

MAINSTREAMING EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) IN TRAINING PROGRAMMES, WITH STRONG EMPHASIS ON COMMUNITY ENGAGEMENT



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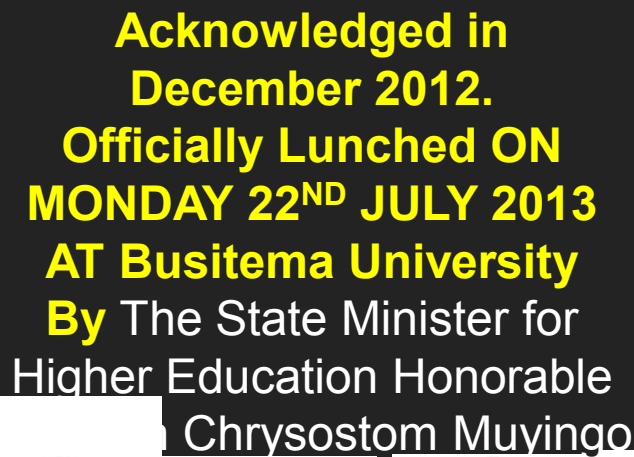
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Presentation outline:

- ❖ About Greater Eastern Uganda RCE (GEURCE)
- ❖ Background to mainstreaming ESD in study programmes.
- ❖ Key aspects of community engagement and research activities
- ❖ The future of RCEs in education systems with particular focus on universities
- ❖ Conclusion and recommendations



Background mainstreaming ESD in University programmes (institutional)

- ❖ The mainstreaming of ESD started as a change project in the faculty of science and education.- this was initially supported by SIDA under the International Training Programme on ESD in 2011.
- ❖ The ESD fitted very well in Busitema university's mission to educate for sustainability through its programmes and activities.
- ❖ University administration was very supportive especially the vice chancellor and academic registrar towards promotion of practical sciences, relevant technology, productive education and innovation for sustainable development'.
- ❖ Technical support from National Environment Management Authority (NEMA) and Uganda National Commission for UNESCO (UNATCOM).

Key ESD streamlining in programme

- ❖ Cross-cutting courses code-named ESD was developed for the bachelors, Masters and in service diploma teacher training programmes and now for PhD taught course;
- ❖ The course has become very popular and contributes to the passing of the students in final examination
- ❖ A student group has been formed to spearhead campus sustainability activities and community engagement;
- ❖ Linkages established with the neighbouring town council, local governments and surrounding schools and started joint ESD activities within communities.
- ❖ Faculty members are now more informed about ESD than at the start of the project due to workshops and weekly lectures on ESD.

Student engagement in community outreach School –sessions



THE ESD ACTIVITIES IN ACTION (PICTURES)



Community based activities Conti..



Continued Support to community development through research:

Case of a collaboration among Universities NGOs and Local government on a study to determine Distribution and Community perspective on Medicinal values and conservation of *Aloe tororoana* (Reynolds) in Tororo



New innovations: Dgiteacher project

- ❖ Teachers are central to any reform in the educational institution and system. In most developing countries, a high percentage of teachers lack the requisite level of ICT training needed to rise to the challenge of using ICT as a tool for teaching and learning (TLRP, 2006).
- ❖ Equip teachers with knowledge in using ICT for teaching/learning process hence making them competent in content delivery.



Sustainability of the ESD based campus activities

- ❖ ESD was streamlined in graduate programmes to benefit the student taking the Masters programmes.
- ❖ Collaborations and linkages established for promoting ESD activities e.g. with stakeholders such as Nature Uganda, Grassroots Innovations Uganda, and local government.
- ❖ The public talks and sensitization sessions with staff, student and other stakeholders became regular and part of the faculty calendar.
- ❖ Two student based ESD groups / associations formed to spearhead campus sustainability activities and community engagement.
- ❖ Strong linkage established between ESD and Greater Eastern Uganda Regional Center of expertise (RCE) in activities.

Future plans and Recommendations

- ❖ Thus developing a university wide policy on ESD is commendable.
- ❖ There is need to build a robust research to provide information and guide ESD implementation and this requires dedicated funds to undertake ESD oriented research activities.
- ❖ There is also need to create professional development programs on ESD for teacher educators at national and regional levels as a strategy for capacity development..
- ❖ Targeting the youth within the school system and out of school system through organizing youth camps for continued promotion of ESD activity.
- ❖ The continued working with the Greater Eastern Regional Centre of Expertise (GEURCE) to promote ESD in the stakeholders of Greater Eastern Uganda RCE.
- ❖ Using RCE plat-form to dialogue with national university programme accreditation body i.e. National Council For Higher Education (NCHE) to include ESD in the criteria for accreditation of new and reviewed academic programs from all Education Institutions

The future of RCE in education systems with particular focus on universities

- ❖ RCEs need to be at the center of initiating the ESD related activities in line with National ESD policy and global action plan .
- ❖ RCEs need to be key players in the university outreach and community engagement programmes so that they can easily receive recognition and funding from the university system and other stakeholders .
- ❖ Need to lobby the universities to employment fulltime personnel to coordinate and undertake ESD activities at institutional levels.
- ❖ Building the capacity of the RCE for implementation of global Action programme on ESD to achieve SDGs.

❖ **Which models should be adopted how can be streamline RCE into all University activities**

Conclusion

- ❖ We need to identify new and merging challenges that affect the communities and skill them to address them.
- ❖ The key stakeholders are willingness to engage and support RCE activities; these range from the cultural leaders, religious leaders, private sectors, local governments, central government civil society organizations and political leadership.
- ❖ The stakeholders see the universities and the RCE system as tool and strategy to mobilize them to address community challenges.

Appreciation

- ▶ Global RCE service
- ▶ National Environment Management Authority (NEMA) Kenya
- ▶ Busitema University
- ▶ NEMA Uganda



THE END

*Thank You
for
Attention*



*How we can adopt different
technologies to our advantage*

Make this unique 'motorcycle'. (Credit: Samuel Lutwama)

NEWVISION

Questions, Comments & Discussions are Appreciated

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