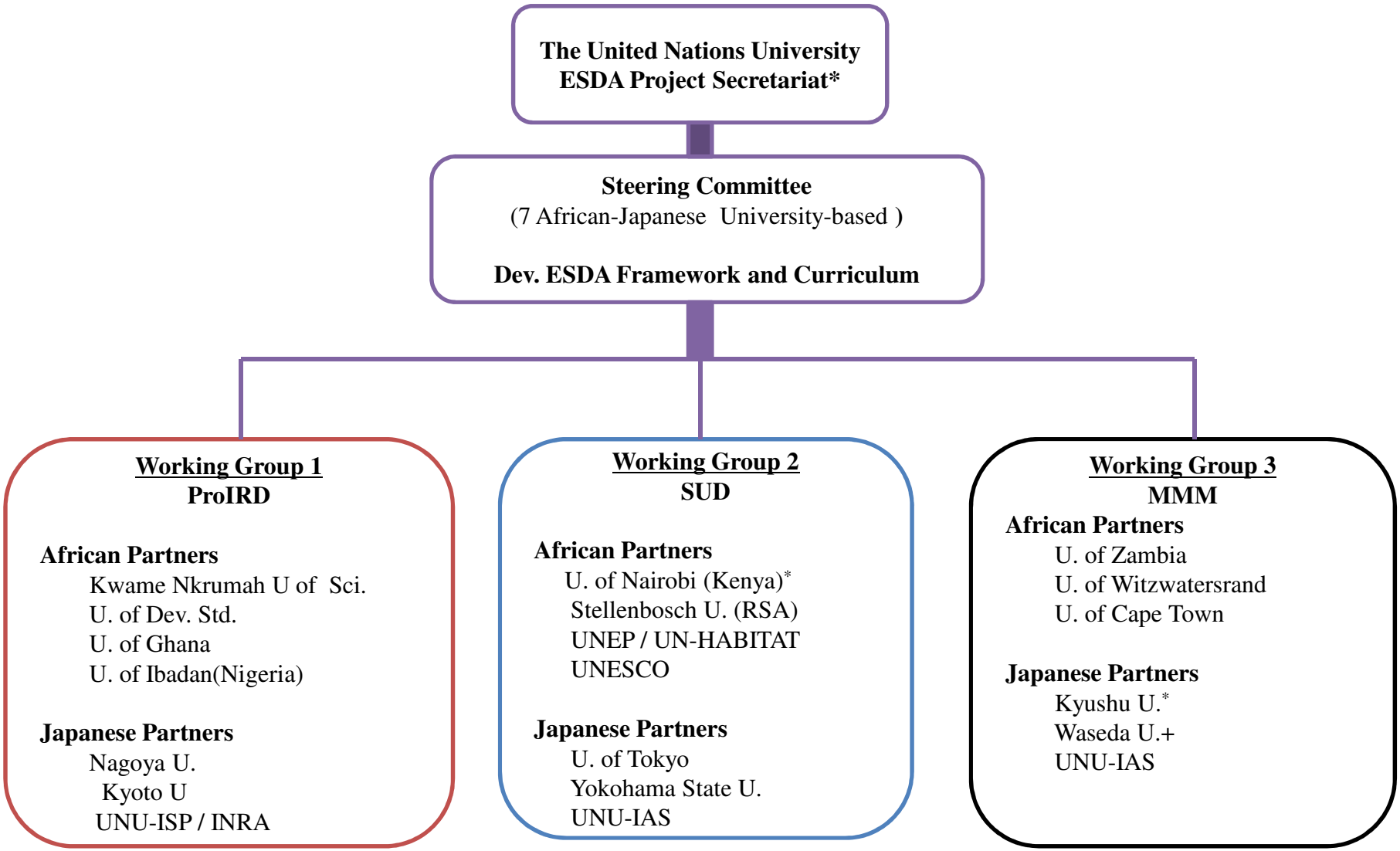
The programme will be implemented jointly by the partner universities and institutions, and the degree will be awarded by each participating African partner university in:

① Integrated environmental, economic and social development in rural Africa (ProIRD).

② Community-based innovation for sustainable urban development in Africa (SUD).

③ Management of mining and mineral resources for sustainable development in Africa (MMM).

Project Organization



*UNU-ISP, UNU-IAS, UNU-INRA. UNESCO, UNEP, UN-HABITAT - Cooperating from Other United Nations Organization and Cooperation.
+As Individual Expert

Guiding Principles for Implementing the ESDA Project

In anticipation of the challenging nature of the project, the Project **Secretariat** has established the following guiding principles for **itself and the partner universities and institutions joining the project:**

- Learning by doing.
- Ownership by like-minded African and other partner universities.
- Building on existing programmes of the partner universities.
- Holistic perspective.
- Field-oriented, problem-solving approach.
- Participatory, community-based approach including governance and private as well as public sector involvement.

Nature of UNU / ESDA Workshop and Symposium - How we Operate

GHANA

ESDA Reflection Workshop in **Nairobi, Kenya (Feb. 2010) Ho**sted by Kenyatta University:
The workshop was convened to reflect on the progress of work at the end of Year 2 of the project and to plan for its year 3 activities.

Consultation Meeting on ESDA Implementation (August 2010 in Cape Town, South Africa):
To review the progress on programme development, plan testing of selected courses and engage potential donors/supporters in discussing possible funding/support.

Activities

Pre-Meeting Field Trip

Symposium – Public Seminar

- Keynote Speech
- Panel Presentations
- Panel Discussions

Workshops

- Plenary Sessions
- Parallel Working Group Sessions A for Consultation on Inter-University and International Collaboration

Steering Committee Plenary: Closing Discussion

Farewell Dinner

Pre-Meeting Field Trip – Kibera and Soweto Slums Nairobi, Kenya

Pre - Meeting Field Trip – Mogalakwena Mine, South Africa

Symposium – Public Seminar in Nairobi

Symposium – Public Seminar, Cape Town

Workshops in Nairobi, Kenya

Workshops in Cape Town, South Africa

Comparison of the Three Thematic Masters Programs

Detailed comparative examination of the three program outlines focus on:

- Program Frame
- Curriculum and Delivery
- Certification and Assessment

	Element	ProIRD	SUD	MMM
Program Frame	Degree offered	Master of IRD	MSc in Sustainable Urban Wealth Creation	Post-Graduate Diploma MSc on MMMR
	Degree-awarding University	Univ. of Ghana KN Univ. of S and T Univ. of Development Studies Univ. of Ibadan	Kenyatta University (Univ. of Nairobi) (Stellenbosch Univ.)	Univ. of Cape Town Univ. of Witwatersrand Univ. of Zambia
	Time required	18 months (3 Semesters) Part-time: 5 semesters	2 years	1 year for Diploma 20-24 months for MSc
	Aim & objectives	Provide problem-solving training to field-oriented professionals	Promote local innovation capacity & entrepreneurship through Problem-Based Learning	Provide a holistic training incorporating sustainable development principles & models
	Target students	Rural development agents, community workers, school teachers, NGO staff, junior university staff	Community-based change agents (extension workers, NGO staff, local government officials)	Young professionals working in mining corporations, government and NGOs and community organizations
	Student Qualifications (Entry requirement)	Bachelor's degree (Second Class Lower Division or above) or Post Grad Diploma in relevant field. Also Higher National Diploma holders and others with experience upon interview	Bachelor's degree and experience or Post Grad Diploma with relevant working experience	Bachelor's degree
	Cooperating institutions	Naogya Univ. UNU-INRA UNU-ISP	Univ. of Tokyo Yokohama National Univ. UNU-IAS / UNEP / UN-HABITAT/ UNESCO	Kyushu Univ. UNU-ISP

	Element	ProIRD	SUD	MMM
Curriculum m & Delivery	Curricular characteristics	Applied focus/integrated character/trans-disciplinary approach/field work oriented/ international delivery	Emphasis on Problems-Based Learning /innovation-focus/ inter-sectoral partnership/ distance education	Theme-oriented/multi-level articulation approach
	Thematic orientation	Environmental concerns / economic-livelihood issues / Social problems in rural areas	Water & sanitation / Food security / Renewable energy /	Techno-economic viability / mineral resource stewardship / environmental stewardship / development, governance and policy
	Course structure **** Graduation requirements	Core : 9 courses Elective: 20 courses ********** Core: 9 (incl. Seminar, project work and training attachment) Elective : 1	Core: 7 courses Elective: 20 courses ********** Core : 7 (incl. Research & field methods) Elective : 6 Mandatory ind. attachment Mandatory field work Exchange visits Community demo project	Core : 14 modular Units Elective: 16 modular units ********** Core: 14 (for Diploma) Elective: ? Mini thesis
	Classroom hours vs. Field Work hours	Rural resident training: 40/60	30 / 70 (the latter including research project report)	?

	Element	ProIRD	SUD	MMM
Certification & Assessment	Assessment	Resident training: Field demo (60%) and report (40%) Monitoring/evaluation: Field demo (50%) and formal teaching (50%)	Final exam (70%) & Course assessment/assignment (30%) Pass or Fail for field attachment	?
	Pass mark	50%	50%	?

Common Course

Common courses to all the three programmes may include :

a. Challenges of development in Africa – IRD.

b. Theories & policies of development with reference to rural Africa - IRD

c. Foundations of sustainable development in the - SUD core.

d. An introduction to sustainable development - MMM core.

e. Socio-economic development issues in the - MMM core.

Methodological Courses

Statistics and computer uses, system thinking, situational learning . One idea for a common approach would be the application of Geographic Information System.

Instructional Delivery

To facilitate instruction by widely separated team of international lectures & equally widely separated students , distance education modes including interactive TV/Video used, in addition to following conventional approaches:

- Face-to-face classroom methods.
- Laboratory work.
- Field demonstrations.

Difficulties Encountered: Challenges

- Unreliable internet connection: This underlie the difficulty in consolidating a working relationship.

Next steps: Programme Testing and Synthesis Phase

Testing of Selected Courses

The elements to be tested would include not only the instructional contents and methods but also the modality for course delivery, including inter-university and international collaboration. Testing of selected course should be conducted by each WG in the coming months.

It purpose would be to demonstrate (i) the practicability of the improved features of the program and (ii) the doability of the inter-university collaboration.

Testing of a completely new course scheme, which would require an official approval by the university structure, should perhaps be avoided.

Synthesis

In the final Synthesis phase, the completed programme would need to be put through a comprehensive peer review to verify its relevance, utility, institutional feasibility and sustainability and potential impact.

Activities Planned for Year Three Testing and Synthesis Phase

Work to be done by the Steering Committee

Modality: 2-3 video/telephone conferences + 1 meeting

Task:
Advise the project secretariat on programme development and Synthesis

Lead/support the work to be done by the Working Groups

Review results of work done by thematic WGs and offer Suggestion on the MSc. training programme for sustainable development

Work to be done by the 3 Thematic Working Groups

Modality: As developed by the respective WG

Tasks:
To pilot-test the ESD instruction programme for the respective thematic area

To review the results of the pilot test

To prepare a final report on the work done by the WG.

Work to be done by the secretariat

Tasks:
Over-all coordination of the project

Evaluation of the results of the project work one the basis of 'peer reviews

Organization of a Programme Reporting Conference (Year 3) To report on the results exchange views

Thank You for Listening