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Sida Decentralised Evaluation

Alícia Borges Månsson
Ronald Mukanya

Evaluation of the International Training Programme “Education for Sustainable Development in Higher Education (ITP 257 ESD HE)”

Final Report

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Alicia Borges Månsson
Ronald Mukanya

Authors: Alícia Borges Månsson and Ronald Mukanya

The views and interpretations expressed in this report are the authors' and do not necessarily reflect those of the Swedish International Development Cooperation Agency, Sida.

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SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY

Address: S-105 25 Stockholm, Sweden. Office: Valhallavägen 199, Stockholm

Telephone: +46 (0)8-698 50 00. Telefax: +46 (0)8-20 88 64

E-mail: info@sida.se. Homepage: <http://www.sida.se>

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Abbreviations and Acronyms

CEE	Centre for Environmental Education
CP	Change Project
ECNU	East China Normal University
EETU	Environmental Education and Training Unit
EPE	End of programme evaluation
GAP	Global Action Programme on ESD
ESD	Education for Sustainable Development
GUPES	Global University Partnership on Environment and Sustainability
HE	Higher Education
HEI	Higher Education Institutions
IESD	Institute of Environment for Sustainable Development
ITP	International Training Programme
JESD	The Journal of Education for Sustainable Development
MESA	Mainstreaming Environment and Sustainable Development in African Universities
MOOC	Massive Open Online Course
OECD-DAC	Organisation for Economic Cooperation and development-Development Assistance Committee
RCE	Regional Centre of Expertise
SADC REEP	Southern African Development Community Regional Environmental Education Programme
Sida	Swedish International Development Cooperation Agency
SD	Sustainable Development
SWEDES	Swedish International Centre of Education for Sustainable Development
TOR	Terms of reference
UNEP	United Nations Environment Programme
WESSA	Wildlife and Environment Society of South Africa

Preface

This report, which has been commissioned by the Capacity Development Unit at Sida, presents the Evaluation of the International Training Programme “Education for Sustainable Development in Higher Education (ITP 257 ESD HE)”

The evaluation was undertaken between October 2014 and February 2015 by an independent evaluation team consisting of:

- Alícia Borges Månsson
- Ronald Mukanya

Quality assurance of the methodology and reports was provided by Ian Christoplos while Sarah Gharbi managed the evaluation process at Indevelop.

The evaluation was commissioned through Sida’s Framework Agreement for Reviews and Evaluations with Indevelop. Jonas Wikström was the Evaluation Manager at Sida.

Executive Summary

Sida's International Training Program "Education for Sustainable Development in Higher Education (ITP 257 ESD HE) started in 2008. Since its start, five ESD in HE programs have been implemented and have involved a total of 261 participants from 23 countries in Africa and 12 countries in Asia. The program has targeted participants from institutions of higher education and from the ministries directly involved with higher education.

This report presents the findings of an end of program evaluation (EPE) of the Sida ITP. It is based on an extensive document review, and individual and group interviews undertaken by the EPE team. In addition to interviews a questionnaire was sent out to 60 participants, a country case study of South Africa was undertaken and Change Project (CP) reviews were conducted to measure results at outcome level, and whenever possible, at impact level. The evaluation team also attended the ESD results seminar in South Africa in order to meet some of the participants from the ITP, organisers, regional tutors, mentors and partners to gather further information in terms of results, lessons learned and the way forward. Despite a demanding timeframe for this EPE we believe the approach taken has provided us with a sufficient evidence base to draw conclusions and provide recommendations.

The focus of this evaluation has been be on identifying lessons learned, particularly in terms of methods and approach of this ITP, which can be used by Sida in designing new models of capacity development programmes.

Our overall assessment is that the ITP is well within what Sida should expect at this point in the programme. The programme has achieved its short term objectives and to a lesser extent the long term ones. There is evidence of strong outcomes/results delivery and clear signs that the programme has evolved in response to changes in context, and has been responsive to some lessons learned and participants' feedback.

The setup of the ITP with 5 phases is very similar to other Sida ITPs but the fact of addressing people working with education is what differs and makes the ESD in HE ITP unique. The ITP is a powerful tool for professional capacity development in HE institutions, especially due to its multidisciplinary approach. Universities are important and a good place to invest as it multiplies the potential of the ITP, but gaps still exist.

From the evidence gathered during this evaluation, the structure of the course is deemed good and the content highly relevant. Sweden is a global leader in ESD and has a lot to offer with different types of expertise in this field. The 2-3 weeks spent in

Sweden provided a huge opportunity for the participants to see innovative work and design in practice, and the involvement of numerous institutions has an added value.

The regional component is good for consolidation, but by using smaller regional clusters, the entire ITP group loses some of the networking aspects. While Africa-Africa and Asia-Asia connections are strengthened, a strong Africa-Asia connection is lacking. The course has been designed to support the change projects. These were conceptualised and designed by the participants to be relevant to local institutional needs. The change process mentoring has been managed through initiatives like courses, institutional workshops, institutional audits, and collaborative work. This process has been challenging, but important. .

The major challenges facing the ITP are found in the mentoring process, in monitoring and evaluation of results, and in creating networks among participants and ownership to guarantee sustainability.

Sustainability can partly be reached through the UNEP's regional and global networks (through its various mechanisms including in the implementation of the UNESCO GAP goals as of 2015) but it is very important that the participating institutions gain ownership and support further development of change projects and the change processes in the institutions. This further emphasises the importance of the recruitment process and of involvement of participating organisations rather than individuals.

Evidence has shown that: the recruitment process is crucial, has to be strategic and requires time; the participation in ITP not only provides knowledge to the participants but also brings home new perspectives to the partner institutions in Sweden, South Africa and China, and gives the participating lecturers competence development. Thus, the knowledge and skills transfer in the ITP is reciprocal.

Change takes time and needs long-term commitment: the implementation of change projects does not yield instant results. In the short to medium term some results can be seen but the significant results and impact will only start to show after a long time. This requires certain flexibility when setting the level of achievements to be expected within the time frame of a program cycle. Due to several reasons the change projects are found in different stages of development. However, there should be mechanisms to evaluate why certain change projects fail. This while keeping in mind that the change projects are 'self-funded' and sustained by local institutions, with no additional funding provided via the ITP, other than the investment in professional development of the participants and co-participants. They are therefore also dependent on local conditions, and are especially influenced by the 'sphere of influence' of the ITP participant.

In summary our key recommendations for future ESD HE ITPs to Sida are:

- To have a new ITP ESD HE following the 5 phases model, developed in collaboration with universities in Sweden and universities in Africa and Asia and regional networks. The resources available are knowledgeable and highly committed in driving issues regarding ESD, both on national, regional and global level.
- Include an extensive inception phase to strengthen the selection/recruitment process and guarantee stronger forms of institutional support to the change projects. Much more effort, time and thought needs to be put into the recruitment process of the institutions and ITP participants. Their position and their sphere of influence in the institutions is very critical.
- Change takes time and needs long-term commitment by management. Therefore we suggest that the new ITP seeks to establish a contract (memorandum of understanding) with a few universities or institutions that have shown a keen interest in the programme. By allowing them to send professionals to the programme for a number of years the ITP may reach further results.
- Strengthen the intermediary phases particularly phases 3 and 5 with better follow-up. By limiting it to a few participating institutions, the follow up and institutional visits could be facilitated and made more efficient, and consequently, better results/impact could potentially be achieved.
- The regional phase, if kept separately in clusters, requires a reconnection of Africa-Asia participants either in phase 5, or a posteriori, in a follow up seminar. This should be built into the training programme as essential for networking and promoting cross-learning between the regions.
- An ITP with stronger focus on the role that the university can play as an arena for transition towards sustainability, especially the role that students can play as change agents.
- An ITP more focussed on the outreach of change projects and increased connectivity to social contexts. How the knowledge has influenced local and socio-cultural contexts needs to be considered along with sustainability.
- Further in terms of content the recommendations presented under c, d, e of 3.5 Proposed Changes to the ITP should be considered.
- Establishment of a good network and communication system for alumni groups. The alumni network needs to be strengthened and the possibility of it being sustained by SWEDESD should be explored. The setup of SWEDESD has been supported by Sida and it is already involved in cooperation with MESA and GUPES which could be reinforced. Continuing support to global networks like MESA and GUPES is important as they can provide mecha-

nisms for publishing, seminars and workshops around ESD to gain traction at institutional level and to keep the former participants updated on ESD issues.

- A platform for monitoring, networking, and pedagogical development should be created by either Sida or the ITP organiser: a proper data base for monitoring and evaluation; develop objectives and programme indicators that reflect progress and success that can be measured – results that can be measured. SWEDESD could also potentially play a key role in keeping the alumni network. Ways of using the existing ESD Massive Open Online Course (MOOC) could also be explored.

1 Introduction

1.1 THE ASSIGNMENT

The International Training Programme (ITP) under study, Education for Sustainable Development (ESD) in Higher Education (HE), is organised by Niras Natura AB, Stockholm in cooperation with the United Nations Environment Programme (UNEP), and universities in Africa, Asia and Sweden such as: Uppsala University and Chalmers University of Technology in Sweden, Rhodes University in South Africa and UNEP-Tongji Institute of Environment for Sustainable Development (IESD) in China. The programme emerged in 2008 and since then five cycles of the ITP have been run, involving a total of 261 participants (including co-participants¹) from 23 countries in Africa and 12 countries in Asia. The programme has targeted participants from institutions of higher education and from the ministries directly involved with higher education.

The ITP ESD HE builds on and contributes to the UNEP initiatives ‘Mainstreaming Environment and Sustainable Development in African Universities’ (MESA) and the ‘Global University Partnership on Environment and Sustainability’ (GUPES). It aims to promote the integration of environment and sustainability concerns into teaching, research, community engagement, the management of universities including greening of university infrastructure/facilities/operations, as well as to enhance student engagement and participation in sustainability activities both within and beyond universities.

Being an end of programme evaluation, the focus was on identifying lessons learned, particularly in terms of methods and approach used by the ITP ESD HE which can be used by Sida in designing new models of capacity development programmes.

¹ Normally there are 30 participants per course and each has a co-participant. The idea of having co-participants is to increase the possibility of implementing change in the institution. The participant is not left alone. The co-participant participates in all phases of the ITP except for phase 2 in Sweden.

1.2 OBJECTIVES OF THE EVALUATION

This report presents the findings of an end of programme evaluation (EPE) of the Sida International Training Programme (Sida ITP) that has been undertaken between September 2014 and February 2015. The focus has been on identifying lessons learned, particularly in terms of methods and approach of this ITP which can be used by Sida in designing new models of capacity development programmes. The terms of reference (ToR) for our work can be found in Annex 10: Terms of Reference.

The ToR states that the purpose of the EPE is to:

- a) identify results at outcome and where possible at impact level;
- b) assess the level of the programme's relevance to the participants in the specific area of sustainable development;
- c) assess if the programme targets the most appropriate level of participants;
- d) analyse how the ITPs' structure has affected the results;
- e) identify unintended consequences of the programmes (negative and positive) and evaluate the programmes' efficiency.

In addition, the evaluation identifies lessons learned in this programme's deviation in approach and assesses what direction in the area of capacity development in Education for Sustainable Development Sida should support to make the greatest contribution. It also examines how the programme has contributed to Sida's goals in the area of poverty reduction and if a rights-based perspective is maintained in the programmes. As for cross cutting issues, where possible, the evaluation takes into account an assessment of gender mainstreaming within the programme design and implementation, mainly through the analysis of the course content, selection process and discussions at the Results Seminar.

1.3 METHODOLOGY

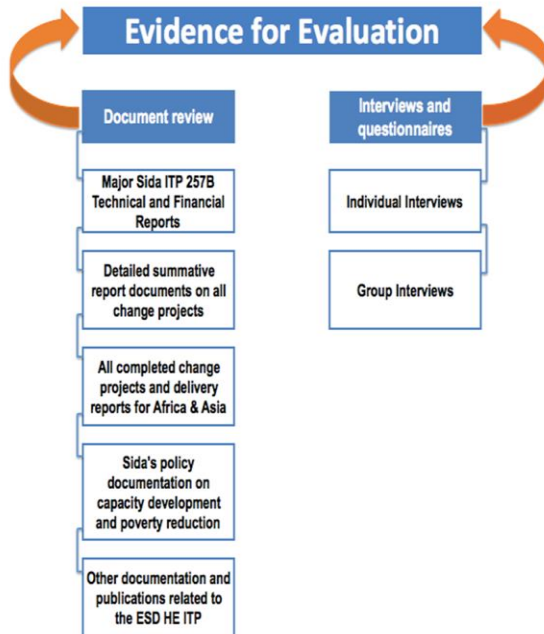
1.3.1 Approaches and Methods

The evidence collected for this evaluation is derived from an extensive document review and from formal and informal individual and group interviews using semi-structured guidelines (see

Figure 1: Overview of methodology below). Despite a demanding timeframe for this evaluation, we believe the approach taken has provided us with a sufficient evidence base to draw conclusions and provide recommendations. Each member of the evaluation team also took responsibility for reviewing progress on the ITP in other countries beyond the one case study country, South Africa. It was not originally within the scope of the evaluation to include extensive field studies but to use the results seminar as an opportunity to collect data at country level. As one of evaluators resides in South Africa the evaluation team found it convenient to complement the information with a more in-depth study in the country. However, as was discovered later, there were only 3 participants. The travel budget available for the evaluation team

was limited and did not allow visits to other countries with a larger number of participants.

Figure 1: Overview of methodology



Specifically, our approach has involved:

Document review

- Major Sida International Training Programme 257B Technical and Financial Reports² (2008 - 2013) and detailed summative report documents on all Change Projects covering the programme.
- We have undertaken a systematic review of all completed change projects and delivery reports for Africa and Asia against a consistent set of performance criteria. The evaluation team was able to access these reports and share them via email.
- Sida's policy documentation on capacity development and poverty reduction³.

² These documents have included the following annexes of information:

Annex 1: List of Participants

Annex 2: Schedules phase 2 and 4

Annex 3: Summary of Activities

Annex 4: List of Change Projects

Annex 5: Evaluation results Q1a and Q1b

Annex 6: Financial Report

- Other documentations and publications related to the ESD HE ITP.

Interviews and questionnaires

- Prior to starting our interviews we developed a set of questions against the OECD-DAC evaluation criteria. These can be found in Annexes 2 to **Fel! ittar inte referenskölla**, which have been used as guidelines.
- Individual interviews (1 representative of UNEP, 2 organisers, 9 tutors and 6 South African partners/stakeholders).
- Group interviews were undertaken with 2 separate groups of 10 and 13 participants respectively. The groups were organised following the panel presentations: Panels 1-2 Policy, strategy and institutional change projects and panels 3-4 Curriculum change projects undergraduate/postgraduate.
- Individual and group interviews were mainly conducted during the Results Seminar organised by Niras in Grahamstown, South Africa. The outcomes of the presentations and discussions held during the seminar were also used as sources of information. See details below under 2.2 and Annex 9.
- Questionnaire survey sent out to 60 participants (see sample criteria below under 1.3.2.) with a response rate of 17 (28%).
- The collated list of individuals and organisations interviewed is presented in Annex 7: List of People Interviewed and includes organisers (NIRAS and Rhodes University), other development partners (UNEP staff), ITP course participants, ITP course co-participants, tutors/ESD experts and Sida staff.

Country review – South Africa case study

- South Africa was selected for country review as an example to track and demonstrate evidence on how application of learning from the ITP through change projects has fared. A South African based evaluation team member undertook interviews and discussions with relevant stakeholders in South Africa to provide additional information on change projects, a national and/or regional perspective and an opportunity to see the early evidence signs of practical application of learning from the ITP through change projects implementation results (in South Africa). The country case study is presented in Annex 1.

Change projects reviews

- Change projects are an important component of the ITP. All the reviewed

³Resultatstrategi för kapacitetsutveckling och utbyten 2014-2017
Sveriges Politik för Global Utveckling (PGU) Prop 2002/03:122

countries have change project components but a large number of the change projects are in Africa as compared to Asia (86 out of 144 change projects are in Africa). The evaluation team undertook reviews of change projects to illustrate the ITP performance and outcome following the guiding criteria of OECD/DAC and using a sample of change projects that considers the balance Africa/Asia and the various change projects categories⁴.

1.3.2 Sampling of Respondents (ITP participants)

To counter bias from selection of the results seminar participants, the evaluation used the non-proportionate quota sampling method, where an average number of two respondents from each country's ITP participants were chosen randomly. A total of 60 participants (including 10 co-participants) were asked to respond to a semi structured questionnaire and we received 17 responses (28%). Each respondent was chosen from countries in Africa and Asia (*23 and 12 countries respectively*) which have had the highest number of participants in the ITP. It is worth noting that the programme was not run in 2010. The sampling was done based on the list below:

⁴ The categories used by Agbedahin Vanessa in HESD ITP Change Project Tracking Document are as follows:

Category A: New Policies and Strategies

Category B: New Management Practices

Category C: New Tools and Methods

Category D: New Programmes and Courses

COMBINED LISTS OF PARTICIPANTS: 2008, 2009, 2011, 2012, 2013 ITP years			
AFRICA REGION		ASIA REGION	
Country	Participants No	Country	Participants No
Botswana	3	Bangladesh	8
Cameroon	1	Cambodia	7
DR Congo	1	China	9
Egypt	7	DPR Korea	4
Ethiopia	11	India	4
Gambia	1	Indonesia	7
Kenya	9	Kyrgyzstan	2
Liberia	2	Mongolia	5
Madagascar	2	Nepal	6
Malawi	2	Philippines	6
Mauritius	1	Thailand	1
Morocco	3	Vietnam	4
Mozambique	6		
Namibia	1		
Nigeria	7		
Rwanda	3		
Senegal	1		
Seychelles	1		
South Africa	3		
Sudan	1		
Swaziland	1		
Tanzania	5		
Uganda	6		
Zambia	5		
Total	83	Total	63

1.4 LIMITATIONS OF THE EVALUATION

Lack of expressed specific ITP objectives/results limits the evaluation in that it was not possible to assess performance against predetermined criteria. The evaluation methodology used relies heavily on the interviewees' opinion(s) and responses to the questions asked. During the inception phase it was noted that the opportunity to measure impact within the scope of this evaluation was very limited, though collection of evidence related to this was undertaken as much as possible. The evaluation was also limited as there was no time assigned to visit the countries and institutions involved. It is also based heavily on the results of, and interviews with participants from, the results seminar in Grahamstown. The seminar was attended by 25 participants exclusively from Africa, and lack of participation from Asia presented a major

limitation. The results seminar participants were selected by the programme organisers themselves which is a limitation. Though the selection followed specific criteria as indicated in 2.2, these could not have been verified by the evaluation team. For the South Africa case study, the sample size was very small which limits the validity of the findings. Because of this, the findings from the case study were also not relevant for drawing broader conclusions for sub-Saharan Africa.

1.4.1 The evaluation questions

The evaluation questions in the ToR were grouped according to the five OECD/DAC and Sida evaluation criteria: Relevance, Effectiveness, Efficiency, Impact and Sustainability. The questions are unpacked and presented in the evaluation matrix in annex 11; the Inception Report.

As mentioned above, the scope of this evaluation was limited and some of the questions, particularly those related to impact and relevance were not covered in depth, as expected. For instance:

Relevance

1. *Are the programme's goals and direction relevant to the developing countries and within the specific areas of expertise?*

The evaluation was able to get a picture of individuals/institutions but an extremely limited picture at the country level based on the participants' interview responses.

2. *Does Sweden's own competency and capacity in this area of expertise meet the needs?*

This question was difficult to measure as it would require a mapping of Sweden's competency and capacity in the area of Education for Sustainable Development.

3. *Are the programmes addressing prioritised needs of the partner countries? To what extent have the programmes fostered partner country ownership?*

This was only identified at individual and institutional level.

Impact

4. *What outcome/impact have these activities had on the organisational/national level?*

5. *Has an enabling environment been created in countries / organisations with a large number of participants throughout the years?*

These two questions were only dealt with at the level of organisations, yet in a limited way.

None of the questions in the ToR addresses the objective to “assess if the programmes target the most appropriate level of participants”. The question, *What level of participants are targeted by the ITP?* has been added and verified through interviews and participants' evaluation.

1.5 STRUCTURE OF THE REPORT

*Section 1. **Fel! Hittar inte referenskälla.*** sets out the methodology that we have used and the limitations with the chosen methods for this evaluation and the structure of this report. In *Section 2* we look at the background of the ESD HE ITP. *Section 3* is concerned primarily with the main findings and analysis of how the ITP is performing and the outcome of the programme to date within the five OECD-DAC criteria of results. In *Section 4* we present conclusions, including lessons learned, and recommendations for improvements to delivery, impact and performance and recommendations on operational sustainability for the ITP beyond present financing commitments.

2 Background

2.1 THE INTERNATIONAL TRAINING PROGRAMME ON EDUCATION FOR SUSTAINABLE DEVELOPMENT IN HIGHER EDUCATION

The international training programme on Education for Sustainable Development (ESD) in Higher Education builds on and contributes to the UNEP initiatives - Mainstreaming Environment and Sustainable Development in African Universities (ME-SA) and the Global University Partnership on Environment and Sustainability (GUPES). The training programme is organised by Niras Natura AB, Stockholm, in cooperation with Rhodes University in South Africa and UNEP-Tongji Institute of Environment for Sustainable Development (IESD) in China. The programme provides opportunities for meaningful exchange and collaboration between African, Asian and Swedish Universities and is fully sponsored by the Swedish International Development Cooperation Agency (Sida).

The five year period of ITPs on ESD in Higher Education has just come to an end and it is thus an appropriate time to gather evidence and discuss, document and evaluate the outcomes and impact of the ITP.

This ESD HE programme differs from the more traditional ITPs in that it has only had participants from institutions of higher education and from the ministries directly involved with higher education. For this reason the Sida decided to evaluate the programme to be able to compare it to other ITP formats and to be able to extract lessons learned and use these in designing new models of capacity development programmes.

Sida has supported the implementation of a total of 25 ITPs in Environmental Education and Education for Sustainable Development since 2001.

- ITP ESD in Formal Education (2001-2011)
- ITP ESD in Formal Education-China (2004-2009)
- ITP ESD in a River Basin Context (2008-2009)
- ITP ESD in Higher Education (2008-2013)

These training programmes have been organised and managed by Niras Natura (formerly Ramboll Natura and before that Scandiaconsult Natura) in partnership with a number of key institutions and organisations in Sweden, Africa and Asia. More than 1,000 professionals within the environment and education sector, coming from 45 different countries in Africa and Asia, have taken part in the ITPs since the start.

The training programmes were intended to: a) increase understanding of the different dimensions of sustainable development and the educational responses required; b) provide an opportunity to exchange knowledge and experiences at the interface between sustainable development and education/curriculum processes within the formal education sector; and c) use these insights to enhance and develop ESD initiatives in the participants' work contexts.

Planning and implementation of the training programmes have been a collaborative process from the outset. This has been achieved through partnering with regional or local institutions and organisations. Rhodes University, the Southern African Development Community Regional Environmental Education Programme (SADC REEP) under the Wildlife and Environment Society of South Africa (WESSA) and the Centre for Environmental Education (CEE) in India have been key partners in designing and structuring the training programmes. Other partners include the Environmental Education and Training Unit (EETU) within UNEP, Kenyatta University and Strathmore University in Kenya, Obafemi Awolowo University in Nigeria, the Nile Basin Initiative Secretariat in Uganda, the Asian Institute of Technology in Thailand and in China UNEP- Tongji Institute of Environment for Sustainable Development (IESD), the East China Normal University (ECNU), the Centre for Environmental Education and Communication of the Ministry of Environmental Protection and Yunnan University.

In Sweden, key partners have been Uppsala University, Chalmers Technical University and the Stockholm Resilience Centre (SRC). The ITP has also had contributions from Lund University, Malmö University, Mälardalen University, Stockholm University and Örebro University.

2.1.1 The structure of ESD HE

The ITP objectives are defined as follows:

Short-term objectives of the ITP :

1. To deepen understanding of the environmental, socio-cultural and economic dimensions of sustainable development;
2. To enhance the teaching, learning, research, community involvement and management of higher education institutions with regard to ESD; and
3. To build and strengthen networks in the field of ESD in higher education.

Long-term objectives of the ITP:

1. Contribute to poverty reduction and sustainable development;
2. Contribute to capacity development and change processes in participants' institutions and home countries;
3. Contribute to strengthening of methods, processes and monitoring to enable relevant quality education;
4. Contribute to increasing the awareness of the importance of effective ESD in the higher education sector;

5. Contribute to improved institutional infrastructure for ESD; and
6. Contribute to the enhancement and sustainability of networks in the field of higher education.

The methods and processes applied in the five phases of this training programme to enhance change processes are represented in the figure and table below:

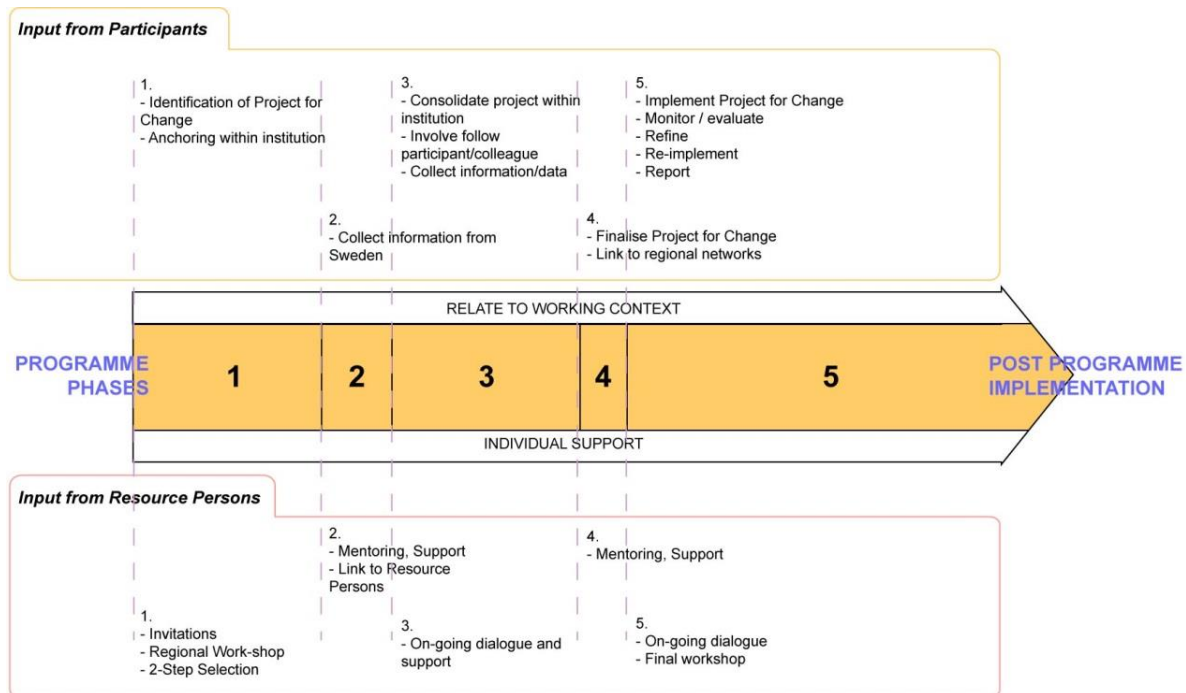


Figure 2: Representation of inputs from participants and resource persons through programme phases.

The figure above describes how the phasing of the programme provides individual support to participants throughout the programme cycle, with particular emphasis on contextualising the Project for Change in the working environment.

Phase	Title	Support to Change Processes
1	<i>Preparatory Phase</i>	1. Active invitation of individuals/organisations involved in key ESD change processes to apply; 2. Application from individual with support from organisation including assignment of institutional colleague / fellow participant; <i>n.b. these two steps will be implemented by the tenderer before Phase 1 opens up</i> 3. A two-step approach to selection based on individual and organisational commitment; 4. Development of draft Project for Change with institutional support; 5. A face-to-face meeting / discussion seminar with head of organisation to discuss project for change, and long-term commitment to ESD

		change processes.
2	<i>Scheduled Programme in Sweden</i>	1. Participants develop detailed Implementation Plan for Project for Change, supported in particular by activities under Module 1 (“Change Processes in Institutional Settings”) and Module 3 (ESD), e.g.: - Discussions with peers, mentors and other resource persons; - Presentation of Tool-box for Change including tools like Backward mapping exercise, SWOT analysis and LFA; - Peer reviewing; - Integrating necessary learning and development processes to support change through sessions on learning and socialisation, power and conflict, and the importance of understanding educational traditions, all drawing on research and case studies from Uppsala University.
3	<i>Intermediate Consolidation Phase</i>	1. Adjustments of Implementation Plan together with institutional colleague / fellow participant, as well as renewed commitment, input and support from superiors. 2. Preparations and data collection for phase 4 involving continued support to Project for Change from mentors through web-based support and dialogue facilities.
4 a & b	<i>Scheduled Regional Programme in South Africa or India</i>	1. The teams of two participants from each organisation complete their projects with the following input and support: - Support from regional mentors; - Peer reviewing; - Input from regional case studies and ESD approaches.
5	<i>Continued Support Phase</i>	1. Implementation of Project for Change with e-mail and web based support from mentors; 2. Monitoring and Evaluation process; 3. 2nd round of implementation after revisions based on evaluation and feed-back and a second visit by programme coordinators to respective institution / country.
<i>Long-term perspective, building on Change Processes from year to year</i>		1. The following year’s selection process will consider potential for synergy effects with previous participants’ achievements; 2. Participants’ design and implementation of Projects for Change will build upon achievements from previous Projects for Change where appropriate. 3. Focus on a few countries per year to create critical mass in respective country but countries alter between years to cover all proposed countries over the contract period.

2.2 THE RESULTS SEMINAR

A Results Seminar took place on November 25 – 28, 2014 at Rhodes University, Grahamstown, South Africa, with three scheduled days together with former ESD HE participants and one additional day for focus group discussions with Sida representatives, the external evaluators, the ESD ITP management teams, UNEP and key partners in Sweden.

The overall objectives of the seminar were:

- To document, review and present outcomes of the five year implementation of the ITP ESD in Higher Education.
- To provide an opportunity for African participants and members of the ESD HE ITP management teams to report on change project outcomes and innovations.
- To discuss the post UN Decade of ESD priorities and recommendations with a particular focus on the need for professional development of educators.
- To identify possible ways for continued support to the change processes that have been initiated through the ITP and look at mechanisms for a post ITP continuum of dialogue between participants from different countries.
- To analyse the lessons learned and contribute to a broader evaluation process.

According to the organisers the workshop selection process was as follows: All ITP participants were invited to respond to an invitation to write up their case studies. Those that responded formed the basis of the selection for the workshop. From this initial group of around 40, 25 participants were selected according to country spread – 8 countries, gender balance (organisers sought to get a good gender balance); spread over years of participation in the programme from 2008 to 2013. A key criteria for selection was also ‘main participant’ i.e. the one who had also been to Sweden. In two cases organisers selected co-participants (who were shortlisted) for their strong contributions to the change project in their country. This was a systematic and rigorous selection process to identify participants who could offer relevant insights into the programme from the organisers’ point of view.

This seminar provided an opportunity for further interviews and face to face meetings with ITP course organisers, participants, tutors/ESD experts and other development partners (UNEP staff); to speak to and hear the gathered alumnus discussing significant outcomes brought about by the ITP at policy and practice levels in Southern Africa and Asia. The seminar only addressed participants from Africa as participants from Asia had already had a results seminar.

The Results Seminar provided an important occasion for the Sida staff and the external evaluators to examine and discuss the ITP set-up with numerous Swedish and

regional partners in programme implementation and a strong link to regional and global networks. Key resource people from the regional ITP management teams that have been involved in implementing and compiling results from the ESD ITPs were invited and present, together with representatives from SWEDESD⁵ (Swedish International Centre of Education for Sustainable Development), Uppsala University and Chalmers University of Technology.

The follow-up meeting on 28 November focused, among other things, on discussions about the overall ESD ITP structure and set-up, links to existing networks, catalytic effects of the partnerships and how to expand the outcomes of the ESD ITPs into the future. For further information see Annex 9.

⁵ A centre at the Faculty of Educational Sciences at Uppsala University that supports capacity development, research and policy development related to Education for Sustainable Development (ESD). The establishment of SWEDESD has been funded by Sida.

3 Main Findings and Analysis

3.1 RELEVANCE OF THE PROGRAMME OBJECTIVES

Long term poverty reduction and Sustainable Development (SD) should be seen more as an overall goal, which is only partially achievable through the implementation of the training programme, and will depend on global as well as national developments in all areas of society.

In the view of the evaluators, the programme is important and highly relevant since it targets issues that are located on the crossroads between learning/education, sustainable development and social change (personal, social, and institutional). A lot of research supports the idea that the challenge to accomplish the ideal of sustainable societies is largely a question of learning new and integrated ways of thinking, behaving and organising powerful institutions. This ITP deals with these questions by integrating sustainable development content, research based education for sustainable development and concrete participant change projects. The programme is also considered to be exclusive and unique through its course content, design and set-up, by having its focus on Education for Sustainable Development (ESD) for Higher Education and providing a targeted opportunity for the professional development of lecturers, researchers and administrators only at universities in Africa and Asia.

There is a link between Sweden's agenda of poverty reduction and the defined objectives of the ITP concerning the Change Projects, which are trying to solve social-economic problems. There are also further links to Sweden's agenda of poverty reduction and human rights-based approaches which are found particularly in the change projects related to community involvement.

Examples include: a) the change project of Bright Hope Institute, Cambodia "Linking Higher Education with community development" through including ESD in curricula and development projects and addressing green campus, poverty concerns, to enhance good citizenship with qualification; b) "Development Of The Household Management Curriculum (Family Sustainable Development)" of Alexandria University in Egypt. The concept of sustainable development is interfaced in both the scientific research plan of the department titled "management of family resources and sustainable development in home economics" and reorients some course contents to be integrated with sustainability issues, namely "family health and family economics and consumer guidance" (addressed to undergraduate students), and a course titled "family health and the environment" (for masters' students) which involves sustainability issues and relevant skills and activities. The recommendations of their CP have the

potential to reach high-level decision makers and to promote the ESD related change process to a wider society.

3.1.1 The Programme contents

In general the developmental work done by the participants was considered by the tutors as active and directly related to their institutional goals and strategies. The interviewees found the ITP's course content very good and relevant as it builds on the expectations of the strategies and policy of the university and national education policy that envision education for sustainability. Typical examples of this are illustrated by the University of Cape Town found in the South Africa case study in the annexes, as well as the case of Swaziland where the University (UNISWA) was in the process of mainstreaming ESD, thus the ITP was timely and fitted very well with their needs to increase their knowledge base in this area.

The course was also considered well-structured for adult learning with experience from across the fields. Its contents were relevant especially for those teaching environmental education for sustainable development. The contents were “indeed multi-disciplinary catering even for those working in administration”. Sharing of experiences and project ideas were also viewed as adding value to the course contents.

Further, the participants see the programme as a good exposure for international fellows to work together, to learn from each other. The course structure provided “freedom to each participant on how to become responsive to the needs of their country” (Tutor's response).

Group discussions indicated that aspects of gender equity and rights-based perspectives have been treated in a general way in a manner relevant for application when talking about sustainable development. However the application of gender equality and human rights is dependent on the change projects implementation as they are the ones that either pick up on these perspectives or forgo them. The ITP is considered to have fostered institutional ownership of ESD to a certain extent which is reflected in the commitment with the institution. Evidence suggests that the institutions are involved in deciding on which change project to implement after the Unit-based Sustainability Assessment Tool (USAT⁶) audit is conducted and that they are involved in

⁶ The USAT is a tool which is designed to assess sustainability at universities. The tool focuses on the different functional units in a university (e.g. departments, research units, management units etc.), and how they are integrating sustainability concerns into their core functions of teaching, research and community engagement and university management operations. Using a unit-based assessment tool allows for 'building the picture' of the whole, as well as concentrating on specific units as required (e.g. concentrating on one department etc.). This framework allows for the integration of sustainability thinking across the different units of the university, and creates possibilities for sustainability issues to be managed within functional units, as well as through a broader systemic framework (Togo, M. & Lotz-Sisitka, H., 2009).

executing the implementation of change projects. This is taken as a sign of commitment from the participating institutions, albeit might not necessarily be a reflection of commitment *throughout* the participating institutions.

3.1.2 Materials and instruments

The materials and instruments used were adequate and relevant to the programme. In building the curriculum, however, some participants felt that the course material for ESD teaching still needs to be developed, especially in HE teaching and learning. In the group discussions it was expressed that receiving the course outline and some material on ESD before phase 2 in Sweden would have been very useful.

The Unit based Sustainability Assessment Tool (USAT) used in the programme has proven very useful as it allows for ‘building the picture’ of the whole, as well as concentrating on specific units as required (e.g. concentrating on one department). It focuses on assessing how sustainability concerns are integrated into the core functions of teaching, research, community engagement and university management operations. Some participants had difficulties using this tool, as they felt it needed adjustment to the situation under study. One interviewee remarked that “we used the USAT tool to assess our preparedness and capability (as an institution) to participate in this international programme. It was a useful tool to assess if we could develop and implement change programmes”.

Another respondent stated that “the USAT tool is a very useful indicator for measuring the success of the project. It is also useful for an in-depth understanding of the institutional dynamics in terms of sustainability for gathering data. The results generated from the USAT tool explored the situation and need of the institution in terms of ESD”.

The contributions of the USAT tool to institutional change projects, like the example below, are found in Annex 8 .

COUNTRY	INSTITUTION	YEAR	CHANGE PROJECT AND WHAT THE USAT ENABLED
Ethiopia	Wondo Genet College of Forestry and Natural Resources - Hawassa University	2011	<i>Improve the rigour and relevance of Forestry Education with principles of ESD:</i> A USAT audit was undertaken and the results were used to discuss how to improve the relevance of Forestry Education. This resulted in the development of curriculum guidelines for lecturer orientation and guidelines for ESD at institutional level. An academic paper, though not directly based on the USAT, was published in the 2011 Southern Africa Journal of Environmental Education.

Source: Agbedahin and Lotz-Sisitka (2014)

3.1.3 Lecturers

From the participants' perspective, the lecturers/tutors were selected appropriately. The lecturers were good and keen to teach the ITP course content in Sweden, except that contact hours were rather limited to establish rapport and effective conceptualisation of the change projects. The interviewees found that the lecturers/tutors were competent in their areas of instructions and motivating to the classes: "lecturers were knowledgeable and worked very hard to help us develop the change projects". The subjects were duly covered, the presentations well organised and gave space for discussions but "more actual exposure to community projects could have been done" (participant's response).

3.1.4 Selection process

The participants were strategically selected. These particularly included researchers and university administrative staff who were already involved in developing issues concerning SD. However some of the participants initially had no idea about ESD and the perceptions on ESD differed a great deal. Despite the differences, it shows that the selection has provided a good mix of participants with appropriate background and ensured high motivation. According to the participants interviewed the background does not really matter much as it depends on personal interest, which is considered very critical.

The selection of co-participants was left to the participants' choice. The criteria used have varied and include the following:

- Interest and commitment to ESD;
- Junior vs senior: juniors are seen as driving force while senior may have influence but do not have as much interest;
- Influential position;
- Innovative, self-motivated;
- Character and personality, individual seriousness, hard work, and availability;
- Experience, knowledge, sense of cooperation in team work.

Some participants felt that the choice of co-participants should take place at a later stage. For instance after phase 2 "one is more aware particularly due to the course on change management". In general the work with co-participants has functioned well and is seen as valuable. However some felt that the role of co-participants was not so clearly defined.

From the point of view of the co-participant the experience was rewarding and indicated pros and cons of being a co-participant as follows:

Pros (as a co-participant):

- Being included in the regional phase training.
- Forging team-work with the main participant.
- Meeting and working together with other participants.

Cons (as co-participant):

- Not being able to participate in the Phase II Training in Sweden.

3.2 THE MODEL

The programme is set up in 5 phases. This model is generally considered as good because it goes a long way to ensure preparation and organisational commitment. Phase one is crucial and so are the phases 3 and 5 where support is provided to the participants in developing their change projects in a professional way, that is both sensitive to their local settings, challenges and educational research interests. The role of the regional tutors here has been very important. Two mentor visits are paid to each institution/university in a programme cycle. These significantly helped in profiling the change projects and insured a stronger involvement and commitment by colleagues and supervisors. This has, however, imposed some logistical problems requiring extensive travelling by the mentors and strong dedication by all involved. Nonetheless it has also significantly contributed to a mutual learning experience by all involved. In particular it has enabled a strong South-South cooperation and networking opportunity.

Phase 2 in Sweden provides the participants with some valuable knowledge that they can use in their change projects. It is also valuable that they get to know each other early on in the programme so that it is possible for them to use this networking during their change projects. It is an opportunity not only for mutual learning between participants from Africa and Asia, but also for mutual learning between the "lecturers" at the Swedish institutions involved and the participants.

The regional workshops in phase 4 are an opportunity for the participants to report and also get some feedback on their ongoing change projects. It is an extremely important phase for the contextualisation of the learning from Sweden and for linking up with regional professional development networks. The regional workshops have been mainly organised by the partner institutions Rhodes University in South Africa and Tongji University in China together with Niras.

Working together with strong and well-recognised regional partners such as Rhodes University and Tongji University has enabled the programme to be more sensitive to the realities and the needs of the participants. It has also allowed a more intensive mentoring process with two visits to each institution/university in a programme cycle.

The links to UNEP, MESA and GUPES networks from the start of the programme have allowed the programme to build on and link up with ongoing initiatives and networks which significantly contributes to the relevance and long-term sustainability of the programme.

Niras being the ITP organiser has been instrumental in identifying and attracting competent and well recognised ESD partners (with broad ESD networks) in Sweden and in the two regions. Niras together with the partners, has developed the programme structure and content while ensuring a coherent and focused approach in line with the overall goals and objectives of the ITP. They have coordinated programme

implementation and provided guidance to all partners and mentors involved. The yearly planning meetings and the follow-up meetings during GUPES conferences have been crucial in ensuring a common approach and strategy to programme implementation while at the same time allowing for local connectivity.

3.2.1 Adjustments in the course of the ITP

The programme has continuously been adjusted according to feedback from the organisers/tutors and adjustments have included:

- Reducing the time for lectures and increasing time for discussions to make it more interactive (in the case of the Stockholm Resilience Center).
- Redistribution of time of phase 2 in Sweden⁷ has implied adjustments of the pedagogical model in use and less local field trips for Uppsala University.
- There have been changes in the schedule for the week at Chalmers University of Technology so as to improve the programme with considerations to new experiences from Chalmers.
- Changes have also been done to adapt to the participants' background, institutional contexts and national/regional circumstances.

The continuous adjustments in the ITP have been based on the participants' comments and results from the evaluations Q1a and Q1b undertaken in the end of phases 2 and 4. The problem with the evaluation for the regional phase (Q1b) is that it is not adapted to the structure of this ITP: regional workshops are conducted separately for two groups, one in Africa and one in Asia with different programmes and schedules. Still the questionnaire is the same for these two groups which conditions the reliability of the responses.

Apart from the evaluations (Q1a, Q1b) and institutional visits (mentorship) made in the intermediary phases (3 and 5) of the programme, the ITP doesn't have a monitoring system of the results in place.

Worth noticing is that Bangladesh has been treated separately in terms of mentorship as they have had high level participants dealing mainly with policy issues. Bangladesh has had their own results seminar.

⁷ Phase 2 in Sweden had a duration of 3 weeks during the first 3 years and has been changed to 2 weeks in the last 2 years.

3.2.2 Synergies in the Model

Working with regional partners in implementing the whole programme and involving them in the mentoring process has proven to be very valuable. The regional ITP management teams have contributed immensely to the relevance and quality of the programme. The partners (e.g. UNEP, Rhodes University, Tongji University and SADC-REEP, CEE and ECNU for the ESD in Formal Education ITPs) have all been carefully selected and are well recognised Centres of Expertise in ESD. They have a deep understanding of the different ESD processes taking place in the different regions and have a broad network of professionals working in ESD, which has all fed into the ITP. The mentoring process has also been strengthened through their knowledge of key institutions and organisations involved in the programme. In addition, having regional mentors has also contributed to the fact of being able to visit each participating institution or organisation twice in each ITP. The institutional visits have provided an occasion for the ITP participants to showcase their change projects to their superiors and colleagues and thereby gaining stronger support from their institutions.

Working with regional partners has also contributed to capacity development and strengthening of the partners' professional development networks.

One limitation of working with UNEP is that the organisers haven't been free to choose partner countries but have had to adjust UNEP's network; "UNEP wanted us to work with their contacts and that's how we started cooperating with Tongji University in Shanghai", one stakeholder explained. UNEP targeted as many institutions/countries as possible in its mission to strengthen Universities and ESD in higher Education in Africa and Asia. Therefore the wide scope of participating countries in the ITP has not always matched Sida's priority countries.

The ITP organisers have also faced difficulties in working with Tongji University partly because of "the institution's orientation [majority engineers] and the culture of learning and partly due to the fact that they have many projects going on and frequent change of staff".

3.3 THE ITP OUTCOMES AND IMPACT

The outcomes/outputs of this ITP mainly derive from the participants' engagement and the implementation of their change projects. The ITP is more visible at an institutional/departmental level with more long-term indirect implications at national level. The change projects have been clustered by type/areas of interest to facilitate evaluation. The categories⁸ used in programme monitoring are as follows:

- New Policies and Strategies
- New Management Practices
- New Tools and Methods
- New Programmes and Courses

The outcomes indicated as a result of the change projects are grouped below as follows:

- Knowledge and skills developed among the participants: deeper knowledge about sustainable development and education for sustainable development.
- A heightened sense of confidence among the participants regarding ESD: over time, they have become more self-confident and comfortable with the subject of interest and how this can be integrated (and on what level) in their organisations.
- High engagement of participants in their change projects is an important factor for a successful result.
- Relevant change projects have been launched particularly those dealing with curriculum development and the introduction of new ESD related courses.
- At the level of institutions an increased awareness about ESD among lecturers and students is reported. Particularly the impact on students' critical way of learning and approaching their assignments, their attitudes towards sustainability and changing behaviour and practices.
- The involvement of formalised student bodies (e.g. the Nelson Mandela Metropolitan University Student Mobilisation Project) on sustainability issues on the university campus and surrounding environment has indirectly also put pressure on the university's leadership and administrations (e.g. operational management) to change policies and practices. (Also found in the South Africa case study in Annex 1).

⁸ These are found in HESD ITP change Project Tracking Document by Adesuwa Vanessa Agbedahin

It is not a simple chain to attribute impact to the ITP. There are examples where one can see direct links between ITP and results; “seeding change”. In most change projects the focus is more on outcomes, though in some one can see that the ITP has had a catalytic effect. As in the case of Mansoura university in Egypt where the change project based in the Quality Assurance Programme Unit led to the development of the University Strategic plan for ESD or the case of the National Institute of Educational Sciences (NIES), China, where the change project resulted in: a) introducing and integrating SD indicators into the performance evaluation of key universities in China; b) building up collaboration with SD professionals in Tongji University; c) applying a new independent research project sponsored by NIES; d) composing a research paper to be included in the annual report of performance evaluation of China’s key university.

Many of the change projects under the category new programs and courses are dealing with changes in curriculum and teaching/learning approaches aiming to sensitise the students on issues of ESD and SD including research and community engagement. The knowledge generated is expected to affect the students’ mind-set, attitudes and practices.

Some other outcomes worth mentioning here are studies and publications that have been undertaken by PhD students and ITP participants and partner institutions. Among them are:

- The summary of the ITP in Africa “Education for Sustainable development: implications for Higher education in Africa – from Sida ITP ESD HE”.
- The summary of the ITP in Asia “Education for Sustainable development: implications for Higher education in Asia – from Sida ITP ESD HE”. *This publication and the preceding one above summarise some of the results and best practices of the change projects undertaken in the ESD HE ITP and will be published in March 2015 together with UNEP/GUPES.*
- The publication organised by ITP ESD Alumni Bangladesh “Education for sustainable development. Together we create sustainable future: Bangladesh perspective”.
- The very useful document tracking the change projects by Vanessa Agbedahin (found in the reference list and part of study on contributions of USAT tool to institutional change projects as Annex 8)
- Some other publications with reference to ITP are found in the reference list.

Some ITP participants, lecturers and tutors took part in the UNESCO World Conference on ESD held in Aichi-Nagoya, Japan, from 10 to 12 November 2014. According to them their presentations gave great visibility to the ITP.

3.3.1 Enabling factors

When it comes to factors that are contributing to success, these are diverse but in general the tutors and organisers have pointed out the following:

- The change projects have to be clearly defined and linked to the ordinary work tasks of the participants.
- The identification of windows of opportunity where there is room for change.
- The change projects need to be within the “sphere of influence” of the participants.
- It is very difficult for one individual alone to make things happen. If there is a broader community supporting the change, this makes all the difference.
- Individual engagement in the project.
- Institutional support and support from co-participants.
- Support from the tutors.

Most of the participants interviewed stated that the support they received from the tutors was encouraging, timely and useful for their change projects. So was the consideration of the institutional support and support from the co-participants. This positive view is also reflected on the results of the programme evaluation conducted at the end of phases 2 and 4 of each programme⁹.

3.3.2 Major challenges and constraining factors

The interviewed participants indicated the following major challenges faced in the implementation of their change projects:

- Changing operational policies and practices is complex and challenging.
- The transitory nature of the student body made continuity challenging.
- Sustainable funding to maintain continued change project implementation.
- University staff mindset and their unwillingness to participate.
- Institutional culture and reluctance from some staff members to buy-in to the mainstreaming of environment and sustainability issues.
- Approval processes of University programmes are time consuming.
- Consensus needed for implementation of Change Projects not always possible.
- Low acceptance of introducing the new concept of ESD in the curriculum at Universities.
- Motivating policy makers.

⁹ Sida evaluations Q1a, Q1b

- Motivating teacher educators.

3.3.3 Changes at the institutions involved as result of ITP

When asked about if their institutions had initiated any changes as a consequence of the training programme, the interviewees indicated changes taking place at the department level such as:

- Building an environmental lifelong learning centre
- Quality assurance using the USAT
- Involvement of the students on outreach
- Teaching and developing new ESD-focused interdisciplinary curricula
- Mainstreaming sustainability at a departmental level in courses and operations

Moreover in relation to the partner universities the viewpoints expressed in this regard included:

Chalmers University of Technology: In 2013, a survey was sent to some of the lecturers (6) at Chalmers who have been involved in the ITP. The answers were compiled and presented in a paper to the EESD13 conference in Cambridge in September that year¹⁰. The results show that the ITP has given the lecturers: a) an opportunity for *reflections* on ESD and on their own work; b) some *energy, inspiration and motivation* for their continued work; c) some *knowledge about ESD work in developing countries*, e.g. about collaborations with communities; d) *continued contact with the participants* is seen as an important factor (though limited to a few e-mails); and e) contributed to make the ESD work at *Chalmers more well-known and recognised internationally*.

Stockholm Resilience Centre(SRC): the ITP has contributed to an increased interest in networking with Asian universities. Yet the respondent felt it was difficult to evaluate because of other programmes like Swedbio (now called ResDev) that SRC had and which also had positive impact. Today several PhD students studying there are from Africa and Asia, even if none of PhD students participated in the ITP, the programme has increased the interest in capacity-building and ESD directed towards Africa and Asia, thanks to SRC teachers' participation.

Uppsala University(EDU): the ITP is considered by the interviewee a very important addition to Uppsala University's efforts to become more international, to engage with stakeholders, to create cross-national research cooperation, and to work – as the Upp-

¹⁰ Lundqvist, Ulrika & Holmberg John (Sept 2013) *Experiences from an international Training Program on ESD in Higher Education at chalmers university of Technology*

sala University slogan says – for a better world. More concretely, the catalytic effect of the ITP is reflected in the institutional awareness, research cooperation, student participation, course on education and sustainable development modelled according to ITP, and internationalisation of Uppsala University Department of Education (UU EDU).

Rhodes University (RU): The ITP enabled Rhodes University to anchor its work in the Southern and Eastern Africa region, from 2008 as a partner institution. Great working relationships and connectivity has been established because of the ITP. “We now do a lot of connected work with these sister institutions that we’ve worked with on the ITP and they’ve invited me to conferences because of the ITP. Students are also very motivated because they are connected to the regional programmes as a result of the ITP”. As an institution space has been created in a context in which RU students can see themselves in the world. “I’ve also learned a lot about Asia and the internationalisation of the mind and conceptually because of the ITP”. A lot of the Master’s degree content at RU now was influenced by exposure gained from the Stockholm Resilience Centre and “all this is huge for RU”. Upcoming RU academic staff who’ve been involved on the ITP have “professionally and personally grown because of the exposure gained – professional development has improved, so as their capacity because of the ITP. It has developed their confidence and personal capability of these upcoming staff to be involved in this field of ESD”. The ITP has also contributed to bringing back the strength of the African universities when the MESA¹¹ system became globalised within UNEP. “The ITP was a core contributor to maintaining our activities as RU on ESD issues by keeping the MESA system alive and which RU is an active member of” (*partner university’s responses*).

Tongji University: the ITP has brought more confidence to the Institute of Environment for Sustainable Development (IESD). The focus has been changed from engineering to more ESD. The quality of the programmes and resource persons had been heightened and the number of students attending the programmes has increased each year. The interviewee stated that IESD has become a platform for international communication and for promoting ESD in Tongji University and the ITP has been an eye opener.

¹¹ The Mainstreaming Environment and Sustainability in African Universities (MESA) Partnership Programme is one of UNEP’s initiatives with universities to support the UN Decade of Education for Sustainable Development (UNDESD). MESA, which currently has a membership spanning over 85 universities in Africa, supports the mainstreaming of environment and sustainability concerns into teaching, research, community engagement and management of universities in Africa. It seeks as well to enhance student engagement and participation in sustainability activities both within and beyond universities. Sweden, through the the ESD in Higher Education ITP, supported the strengthening of the MESA partnership and the enhancing of UNEP’s strategy to scale up the MESA partnership into a global initiative – the Global Universities Partnership for Environment and Sustainability (GUPES).

3.4 SUSTAINABILITY

In terms of networking, the ITP has facilitated the access to networks like MESA and GUPES for the ITP participants. The advantage of the ITP being a part of a bigger network is that it becomes important for participants to show results, and the network gives continuity and allows for dialogue: “it is good because it contributes to sustainability as GUPES will continue after ITP” said the organiser.

According to the responses obtained, networks among participants in the same group have been established on individual basis though not in a structured way. No cross groups’ networks have been created. No relationship has been established between participating institutions and Swedish universities. See as well evidence from the South Africa case study in Annex 1.

The degree of ownership and commitment from the participating institutions varies which has its implications in terms of sustainability.

3.5 RESPONDENTS’ SUGGESTIONS FOR CHANGES TO THE ITP

When asked the question “if you had to make changes to the programme what would you do differently?” The following insights have been highlighted by the respondents:

- a) Since change takes time and needs long-term commitment by management, there might be need to strive to make a contract (memorandum of understanding) with a few universities or institutions that have shown a keen interest in the programme. “By focusing on a few universities and allowing them to send professionals to the programme for a number of years the programme could have reached even further. This would have required an extensive inception phase though in order to identify the universities or institutions with a committed management”.
- b) The future ITP has the potential to have a stronger focus on the role that the university can play as an arena for transition towards sustainability, especially the role that students can play as change agents. “Here the mutual learning can be even stronger due to the fact that many of the ITP-projects show the ambition of making a difference also in society”.
- c) Better communication and planning among the responsible of the course modules and sub-modules. “One of the strongest suits of the programme is its combination of sustainable development content, ESD teaching and learning (both research and practice, and both classroom and social learning), and institutional change. However, the programme would probably gain from being better planned in advance and aligned between those responsible for the particular modules or sub-modules”.

- d) “Strengthening the scientific ground for the educational part of the ITP ESD in HE would be a must”. Since the best practices shown in Sweden are mostly very different to the ones the participants are accustomed to, there is a need for giving them more general and scientifically secured tools, knowledge and skills that can be used in order to come up with new and context-relevant solutions in their institutional settings.
- e) Another crucial aspect is to focus even more on how the participants in their change projects can use education/training in order to boost mainstreaming. “All projects that deal with SD-issues need to involve education / training/ information in order to achieve results. If this education/training is done without having knowledge about scientific results regarding, for example efficient ways of how to design, teach, monitor and evaluate education/training, money and time is wasted”.
- f) “A platform could be provided for participants coming from different organisations and institutes to present their work and provide opportunities to collaborate with other institutions and organisations”.
- g) After phase 5 of the programme, some change projects would come to an end and could not sustain to keep making changes. “If the programme could organise some activities, such as a conference, one year after phase five to let the participants meet and discuss their progress and experiences of change projects, it would push change projects going further and keep making change more effectively”.
- h) “The programme would be better if it had a more frequent follow-up”.
- i) “The programme should include more explanation and practice about USAT tool as it is very important in conducting any projects.”

Some of the respondents’ suggestions for future ITP involved a scaling up and scaling out of the process, i.e. initiatives that require different approaches than ITP. Therefore these are not presented here.

4 Conclusions and Recommendations

4.1 CONCLUSIONS

The setup of the ITP with 5 phases is very similar to other Sida ITPs but the fact of addressing people working with education is what differs and makes the ESD HE ITP unique. The ITP is a powerful tool for professional capacity development in the HE institutions especially due to its multidisciplinary approach. Universities are important and a good place to invest as it multiplies the potential of the ITP. But gaps still exist.

From the evidence gathered during this evaluation, the ITP has achieved its short term objectives and partly the long term ones. The structure of the course is good and the content highly relevant. Sweden is a global leader in the ESD field. It has a lot to offer with a wide expertise in this field. The 2-3 weeks spent in Sweden provide a huge opportunity for the participants to see innovative work and design in practice and the involvement of numerous institutions has an added value.

The regional component is good for consolidation, but by doing these smaller regional clusters the entire ITP group loses the networking aspects, which between the regional separations of Africa and Asia is not working well. An Africa-Asia connection is lacking. The course has been designed to support the change projects. These were conceptualised and designed by the participants to be relevant to the local institutional needs. The change process mentoring has been done through initiatives like courses, institutional workshops, institutional audits, and collaborative work. This process has been important as well as challenging.

As highlighted in sub-section 3.3.3 above, the participation in ITP not only provides knowledge to the participants but also brings home new perspectives to the partner institutions in Sweden, South Africa and China, and gives the participating lecturers competence development. Thus, the knowledge and skills transfer in the ITP is reciprocal. The institutions and people involved in the ITP are highly committed and knowledgeable of issues regarding ESD, some driving these issues on a global level. Some achievements of this particular ITP are partly due to a more open agreement with Sida that enables continuous improvements and development of the set-up. This is an important aspect for programme design and procurement of future ITPs.

This programme has addressed a large number of countries and institutions and the selection process has mainly followed UNEPs criteria. The feeling expressed by the organisers is that, having a next phase of the ITP, there is a need to concentrate in fewer countries/institutions to have more impact. The manner in which course partic-

Participants are recruited and chosen is very important. It takes lots of time to do it properly and well, yet the rewards result in positive impact and results.

The major challenges facing the ITP are found in the mentoring process, in monitoring and evaluation of results, and in creating networks among participants and ownership to guarantee sustainability.

- Due to large number of countries and institutions involved, the logistics around the institutional visits become complicated and difficult to administer. This limits the quality of the mentorship provided which may not always be as planned or as personalised as desired.
- This ITP haven't had in place a system of M&E that allows undertaking of frequent follow ups. It lacks specific objectives and programme indicators that reflect progress and success or results that can be measured.
- The establishment of a good network and communication system has been a challenge. In order to be sustainable, a network has to have something, a topic of interest to the various members to work on. In general the participating institutions are committed to different extents and the level of ownership varies.

Sustainability can partly be reached through UNEP's regional and global networks (through its various mechanisms including in the implementation of the UNESCO GAP goals of 2015) but it is very important that the participating institutions gain ownership and support the further development of change projects and the change processes in the institutions.

As evaluators it has been very difficult to assess the programme without having any kind of expected results or established indicators. Due to the fact that the ITP is part of a bigger constellation, the tendency is to talk on a wider scope. It is difficult to isolate the results which can be attributed to the ITP.

Change takes time and needs long-term commitment: the implementation of change projects does not yield instant results. In the short to medium term some results can be seen but the significant results and impact will only start to show after a long time. This requires certain flexibility when setting the level of achievements to be expected within the time frame of a program cycle. Due to several reasons the change projects are found in different stages of development. However, there should be mechanisms to evaluate why certain change projects fail, while keeping in mind that the issue of ownership and responsibility for the individual Change Projects is complex. The participants are responsible for the final choice of subject and the development of the project depends on the local conditions which set limitations in the ITP organiser's impact, and thus responsibility for the final results.

This ITP deals with universities whose environments and structures are very complex. It's filled with players of varying expertise acting within an ever-changing political, economic, and societal environment. This results in constant adaptation requirements from the ITP participants in ESD design and action e.g. redesigning their change project implementation approach, tactics and strategies.

4.2 RECOMMENDATIONS

More strategic recruitment, more critical mass.

The ESD HE ITP focused around MESA in the first year with the aim to turn it into a regional network and using it to build a critical mass. MESA has achieved a lot in strengthening the universities in Africa and it is the greatest result of the ITP on the global level. The efforts have been to reach as many countries/institutions as possible. Now the work needs to be done with fewer countries in a more consolidated way within the same institutions so as to get *impact and continuity*. Much more effort, time and thought needs to be put into the recruitment process of the ITP participants. Their position and their sphere of influence in the institution are very critical.

The institutional supportive policies and commitment are very important for the success of the change projects. *An inception phase for the ITP* could help in obtaining institutional buy-in to support the change projects.

Maximising the outcomes for individuals, institutions and networks.

The ITP has opened new horizons, new ways of thinking which is, to a certain extent, still theoretical. There is a need for change projects outreach and increased connectivity to social contexts: how the knowledge has influenced local, socio-cultural and sustainability needs to be considered and tools for documenting this need to be developed to improve reporting on these outcomes.

A number of mechanisms to maximise the outcomes have been discussed in the results seminar. Some of them are indicated below and could be established through the ITP's future phases with the involvement of the various ITP partners:

- Continued capacity building of institutions in the South through the ITP.
- Support university seminars and workshops around ESD to maintain continued high level university senior management buy-in and traction at institutional level. This will also maintain the former participants updated on ESD issues and keep them active in the sphere of ESD
- Promoting cross learning between the regions through regional change projects publications
- Change projects provide a good starting point as a process that make people reflect about what they are doing and how they are doing it. In order to make better use of CP, publishing could be considered beyond the two ESD HE ITP publications (one for Africa and one for Asia) that will soon be published by UNEP/GUPES as part of the final reporting for the programme. Once published and shared at a global level the CP has potential to influence policy.

Networking. Major mechanisms through MESA, GUPES provide interactions and opportunities to work together. There has been great successes of the existing net-

work to mobilise at high level and ground work at university to establish good examples and best practices. There is a need for communication between these two levels. It is important that investment is made in both the global network and use the ITP as an engine to drive innovation.

A platform for monitoring, networking, and pedagogical development could be established either by Sida or an ITP organiser. A database containing details of participants and issues being targeted by change projects is needed from the beginning of each programme. A proper framework for M&E needs to be developed. As a reflexive process and emerging social process of institutional social change, working out what kind of expertise one needs to put together such a programme of transforming higher education curriculum is important. It is also essential to develop objectives and programme indicators that reflect progress and success and that results can be measured.

Such a platform would provide frequent follow up, a forum for meetings and discussions about progress and experiences with CP among participants with same interest topics, and pedagogical discussions among organisers, lecturers and tutors. Moreover such a platform would allow for Sida to be more visible for participants and institutions involved as well as to increase the cross-department (education policy, ITP, HE) work around strategic areas, the systemic approach so needed in the individual, organisation-network and capacity development chain.

In summary our key recommendations for future ESD HE ITPs to Sida are:

- To have a new ITP ESD HE following the 5 phases model, developed in collaboration with universities in Sweden and universities in Africa and Asia and regional networks. The resources available are knowledgeable and highly committed in driving issues regarding ESD, both on national, regional and global level.
- Include an extensive inception phase to strengthen the selection/recruitment process and guarantee stronger forms of institutional support to the change projects. Much more effort, time and thought needs to be put into the recruitment process of the institutions and ITP participants. Their position and their sphere of influence in the institutions is very critical.
- Change takes time and needs long-term commitment by management. Therefore we suggest that the new ITP seeks to establish a contract (memorandum of understanding) with a few universities or institutions that have shown a keen interest in the programme. By allowing them to send professionals to the programme for a number of years the ITP may reach further results.
- Strengthen the intermediary phases particularly phases 3 and 5 with better follow-up. By limiting it to a few participating institutions, the follow up and in-

stitutional visits could be facilitated and made more efficient, and consequently, better results/impact could potentially be achieved.

- The regional phase, if kept separately in clusters, requires a reconnection of Africa-Asia participants either in phase 5, or a posteriori, in a follow up seminar. This should be built into the training programme as essential for networking and promoting cross-learning between the regions.
- An ITP with stronger focus on the role that the university can play as an arena for transition towards sustainability, especially the role that students can play as change agents.
- An ITP more focussed on the outreach of change projects and increased connectivity to social contexts. How the knowledge has influenced local and socio-cultural contexts needs to be considered along with sustainability.
- Further in terms of content the recommendations presented under c, d, e of 3.5 Proposed Changes to the ITP should be considered.
- Establishment of a good network and communication system for alumni groups. The alumni network needs to be strengthened and the possibility of it being sustained by SWEDESD should be explored. The setup of SWEDESD has been supported by Sida and it is already involved in cooperation with MESA and GUPES which could be reinforced. Continuing support to global networks like MESA and GUPES is important as they can provide mechanisms for publishing, seminars and workshops around ESD to gain traction at institutional level and to keep the former participants updated on ESD issues.
- A platform for monitoring, networking, and pedagogical development should be created by either Sida or the ITP organiser: a proper data base for monitoring and evaluation; develop objectives and programme indicators that reflect progress and success that can be measured – results that can be measured. SWEDESD could also potentially play a key role in keeping the alumni network. Ways of using the existing ESD Massive Open Online Course (MOOC) could also be explored.

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UD Resultatstrategi för kapacitetsutveckling och utbyten 2014-2017

UD Resultatstrategi för globala insatser för miljö -och klimatmässigt hållbar utveckling 2014-2017

UD Resultatstrategi för globala insatser för socialt hållbar utveckling 2014-2017

Annex 1: South Africa Case Study

1. INTRODUCTION

This section is based on review of the ITP's literature on South Africa, change projects from within the South Africa programme and interviews with stakeholders and core ITP staff in South Africa and regionally. The case study intends to analyse the outcomes of this ITP which are mainly derived from the activities related to the participants' engagement and the implementation of their change projects in South Africa. The number of respondents (10) (see **Fel! Hittar inte referenskölla.**) and change projects (3) is low, which has some consequences for the validity of the data. However this case study is expected to provide some insights, particularly into the ITPs outcomes specific to South Africa. The change projects reviewed in South Africa are:

Country	Institution	Year	Change project description
South Africa	University of Cape Town	2008	<i>Development and expansion of environmental law offerings in the law faculty (Faculty of Law):</i> A USAT assessment enabled identification of environmental initiatives on campus. This resulted in the modification of the original plan to develop a multi-disciplinary programme to integrate Environmental Law across faculties; to a focus on improving the breadth and opportunities for the study of Environmental Law in the UCT Faculty of Law.
South Africa	Nelson Mandela Metropolitan University (NMMU)	2011	<i>NMMU Student Mobilisation Project:</i> An adapted version of Phase 3 (Intermediate Consolidation Phase) was used as a foundation for the revival and formal registration of the Green Campus Forum through as a student organisation; and the initiation of an Agent of Change leadership capacity development workshop and a newsletter. The adapted version of the USAT is also used for continuous assessment through the project's 5 phases. The process led to enhanced student engagement in sustainability issues on campus and in the community.
South Africa	University of Venda	n/a	<i>Changes at institutional level that resulted in the change project not being implemented.</i>

2. MAIN FINDINGS

Relevance

This ITP's goals and direction are relevant to South Africa and within the specific areas of expertise. Sweden's own competency and capacity in this area of expertise meet the ESD needs of South Africa. To a very large extent the ITP is relevant to South Africa's priorities such as poverty reduction and gender equality. To a certain extent the programme has been carried out jointly or in coordination with other development agencies, bilateral or multilateral. UNEP has been very active.

The flexible course structure has enabled participants to identify issues that were relevant to their local institutions in South Africa and explore them through interaction with colleagues from Sweden, Asia and Africa. The contrast that Sweden provides in terms of a relatively resource rich and egalitarian (distribution of wealth) society as well as the relatively high level of gender equality provides a very useful focus for discussion on these issues, especially for South Africa which is the complete opposite of this. However there is also the risk that Sweden is so different to South Africa (including many African and Asian countries) that the experience became irrelevant – in this regard the regional components of the course were vital for grounding the experiences in Sweden back into regional challenges/opportunities.

Outcomes

The outcome of the ITP's activities is evident at an organisational and not at a national level in South Africa. To a certain extent an enabling environment is/has been created in organisations in South Africa, though not necessarily with a large number of South African participants throughout the years. However, such influence may also be indirect (e.g. RU has been involved in the ITP since 2008 and it has also been involved in major national initiatives focussing on high skills capacity development for the Department of Environmental Affairs, the Department of Science and Technology, the Department of Basic Education and the Department of Water Affairs; also at regional level with the Southern African Development Community Regional Environmental Education Programme [SADC REEP] and the Southern African Regional Universities Association). Similarly, the Head of Campus at NMMU has spearheaded green campus interactions with a range of South African universities and on the multiple campuses of NMMU. He was not a direct participant on the ITP, but the ITP participant was pioneering innovations on his campus which were used as case examples in wider processes of influence.

The ITP opened up a network from South African Universities into Southern Africa and to a lesser extent into Sweden and Asia. There has been substantial benefit from this network including the strengthening of the Chairs of ESD and the Regional Centres of Expertise, some that are based in South Africa¹². For South African participants, linking the course to various university networks in Asia and linking the course directly to MESA events (conferences and workshops) in Kenya has been a valuable cross regional learning experience.

The ITP structure, using as it did institutional audits, institutional workshops, individual exposure to new ideas and practices, working with co-participants and finally the follow up change project reports within institutions, definitely had a positive effect on the results of change projects in South Africa.

The ITP has enabled the various university networks focused on sustainability in Africa and Asia as well as the global networks which South Africa either belongs to or participates in. Recent meetings (conferences and workshops) of both the RCE networks as well as the Higher Education meeting in Japan which South Africa attended (as well as the UN recognition of these networks) supports this point very strongly.

The ITP's activities/change projects from South Africa have been thematically clustered during the course and this has been carried through the more recent courses too, which facilitates easier networking and evaluation. Participants with similar thematic change projects have something in common which they can network about beyond the 5 phases of the ITP.

The USAT tool was found to be useful in the initial assessment of the status quo at one university and helped focus the change project on particular aspects shown to be deficient in the USAT assessment of the campus, making it responsive to the needs of the university/context. Additionally, university students are also now being requested to use the USAT for their own projects.

In some respects the data (however limited) suggests that outcomes may have broader implications since the ITP's tutors, organiser and participants in South Africa are also playing a regional facilitation role in addition to internalising the ITP within their own institutional contexts.

¹² Rhodes University which is a partner university on the ITP

Challenges experienced

During the interviews, participants named a few challenges. For instance, despite including the USAT tool as a means to assess annual progress in the change projects by the university students, the students have not readily accepted it or used it after the initial use.

Also, the change project process led to enhanced student engagement in sustainability issues on campus and in the community. Changing operational policies and practices and the transitory nature of the student body made continuity challenging. Challenges with current operational policies and practices still persist and have not been overcome as yet.

With regards to the selection process of participants, it was reported as a very time-consuming and detailed process. The criteria used for selection considers the level of influence within the institution. However it must also be noted that in order « to build national networks and contain costs we also selected from particular countries each year ». This did occasionally limit the number of potential participants although the courses were always very oversubscribed in terms of applications versus spaces on the course. It was not always possible to influence/control the co-participants as it's the institutions decisions on who is best placed to co-participate. In some instances the co-participants were not as strong as the selected participant (sometimes they were much stronger). Perhaps a greater level of institutional support as part of the selection process would enhance the impact of the change projects.

It was also felt that the connection of addressing prioritised needs of South Africa such as poverty reduction and gender equality through the ITP could have been stronger. However some of the change projects chosen by the participants were identified and developed directly linked to priorities in their institutions, and addressing issues of poverty and discrimination. For example Rhodes University and NMMU have had extended community engagement projects linked to ITP change project work that focussed on poverty reduction projects in the local area. The UCT project was an environmental law programme that includes a focus on environmental rights and environmental justice as outlined in the Bill of Rights in the SA Constitution. This has thus introduced this into a curriculum for law students at UCT where it was previously absent.

Finally, it is expected during the tutoring on phase 3 and 5 of the programme that the participants work within their individual institutions and therefore the tutoring support is substantially less than during the contact session in Sweden and the regions. A comment from an informant was that "perhaps what's more useful than tutoring support would be contact with senior staff within the universities to ensure the participants are given the support that they need in terms of profile and resources from the university".

3. CONCLUSIONS

According to the interviews conducted as part of this case study, evidence from their responses suggest the demand for the ITP has increased significantly over the years and in South Africa, the ITP ESD HE is viewed as a “life time opportunity” and asset for participants.

Based on the limited data collected for this case study, the evaluation team shares the view that educational interventions like this ITP are often different to direct development level interventions, and are more catalytic (i.e. they reach large numbers of people over an ongoing period of time) but it is the people they reach that do the direct development work, not the educators themselves, e.g. a law professor teaches law in a new way or with new Sustainable Development (SD) content, but it his/her students that practice the law with this new SD knowledge, and each following year a new cohort of graduates exits with this new SD knowledge, who are more able to practice law in a different way i.e. more oriented to SD.

The evaluation team also shares the view that it is important to consider the 'spheres of influence' of those who have participated in the programme. For example, a Director in a government Education Department, a Dean or Deputy Vice Chancellor would have a wider sphere of influence than a lecturer as a result of their positions and of course their access to power and other structural mechanisms for effecting change. The ITP has chosen people with varied spheres of influence, as well as different disciplines to facilitate equity and knowledge sharing which of course is also a key principle of SD.

The scale and influence of, for example, participants in smaller countries with only one university are likely to have more national impact than participants in large countries (like South Africa with 23 HEIs).

Annex 2: Questionnaire Tutor/ Lecturer/Organiser

1. For how long have you been involved in the ESD HE programme? What role have you had?
2. In general terms, what do you think about this programme?
3. What are the pros and cons of this model used by the programme (5 phases, regional tutors, networks)?
4. What outcomes/impact have you observed in the programme? What factors have contributed to the outcome/impact?
5. Have you redesigned the programme as a consequence of the results achieved over time? Pls. explain
6. Do you consider Sweden has a good resource base of experts in ESD HE to continue this kind of programme?
7. What changes has your institution experienced as a consequence of this ITP programme (in terms of knowledge gained, cooperation/exchange with participating institutions)?
8. If you had to make changes to the programme what would you do differently?

Annex 3: Questionnaire Participants

1. Please indicate your gender (Female/Male). What's your position today? Are you working in the same institution?
2. When did you attend the ITP ESD HE?
3. How were you selected? What criteria did you use when you selected your co-participant?
4. In general terms what do you think of the programme? (In terms of course structure, course content, lecturers/tutors, materials and instruments, networking, etc.)
5. Have you been able to apply the knowledge acquired in the programme? Please explain.
6. How would you assess the support you received to develop your change project? (from the tutors, from your organization, from co-participants and other course participants)
7. What's your opinion about the USAT tool? Did you find it useful for the design of your change project? Pls. explain.
8. What major challenges did you face in the implementation? What have you done to overcome them?
9. What outcomes/impact do you see as direct or indirect result from your change project?
10. Have any relationship been established between your institution and the Swedish institutions as a result of the ITP and that can be sustained?
11. Is there anything about the programme that you think should be changed? Please explain.

Annex 4: Questionnaire Co-participants

1. Please indicate your gender (Female/Male). What's your position today? Are you working in the same institution?
2. When did you attend the ITP ESD HE?
3. How were you selected for this programme? What's your opinion about being co-participant? What are the pros and cons? Have you been involved in all phases of the programme?
4. In general terms what do you think of the programme? (In terms of course structure, course content, lecturers/tutors, materials and instruments, networking, etc.)
5. Have you been able to apply the knowledge acquired in the programme? Please explain.
6. How would you assess the support you received to develop your change project? (from the tutors, from your organization, and other course participants)
7. What's your opinion about the USAT tool? Did you find it useful for the design and implementation of your change project? Pls. explain.
8. What major challenges did you face in the implementation? What have you done to overcome them?
9. What outcomes/impact do you see as direct or indirect result from your change project?
10. Have any relationship been established between your institution and the Swedish institutions as a result of the ITP and that can be sustained?
11. Is there anything about the programme that you think should be changed? Please explain.

Annex 5: South Africa Questionnaire

1. Your Name, Gender and Institution (*all optional*):
2. How have you been involved on the Sida ESD HE programme/know about it?
3. What has been your role on the Sida programme?
4. Based on your understanding in general terms, what do you think about this programme?

Instructions: for the questions below, please use the Indicator Assessment Key Measurement (IAKM) from 0 – 3: where 0 is don't know/insufficient evidence, 1 is low proportion, 2 is average proportion and 3 is high proportion. If IAKM $\neq$ zero (0), please explain your IAKM choice.....

5. Do you think the Sida ITP Programme's ESD goals and direction are relevant to South Africa and within the specific areas of expertise that South Africa needs? *IAKM and please explain your IAK choice.....*
6. Do you think Sweden's own competency and capacity in this area of expertise meet the ESD needs of South Africa? *IAKM and please explain your IAK choice.....*
7. To what extent is the ITP Programme relevant to South Africa's priorities such as poverty reduction and gender equality? *IAKM and please explain your IAK choice.....*
8. To what extent do you think the programme has been carried out jointly or in co-ordination with other development agencies, bilateral or multilateral? *IAKM and please explain your IAK choice.....*
9. Is the ITP programme addressing prioritised needs of South Africa e.g. those raised in question 7? *IAKM and please explain your IAK choice.....*
10. To what extent has the programme fostered partner country ownership? *IAKM and please explain your IAK choice.....*
11. To what extent have the outcomes/impact of the ITP programme's activities had on an organisational/national level in South Africa? *IAKM and please explain your IAK choice.....*

12. To what extent has an enabling environment been created in South Africa / in South African organisations with a large number of participants throughout the years? *IAKM and please explain your IAK choice.....*
13. Do you think the ITP's activities/change projects from South Africa can be clustered by type/areas of interest to facilitate evaluating? *IAKM and please explain your IAK choice.....*
14. In South Africa do you think the ITP training contributed to these activities/change projects (how has the programmes contributed to results)? *IAKM and please explain your IAK choice.....*
15. Do you think the ITP model had an effect on the results in South Africa? Could the ITP structure be improved for better efficiency in South Africa? *IAKM and please explain your IAK choice.....*
16. For South Africa, has the programme contributed to network creation, improving access to existing networks (national and regional)? *IAKM and please explain your IAK choice.....*
17. For South African institutions/participants, do you think the programme has led to continued relation/contact with Sweden? *IAKM and please explain your IAK choice.....*
18. If you had to make any changes to the ITP programme what would you do differently and why?
19. Other (any other comments, suggestions or insights that you might have or want to raise)?

Thank you for your time and the valuable insight, much appreciated.

Annex 6: Guide Group Interviews

1. What level of participants is targeted by the ITP?
2. How relevant has this programme content been for development of ESD in your institution/country? Is the content in line with your institution/country's priorities?
3. How useful has it been for your change project? What part of the programme has been most inspirational and important for your change project and ESD work?
4. What outcomes/impact do you see as direct or indirect result from your change project? Pls. explain
5. Were the subjects duly covered? How do you assess the level of experience and expertise of the lecturers and tutors in the subject area?
6. How have aspects of gender, rights-based perspectives been dealt with in the course programme?
7. In your opinion how does this training programme contribute to poverty reduction, gender equality, respect for human rights in your country?
8. How do you assess the results of this programme? How far have you got with the implementation of your change project? What are major difficulties encountered? What are the contributing factors for a successful implementation of the CP?
9. To what extent has the ITP fostered your institution ownership?
10. Have your organisation/institution initiated any changes as a consequence of this training programme? Could you pls. give us some examples?
11. In your opinion what are the pros and cons of having regional mentors? Has the mentoring process proven useful for you? Is there any way this could be improved?
12. What could be improved in your organization/institution to ensure efficiency of the knowledge and skills acquired in the ITP so that to reach sustainability?
13. Have any relationship been established between your institution and the Swedish institutions or other networks as a result of the ITP and that can be sustained? Pls. give examples
14. Is there anything about the programme that you think should be changed? Please explain.

Annex 7: List of People Interviewed

Name	Organisation
Heila Lotz-Sisitka	Rhodes University
Adesuwa Vanessa Agbedahin	Rhodes University
Marie Nesser	Niras
David Kronlit	Uppsala University
Leif Östman	Uppsala University
Ulrika Lundqvist	Chalmers University of Technology
John Holmberg	Chalmers University of Technology
Thomas Hahn	Stockholm Resilience Centre
Mike Ward	WESSA (started the ITP and coordinator 2008-2009)
Mahesh Pradhan	UNEP
Fang Ping	IESD, Tongji University
Zang Qi	ECNU – East China Normal University
Jonas Wikström	Sida
Michelle Bouchard	Sida

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Name	Organisation
Heila Lotz-Sisitka	Rhodes University
Amanda Hlengwa	Rhodes University
Adesuwa Vanessa Agbedahin	Rhodes University
Jim Taylor	WESSA
Tichaona Pesanayi	WESSA
Mike Ward	WESSA
Bianca Currie	Nelson Mandela Metropolitan University (NMMU)
Alexander Ross Paterson	University of Cape Town
Humbulani Nancy Mutshaeni	University of Venda
Christo Fabricius	Nelson Mandela Metropolitan University (NMMU)

Annex 8: List of institutions that used the USAT Tool

Table 2. A list of institutions that used the USAT and the contribution of the tool to institutional Change Projects

COUNTRY	INSTITUTION	YEAR	CHANGE PROJECT AND WHAT THE USAT ENABLED
Bangladesh	Ministry of Education	2012	<i>Participatory approach as teaching-learning strategies for ESD in Higher Education (in Teacher Education):</i> The USAT was used to enhance the effectiveness of teaching and learning in teacher education.
Botswana	University of Botswana	2011	<i>Integration of ESD into Faculty of Education Modules: In Early Childhood Education (ECD) and Education Leadership and Management (ELM) programmes:</i> The USAT was employed to audit the courses at UB. This led to the curriculum revision of two curriculum modules.
Cambodia	Bright Hope Institute (BHI)	2012	<i>Sustainable Development course at Bright Hope Institute:</i> The USAT was used to assess the level of integration of ESD at BHI which informed the formulation of an action plan to re-orient the current curriculum in BHI by integrating sustainable development topics like climate change adaptation and environmental transition, and to conduct teacher training, academic research and to engage the local community
Egypt	Alexandria University	2012	<i>Development of the Household Management curriculum (Family Sustainable Development):</i> Sustainability assessment was done using the USAT in the Home Economics department. This informed change in the content of courses and the development of new applied courses
Egypt	Sohag University	2012	<i>Integration of SD in teaching curriculum in Sohag University:</i> A USAT review indicated the Change Project could enhance focus on SD and encourage innovation and engagement of stakeholders in curriculum review. This led to re-orientation and update of the curriculum of some courses and the development of a new course with SD content.
Egypt	Mansoura University	2012	<i>Developing the strategic plan of Mansoura University based on sustainable development:</i> A USAT review was done in the university and the results showed that sustainable development was neglected component in Mansoura University. This prompted institution-wide discussion on ESD which resulted in the development of an institution wide 'Strategic Plan' for ESD.
Egypt	Helwan University	2012	<i>Infusion of SD concepts in the curriculum of the Tour Guidance Department at the Faculty of Tourism and Hotel Management:</i> An intensive USAT review was done and then the tool was used

			to develop applied ESD content and principles in five basic courses. The curricula in two departments have been revised and a strategy to continue revisions of the faculty curricula is in place.
Ethiopia	Bahir Dar University	2008	<i>Development of University mainstreaming process:</i> Following an assessment which employed the USAT, the results showed the need to enhance ESD content in teaching, the curriculum and research. This led to stronger institutional support for SD mainstreaming and integration of the ESD initiative into the development objectives of the institution.
Ethiopia	Wondo Genet College of Forestry and Natural Resources - Hawassa University	2011	<i>Improve the rigour and relevance of Forestry Education with principles of ESD:</i> A USAT audit was undertaken and the results were used to discuss how to improve the relevance of Forestry Education. This resulted in the development of curriculum guidelines for lecturer orientation and guidelines for ESD at institutional level. An academic paper, though not directly based on the USAT, was published in the 2011 Southern Africa Journal of Environmental Education.
Ethiopia	University of Gondar	2011	<i>Development of university guidelines for integrating ESD into university curricula:</i> A USAT analysis of 5 Faculties was done and the results influenced the development of a draft document on 'Guidelines for Integrating ESD into University Curricula' to be followed by curriculum re-orientation. A sustainability unit was established and was mandated to take the ESD project forward in the university.
Ethiopia	University of Gondar	2013	<i>Strengthen sustainability unit and integrating sustainability issues into different research thematic areas in the university:</i> The USAT was used to review ESD mainstreaming in the research and community engagement processes of the university leading to considerations to integrate sustainability in the 20 university thematic research areas or to make sustainability one independent, additional theme.
Ethiopia	Bahir Dar University	2013	<i>Develop an ESD Module for the Post Graduate Diploma in teaching in Ethiopia:</i> Sections of Part A of the USAT (teaching and curriculum approach sections) were used to assess the extent to which environmental education was being included in the teacher education curriculum in 11 programmes. This led to a process to develop one core module that all teacher education students will take, and other small modules specific to each programme. A decision was also made to initiate an ESD student club where students can be supported to do ESD activities.
Indonesia	Universitas Pembangunan Nasional "Veteran" Yogyakarta	2013	<i>Integrating ESD concerns into the curriculum of the Department of Agrotechnology:</i> The results of a USAT assessment in the department was used to investigate the status of ESD and the results showed poor performance in some aspects though ESD values were found to have been integrated in academic activities, research and community services. ESD concepts, values and concerns were then integrated in a number of courses in the curriculum of the Department of Agrotechnology:

Indonesia	GadjahMada University	2013	<i>Acceleration Program On ESD Integration Into Higher Education Curricula Of GadjahMada University:</i> Initial assessment of programmes using the USAT led to the integration of sustainable development in teaching and research and community empowerment. There is now commitment to accelerate the process into higher education curricula.
Indonesia	SepuluhNopember Institute of Technology	2013	<i>Creating a real eco-campus through partnership among students, lecturers and staffs:</i> This change project was based on USAT Part B and Part C where the aim was to adapt the two parts and implement initiatives to green the campus. Also envisaged is the involvement of more students, lecturers and staffs in more universities into the project
Kenya	University of Nairobi	2008	<i>Re-structuring of courses in the Dept. of Agricultural Economics to include critical thinking and environmental focus:</i> A USAT audit of ESD practices across a number of departments in the Faculty of Agriculture indicated poor integration of environmental concerns in curricula. A need for sustainability integration was also identified in teaching, research, examinations, community engagement and assessment perspectives as well in developing capacity for critical thinking. A Certificate in Environmental and Agricultural Community Education to be offered by the University was developed.
Kenya	MasindeMuliro University of Science and Technology (MMUST)	2012	<i>Establishing a networked multidisciplinary ESD Community of Practice for sustainability engagements within and beyond the University:</i> A USAT audit showed low integration of environment and sustainability. Because of this, the focus of the project changed from the original aim to introduce a university-wide common course to focus on establishing new structures and networks for ESD first, and then to develop new policies and strategies so as to ensure more focused and coordinated action for greater ESD impact. Other options considered include greening the campus and community engagement.
Morocco	University Mohammed V Agdal, High School of Technology	2013	<i>Teaching capacity building based on interactive approach pedagogy, content and ICT:</i> The project is aimed at doing a sustainability assessment using the USAT. thematic workshops that will be based on the content of the USAT results will then be organised.
Mozambique	Catholic University of Mozambique	2012	<i>Integrating ESD in a BSc Agriculture Science and ensuring Green Campus at Catholic University of Mozambique:</i> All parts of the USAT were used to assess sustainability in the Faculty of Agriculture. Results showed the need for mainstreaming sustainability in the curriculum and for campus greening. The needs were categorised based on USAT indicators and action plans were put in place accordingly. Sustainability awareness improved the project hasn't been completed.
Nepal	University Grants Commission	2011	<i>Environmental guidelines for sustainable development in Nepalese Higher Education Institutions:</i> The USAT was adopted and adapted to develop environmental guidelines for sustainable development relevant to Nepal for application in all Nepalese Higher Education Institutions with the intention was to empower universities and affiliated colleges in environmental policy linkage and quality issues and to have a Quality Assurance and

			Accreditation certificate awards linked to the environmental guidelines.
Nepal	Ministry of Education (National Centre for Educational Development)	2011/ 2012	<i>Developing a Teacher Professional Development (TPD) manual with integrated ESD features:</i> The project was aimed at integrating ESD in the teacher training programme after a USAT assessment showed low integration. This led to curriculum revision and training activities. Also envisaged were the development of an intensive Training Course on ESD and sustainable development to build capacity among school teachers, head-teachers and school management committee members including parents.
Philippines	Mapua Institute of Technology	2011	<i>Establishment of ESD Centre at Mapua Institute of Technology:</i> The Change Project was based on USAT assessment first in the College of Environmental Engineering, and later extended to other departments including electrical engineering. The results influenced the decision to put in place the following initiatives: a 'Sustainable Development Research Office'; a sustainable development course, carbon footprint reduction measures and sustainability networks. In addition, plans were underway to host two sustainable developing conferences.
Rwanda	Kigali Institution of Education (KIE)	2012	<i>Improving the Teaching of Environmental Education at the Undergraduate Level in KIE: Efforts towards Sustainable development:</i> A sustainability assessment using the USAT showed that while aspects of sustainable development are referred to in modules, it was still necessary to practical ways to promote sustainability issues in teaching, research, and community engagement. The USAT enabled identification of a module with environmental content to integrate social and economic environmental aspects for a holistic approach.
South Africa	University of Cape Town	2008	<i>Development and expansion of environmental law offerings in the law faculty (Faculty of Law):</i> A USAT assessment enabled identification of environmental initiatives on campus. This resulted in the modification of the original plan to develop a multi-disciplinary programme to integrate Environmental Law across faculties; to a focus on improving the breadth and opportunities for the study of Environmental Law in the UCT Faculty of Law.
South Africa	Nelson Mandela Metropolitan University (NMMU)	2011	<i>NMMU Student Mobilisation Project:</i> An adapted version of Part C was used as a foundation for the revival and formal registration of the Green Campus Forum through as a student organisation; and the initiation of an Agent of Change leadership capacity development workshop and a newsletter. The adapted version of the USAT is also used for continuous assessment through the project's 5 phases. The process led to enhanced student engagement in sustainability issues on campus and in the community.
Sudan	University of Juba	2008	<i>Development of a policy document for the university on ESD in a post-conflict context (Department of Geography & whole university):</i> A USAT analysis showed low integration of environment and sustainability in the university. Based on the findings, a decision was reached to develop a policy on mainstreaming sustainability into the university. However, the project was

			affected by other factors, the process raised environmental awareness.
Swaziland	University of Swaziland (UNISWA)	2011	<i>Systemic integration of environment and sustainability issues into different sub-disciplines in the Faculty of Commerce:</i> This project was linked to a whole institution assessment of sustainability using the USAT undertaken by the MESA implementation committee. The analysis showed low integration in commerce. This led to initiatives like a workshop to develop a better understanding of sustainable development, staff capacity development in sustainability mainstreaming. In addition, the National Curriculum Centre has started developing textbooks that reflect ESD and the Ministry of Education and Training has prioritised ESD in its 2011 education policy.
Uganda	Mbarara University of Science and Technology	2008	<i>Development of materials and approaches to improve the relevance of science and technology teaching in the Education Faculty (Faculty of Education):</i> An institutional USAT audit revealed relatively low levels of integration of sustainability issues in curriculum, teaching and research. Drawing on USAT findings, a framework for a course was developed with a focus on re-orientation of the methods to address community needs. Other initiatives include a lecturers training programme, an institutional workshop involving university management, staff, students and the wider community, an ESD sensitisation week. The USAT was also used to evaluate the intervention at the end of the process, showing a shift in awareness, willingness and knowledge of ESD.
Uganda	Makerere University	2011	<i>Integration of SD into the 'Theory and Practice of Educational Administration' and Management course outlines:</i> The USAT audit of different sub-disciplines in the School of Education showed poor integration of sustainability in all courses (the project was later narrowed to one course due to structural differences) and low sustainable development expertise among staff. This led to changes in course outline (enrichment) which increased student awareness and interest; and the designing of ESD Postgraduate Diploma, Masters Degree and short courses in the School of Education; and enhancement of community engagement.
Uganda	Nkumba University (NU)	2011	<i>Mainstreaming SD in disciplines within the School of Humanities and Sciences: Focus on Religious Education Programmes; Teacher Education Programmes; and Social Sciences:</i> A USAT audit in the above mentioned course led to curriculum changes in the courses, the development of a new course, and the establishment of a green foods project by students. There were plans for further community engagement projects, for the development of an ESD policy to guide on-going ESD mainstreaming.
Uganda	Busitema University (BU)	2011	<i>Mainstreaming ESD Principles And Practices In Teacher Education Programme (Bachelor Of Science In Education And In-Service Teacher Training Diploma):</i> Based on USAT analysis results which showed low levels of sustainability integration in university programmes, and a lack of community engagement, a cross cutting course for the Bachelor of Science Education was developed. Community Engagement and student involvement

			were also looked into resulting in high motivation levels among students. A student Association already exist which is spear heading ESD activities in the Faculty but also linking with the community.
Uganda	Mbarara University	2008	<i>Development of materials and approaches to improve the relevance of science and technology teaching in the Education Faculty:</i> A USAT audit revealed relatively low levels of integration of sustainability issues in curriculum, teaching and research. This resulted in the development of a course intended to orient the methods to address community needs; a lecturers training programme, a multi-stakeholder workshop, an ESD sensitisation week, and other student and orientation related activities. The USAT tool was also used to evaluate the intervention at the end of the process, showing a shift in awareness, willingness and knowledge of ESD.
Vietnam	University of Natural Science	2011	<i>Integrating ESD In University Of Science:</i> The USAT as slightly modified and used within the university. It was found the Schools of Environmental Science and Material Science are paying more attention to SD than other faculties. Project outcomes include modification of teaching methods and integration of ESD concepts in teaching and research; improved students participation and enhanced awareness of community awareness of sustainability issues.
Zambia	National Institute of Public Administration	2008	<i>Training of Trainers on development of modules on sustainable development to integrate into current public administration programmes:</i> Findings of a USAT audit indicated low integration of sustainability issues in courses, administration, management and teaching practice. As a result, a decision was made to focus on staff development and to incorporate this into the Strategic Planning of the institution. This led to the development of a framework for a module on Principles of Sustainable Development with plans to run it in two of the NIPA programmes before rolling it out into other NIPA programmes.
Zambia	University of Zambia	2011	<i>Mainstreaming sustainability concepts in the proposed new MSc. Environmental and Natural Resource Management (ENRM) Programme:</i> A departmental USAT audit was undertaken; revealing that efforts to integrate sustainability were patchy and poorly connected. This led to integration of sustainability concepts into 5 of the core courses on the MSc ENRM. The project also enhanced awareness of ESD in the department.

Source: Agbedahin and Lotz-Sisitka (2014)

Annex 9: Result Seminar Agenda

ESD in Higher Education ITP - Results Seminar

November 25 – 28, 2014
South Africa

VENUE: Rhodes University,

		Africa ESD HE ITP Alumni Review and Reflections	Africa ESD HE ITP Alumni Review and Reflections	All ESD ITPs and Discussions on the ESD Programmes Overall	Deliberations with Sida Evaluators (ESD ITPs Management Teams)
	Monday 24 Nov	Tuesday 25 Nov	Wednesday 26 Nov	Thursday 27 Nov	Friday 28 Nov
08:00		Meetings with independent evaluators	Meetings with independent evaluators	Meetings with independent evaluators	Meetings with independent evaluators
09:00		Opening <i>UNEP</i> Introduction and orientation to the Results Seminar <i>NIRAS</i> News issues for Universities and the post UNDESD agenda: Links to MESA, GUPES, the African HESD ITP work and outcomes <i>Rhodes University</i>	Participants presentations Panel 3: Curriculum Change Projects (post-graduate) <i>5 presentations, 10 min + 30 discussion</i>	ESD HE Asia ITP experience <i>Tonjii University</i> <i>ECNU</i> What have we learned from the alumni tracking research and research in using USAT <i>Rhodes University</i>	General discussions about the overall ITP structure and set-up: links to UNEP and the existing networks; links to strong regional partners; internal capacity building through the ITP and catalytic effects of the partnership; sharing of the ITP model of professional development
10:30		Coffee/Tea Break	Coffee/Tea Break	Coffee/Tea Break	Coffee/Tea Break
11:00		Participants presentations Panel 1: Policy, Strategy and Institutional Change Projects <i>5 presentations, 10 min + 30 discussion</i>	Participants presentations Panel 4: Curriculum Change Projects (undergraduate) <i>5 presentations, 10 min + 30 discussion</i>	Panel Discussions: ESD FE ITP experience; ESD FE China ITP; Swedish Experiences of the ITPs <i>WESSA, CEE-India, ECNU, Uppsala & Chalmers University</i>	<i>Meetings with Sida and independent evaluators</i>
12:30		Lunch	Lunch	Lunch	Lunch

13:30	Arrival	Participants presentations Panel 2: Policy, Strategy and Institutional Change Projects <i>5 presentations, 10 min + 30 discussion</i>	Global Change and SD in Africa: New Data and implications for Change in HEIs - Policy, Strategy and Institutional Change - Curriculum Change - Campus Management - Community Engagement - Curriculum Innovation - Research	Reports from group discussions on catalytic effects of the ITP Routes for future engagement and expansion of impact: Networking, Cooperation and links to MESA, GUPES, SWEDES and the GAP processes	<i>Meetings with Sida and independent evaluators</i>
15:00		Coffee/Tea Break	Coffee/Tea Break	Photo session	Coffee/Tea Break
15:15		Group discussions on catalytic effects of the ITP and how to sustain the change processes <i>Meetings with independent evaluators</i>	Group discussions on catalytic effects of the ITP and how to sustain the change processes <i>Meetings with independent evaluators</i>	Summing-up and the way forward: Recommendations on how to expand the outcome and impact of the ITP	<i>Departure</i>
17:15		Display/sightseeing	17.00 Sightseeing	Sightseeing	
		18:30 Welcome dinner & cocktail function	18:00 Joint dinner - "Pizza on the Farm"	19:00 Joint dinner with Rhodes Vice Chancellor, Dr Sizwe Mabizela Music by NIA	

PROGRAMME: AFRICA HESD ITP ALUMNI REVIEW AND REFLECTIONS (Tuesday & Wednesday 25/26 Nov)

DAY 1: TUESDAY 25 Nov 2014

8h00 – 9h00: Meetings with Independent evaluators (specific interviews to be scheduled on arrival)			
9h00 – 10h30 - SESSION 1: INTRODUCTIONS AND OVERVIEW Chair: Gitile Naituli			
Session 1	Presenter	Time allocation	Key points to emphasise / Questions to address
Session 1: RU Welcome and Group Introductions	Heila Sisitka & Amanda Hlengwa	15 minute	Interactive activity (fun, but also introductory to allow for expression of: Name, country, year of ITP, University and focus of change project) Introduction - Sida, Indevelop, UNEP, Rhodes, Tongji, ECNU, CEE, SADC-REEP, Uppsala University, Chalmers University, SWEDESD
Session 1: UNEP Opening Address	Mahesh Pradhan	20 minutes	Presentation: The importance of the ITP in building South-South-North professional learning partnerships Relevance of ITP to UNEPs agenda Position of the ITP in the UNDESD outcomes & Results of the programme that are visible on the international landscape
Session 1: NIRAS Orientation to, and purpose of the Results Seminar	Marie Neeser	20 minutes	Presentation: Background and focus of the Results Seminar and the ESD HE ITP Evaluation and its overreaching objective (the alumni meetings in Asia) History of all ESD ITPs and the general model, partners involved in the implementation, numbers of participants and countries since start in 2001 The ESD HE ITP and its model (institutional visits, USAT, linking up with UNEP, MESA/GUPES), number of participants and change projects, the ESD HE results framework and the alumni tracking research
Session 1: RU Updates from the field & post-UNDESD agenda	Heila Lotz-Sisitka	20 minutes	Presentation combined with video data: HESD in the Decade (UNESCO WCESD conference reporting) Post-UNDESD agenda; scope for extending our results in the UNDESD

			The African and Asia HESD ITP work and outcomes: Importance of links to MESA, GUPES, AAU and HESD globally The HESD ITP publications - Africa and Asia
TEA / COFFEE BREAK			
11h00 – 12h30: SESSION 2: PANEL PRESENTATION (ITP PARTICIPANTS) Chair: Amanda Hlengwa PANEL 1: POLICY AND STRATEGY AND INSTITUTIONAL CHANGE PROJECTS & RESULTS			
Panel 2 A	Gessese Dessie, Ethiopia & Ghana	10 mins	Rethinking forestry and natural resources higher education: An ESD perspective
Panel 2 B	Gitile Naituli, Kenya	10 mins	Rethinking university education in Kenya: The case for ESD in higher education & results emerging from programmes such as MESA and the ITP
Panel 2 C	Weldegebriel Abraha Hagose, Ethiopia	10 mins	Integrating national HEI kaizen management principles with Education for Sustainable Development in Ethiopia: Results achieved in the case of Mekelle University
Panel 2 D	Aloysius Byaruhanga, Uganda	10 mins	Mainstreaming Education for Sustainable Development in Uganda Martyrs University: A critical analysis of the strategy and results achieved
Panel 2 E	Hiwot Kassa, Ethiopia, Ethiopia	10 mins	Strengthening the Sustainability Unit And Integrating Sustainability Issues Into Different Research Thematic Areas In The University: Results achieved
Panel 2 F: DISCUSSION	All	30 minutes	<i>Focus the discussion on the results related to changing policies, strategies and institutions in HE contexts for sustainability.</i> • <i>What have we learned from the Change Projects and their implementation;</i> • <i>What results are we looking for & What results have we been able to achieve?</i> • <i>Enabling and constraining factors in achieving the results we want</i> • <i>What should we do to expand the impact of our work?</i>
LUNCH served at the ELRC			
13h30 – 15h00 - SESSION 3: PANEL PRESENTATION (ITP PARTICIPANTS) Chair: Gesesse Dessie PANEL 2: POLICY AND STRATEGY AND INSTITUTIONAL CHANGE PROJECTS & RESULTS			

Panel 3A:	Iyenemi Ibimi- na Kakulu, Nigeria	10 minutes	Lifelong Learning Centre for Sustainable Development (CSD) (University wide)
Panel 3B	Mphemelang Ketlhoilwe, Botswana	10 minutes	Mainstreaming Environment and Sustainability at the University of Botswana: Change Project approach
Panel 3C	Babafemi Odunsi, Nigeria	10 minutes	Mainstreaming Education for Sustainable Development in a Nigerian university: A grass-root and pragmatic approach
Panel 3D	Aguiar Muambalane Baquete, Mozambique	10 minutes	Driving Activities in Education for Sustainability Development in higher level: An experience from Faculty of Education at Eduardo Mondlane University
Panel 3E	Annerie Vlok / Bianca Curry, South Africa	10 minutes	Students can do it! Adopting a student-centred approach to green campus development
Panel 3 F	Mary Goreta Kariaga, Kenya	10 minutes	Working towards a green campus at Masinde Muliro University of Science and Technology (MMUST) in the next ESD decade 2015-2025
Panel 3G DISCUSSION	All	30 minutes	<i>Focus the discussion on the results related to changing policies, strategy and institutions in HE contexts for sustainability.</i> • <i>What have we learned from the Change Projects and their implementation;</i> • <i>What results are we looking for & What results have we been able to achieve?</i> • <i>Enabling and constraining factors in achieving the results we want</i> • <i>What should we do to expand the impact of our work?</i>

TEA / Coffee Break

15h15 – 17h00 - SESSION 4 : GROUP DISCUSSIONS ON CATALYTIC EFFECTS OF THE ITP AND HOW TO SUSTAIN THE CHANGE PROCESSES

Chair: Iyenemi Kakulu

Session 4: Group engagement	Mixed groups from different countries Also, meetings with independent evaluators (parallel process)	World Café format for 30 minutes per question, rotation, with feedback in last 20 minutes of the session.	Discussion on catalytic effects of ITP change projects (i.e. what has happened AS A RESULT OF you starting the change project during the ITP): • Q1: What has the change project catalyzed, caused, led to and/or resulted in? How did this happen? • Q2: How can we sustain and take forward the change processes that were started by the ITP change project?
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17h15: SUSTAINABILITY COMMONS DISPLAYS & SIGHTSEEING**18h30 WELCOME COCKTAIL FUNCTION AND COURTYARD DINNER AT THE ENVIRONMENTAL LEARNING RESEARCH CENTRE**

Pre-launch of the book: 'Mainstreaming Environment and Sustainability in African Universities: Stories of Change' (Mahesh Pradhan, UNEP; Gitile Naitule, Kenya)

DAY 2: WEDNESDAY 26 Nov 2014

8h00 – 9h00 Meetings with independent evaluators

9h00 – 10h30 - SESSION 1: PANEL PRESENTATION (ITP PARTICIPANTS)

Chair: Mphemelang Ketlhoilwe

PANEL 3: CURRICULUM CHANGE PROJECTS (POSTGRADUATE)

Session 1	Presenter	Time allocation	Key points to emphasise / Questions to address
Panel 1 A	Boshra Shalem, Egypt	10 minute	Linking learning with happiness: Towards Education for Sustainable Development (ESD) Implementation (Undergraduate and postgraduate)
Panel 1 B	Enock Sakala & Douty Chibamba, Zambia	10 minute	Embedding Education for Sustainable Development (ESD) concepts in the curriculum of the University of Zambia: A change project and beyond
Panel 1 C	Dereje Taye, Ethiopia	10 minute	Incorporating ESD into the Secondary Teacher Education Curricula at Bahir Dar University, Ethiopia
Panel 1 D	Yonas Tadesse and Abeya Degefe, Ethiopia	10 minute	Integrating ESD into the Higher Diploma Programme of Dire Dawa University
Panel 1 E	Sergio Niquisse, Mozambique	10 minute	Mainstreaming sustainability concepts in the Master of Science Programme in Regional and development planning in Faculty of Economics and Management at Catholic University of Mozambique
Panel 1 F: DISCUSSION	All	30 minutes	<i>Focus the discussion on the results related to changing curricula at post-graduate level in HE contexts for sustainability.</i> • <i>What have we learned from the Change Projects and their implementation;</i> • <i>What results are we looking for & What results have we been able to achieve?</i> • <i>Enabling and constraining factors in achieving the results we want</i> • <i>What should we do to expand the impact of our work?</i>

TEA / COFFEE BREAK

11h00 – 12h45 - SESSION 2: PANEL PRESENTATIONS (ITP PARTICIPANTS)			
Chair: Boshra Shalem			
PANEL 4: CURRICULUM CHANGE PROJECTS (UNDERGRADUATE)			
Session 2	Gabatshwane Tsayang, Botswana	10 mins	Education for Sustainable Development: The case of Early Childhood Education and Educational Management and Leadership courses in the Faculty of Education, University of Botswana
Session 2 A	Basil Tibanyendera, Uganda	10 mins	Reorientating teaching strategies for pre-service science teachers towards achieving Education for Sustainable Development in Mbarara University of Science and Technology, Uganda
Session 2 B	Roy Alexander Chilese, Zambia	10 mins	Introducing Education for Sustainable Development in the School of the Built Environment at the Copperbelt University
Session 2 C	Gregory Kamwendo, Botswana (now UKZN)	10 mins	Language and literature courses in environmental and sustainability education: Curriculum innovation at the University of Botswana
Session 2 D	Mona Sharaf Mohammed Abdelgalil, Egypt	10 mins	Integrating ESD into the Home Economics Programme of Alexandria University, Egypt
Session 2 E	Edward Andama, Uganda	10 mins	Mainstreaming ESD Principles And Practices In Teacher Education Programme (Bachelor Of Science In Education And In-Service Teacher Training Diploma)
Session 2 F DISCUSSION	All	30 minutes	<i>Focus the discussion on the results related to changing curricula at under-graduate level in HE contexts for sustainability.</i> <i>What have we learned from the Change Projects and their implementation;</i> <i>What results are we looking for & What results have we been able to achieve?</i> <i>Enabling and constraining factors in achieving the results we want</i> <i>What should we do to expand the impact of our work?</i>
LUNCH at the ELRC			
13h30 – 15h00 - SESSION 3			
Global Change, Sustainable Development and Planetary Stewardship in Africa: New data and implications for HEIs			
Chair: Gregory Kamwendo			
Session 3A	Professor Heila Lotz-Sisitka & Mahesh Pradhan	30 minutes	Presentation and Video Viewing: Global Change, the AMCEN Agenda, Climate Change and Sustainable Development. What does this mean for Africa?
Session 3B	Group Discus-	60 minutes	New Trends & Upscaling Change Processes in:-

	sions		• Policy, Strategy and Institutional Change • Research • Curriculum Innovation • Community Engagement • Campus Management • Student involvement • Leadership Development Focus on: Taking ITP and MESA results and processes further; addressing areas that have not been well addressed yet; setting new priorities
15h15 – 17h00 - SESSION 4 : GROUP DISCUSSIONS ON CATALYTIC EFFECTS OF THE ITP AND HOW TO SUSTAIN THE CHANGE PROCESSES Chair: Prof Gabatshwane Tsayang			
Session 4: Group engagement	Mixed groups from different countries Also, meetings with independent evaluators (parallel process)	World Café format for 30 minutes per question, rotation, with feedback in last 20 minutes of the session.	<i>Discussion on catalytic effects of the ITP overall (i.e. what has happened AS A RESULT OF ITP):</i> • Q1: What has the ITP catalyzed, caused, led to and/or resulted in? How did this happen? • Q2: How can we sustain and take forward the processes that were started by the ITP? • Q3: What is the significance of programmes such as the ITP for Africa's ability to respond to SD challenges?
17h00 Sight Seeing			
18h00 Group Dinner: 'Pizza on the Farm' with ELRC staff and scholars (tbc)			

PROGRAMME: ALL ESD ITPs AND DISCUSSIONS ON THE ESD PROGRAMMES OVERALL

THURSDAY 27 NOVEMBER

8h00 – 9h00: Meetings with Independent evaluators (specific interviews to be scheduled on arrival)			
9h00 – 10h30 - SESSION 1: Chair: Ulrike Lundqvist			
Session 1	Presenter	Time allocation	Key points to emphasise / Questions to address
Session 1A:	Fang Ping, IESD	30 minutes & 15 minutes discussion	Reporting on the Asia HESD ITP programme and Change Projects • Focus on countries covered, outcomes, results and sustainability of change projects and ITP initiatives in countries
Session 1B:	Heila Lotz-Sisitka, Mucha Togo &	30 minutes & 15 minutes discussion	<i>Researching the ITP: Alumni Tracking Research and USAT research</i> • Report on the design and use of USAT

	Vanessa Agbedahin & Amanda Hlengwa		- Report on the design and process of the tracking research - Critical analysis & insights from USAT use in the ITP - Critical analysis & insights from ITP alumni tracking data
TEA / COFFEE BREAK			
11h00 – 12h30 - SESSION 2: PANEL PRESENTATIONS: ESD Formal Education ITP experience; ESD Formal Education China ITP; Swedish Experiences of the ITPs <i>WESSA, CEE-India, ECNU, Uppsala & Chalmers University</i> Chair: Marie Neeser			
Session 2A	Zang Qi, ECNU	12 mins	ITP in Formal Education: China - Share overview of the scope of the programme (when it started, how many participants, no. of change projects, etc.) - Focus on Long term outcomes and results with some case study examples that illustrate long term outcomes and impacts - Critical reflections - value for China; factors contributing to the outcomes/impacts; challenges; catalytic effects of the ITP
Session 2B	Jim Taylor & Sheperd Urenje, WESSA	12 mins	ITP in Formal Education: Africa Experience - Share overview of the scope of the programme (when it started, how many participants, no. of change projects, etc.) - Focus on Long term outcomes and results with some case study examples that illustrate long term outcomes and impacts - Critical reflections - value for Africa; factors contributing to the outcomes/impacts; challenges; catalytic effects of the ITP
Session 2C	Carol Reena Dsouza, CEE-India	12 mins	ITP in Formal Education: Asia Experience - Share overview of the scope of the programme (when it started, how many participants, no. of change projects, etc.) - Focus on long term outcomes and results with some case study examples that illustrate long term outcomes and impacts - Critical reflections - value for Asia; factors contributing to the outcomes/impacts; challenges; catalytic effects of the ITP
Session 2D	Ulrike Lundqvist, Chalmers University	12 mins	ITP involvement: Swedish experience - Share overview of scope of involvement over time - Critical reflections - value for own institution and Sweden / Swedish ESD networks; new opportunities for networking, cooperation and partnership - Thoughts on ITP as Swedish mechanism of international training and interaction
Session 2E	David Kronlid, Uppsala University	12 mins	ITP involvement: Swedish experience - Share overview of scope of involvement over time - Critical reflections - value for own institution and Sweden / Swedish ESD networks; new opportunities for networking, cooperation and partnership

			Thoughts on ITP as Swedish mechanism of international training and interaction
Session 2F: DISCUSSION	All	30 mins	- Reflections on the ITP as mechanism for ESD development globally - Reflections on the ITP partnership and applied change project model for ESD development globally
LUNCH AT THE ELRC			
14h00 – 15h00 - SESSION 3: REPORT BACK ON CATALYTIC IMPACT, AND DISCUSSION ON EXPANSION OF ITP IMPACT VIA ESD NETWORKS AND PROGRAMMES			
Chair: Zang Qi			
Session 3 A	Group Rap- porteurs	30 minutes (max: 5 minutes per group)	Focus on five – six key points from the group discussions.
Session 3B	All	30 minutes	Plenary Group Mapping Activity (facilitated by Heila Sisitka & Amanda Hlengwa): Routes for future engagement and expansion of impact: Networking, Cooperation and links to MESA, GUPES, SWEDES, other networks and the GAP processes.
GROUP PHOTOGRAPH: ELRC AMPHITHEATRE			
15h30 – 16h30 - SESSION 4: SUMMING UP AND WAY FORWARD			
Chair: Heila Lotz-Sisitka			
Session 4	All	60 minutes	Group and Plenary Reflections: Recommendations on how to expand the outcome and impact of the ITP - in own institution - in own country - in region (e.g. Africa, Asia etc.)
19h00: Final Dinner with Rhodes University Vice Chancellor, Dr Sizwe Mabizela & Music by NIA (Venue: Saints Restaurant, tbc) Welcome: Dr Sizwe Mabizela Vote of thanks to NIRAS, Sida and Swedish Colleagues: Mahesh Pradhan (UNEP), Amanda Hlengwa (RU), Fang Ping (Tongji University), Zang Qi (ENCU), Carol Dsouza (CEE) (short 2 minute contributions)			

FRIDAY 27 NOVEMBER (for ITP management teams)

8h00 – 9h00: Meetings with Independent evaluators (specific interviews to be scheduled on arrival)

9h00 – 10h30 - SESSION 1: General discussions about the overall ITP structure and set-up: links to UNEP and the existing networks; links to strong regional partners; internal capacity building through the ITP and catalytic effects of the partnership; sharing of the ITP model of professional development

Session leads: Marie Neeser, Alicia Månsson & Ronald Mukanya

11h00 – 12h30 – SESSION 2: Meetings with the independent evaluators
13h30 – 15h00 – SESSION 3: Meetings with independent evaluators
Suggestion for evening programme for those still here: Early game drive and dinner at local game lodge (e.g. Addo, Pumba, Lalibela (tbc))

Present on Day 4: Marie Neeser, Alicia Månsson, Ronald Mukanya, Amanda Hlengwa, Heila Lotz-Sisitka, Vanessa Agbedahin, Mahesh Pradhan, Gitile Naituli, Fang Ping, Zang Qi, Carol Dsouza, Jim Taylor, Mike Ward and Sida team

Guidelines for Preparing ITP CHANGE PROJECT 10 minute presentation for panels:

*Please prepare a **7 slide** ppt. [no more!] presentation that includes a slide on each of the following headings:*

***Cover slide:** Name of project developers, name of ITP Change project, year of ITP participation*

***Slide 1:** ITP Change Project context, problem being responded to, and start up decisions*

***Slide 2:** Development of the ITP Change project (Summary of Phase 1-5 of the ITP)*

***Slide 3:** Support for the ITP Change Project (institutional)*

***Slide 4:** Main results of the ITP Change Project (personal professional, educational, institutional, developmental, societal)*

***Slide 5:** Expansion and extension of the ITP Change Project – what has happened since?*

***Slide 6:** Future plans to take the Change Project initiative forward*

As time will be short, there is need only for summative perspective on the Change Project. NB: **The emphasis should be on RESULTS and how the results have / are being taken forward (Slide 4, 5 6)**, not on all of the details of the change projects (try to summarise these to be short and sweet on Slide 1, 2 and 3). **Please make sure that your presentation will take no longer than 10 minutes** – check beforehand with colleagues to make sure.

Please use the attached ppt. slide format and the guidelines above for preparing your presentation. Please e-mail your presentation to Sashay Armstrong on sashay.armstrong@ru.ac.za and Heila Lotz-Sisitka on h.lotz@ru.ac.za, by NO LATER than 21 November, so that we have time to consolidate the different contributions to ensure smooth presentation of each session.

Annex 10: Terms of Reference

Terms of Reference for the Evaluation of the International Training Programme “Education for Sustainable Development in Higher Education (ITP 257 ESD HE)” (implemented by Niras AB)

Date: 2014-04-17

Case Number: 2008-001311

Plus Number: 54050450

1. BACKGROUND

General information of International Training Programmes (ITP)

International Training Programmes is one of Sida's methods for capacity development. The ITP programmes are designed for middle-level managers from various organisations such as public institutions, government agencies, civil society, and private companies from DAC member countries. The ESD HE programme differs from the more traditional ITP programmes in that it has only had participants from institutions of higher education and from the ministries directly involved with higher education. For this reason Sida has decided to evaluate the programme to be able to compare to other ITP programmes format and to be able to extract lessons learned and use these in designing new models of capacity development programmes.

ITP-programme is built on the following principles:

- offer key persons from developing countries the possibility to learn from the Swedish experience, model and expertise within a specific area which is prioritised in the Swedish development assistance and where Swedish competence is sought after,
- offer key persons from developing countries the possibility to acquire relevant experience from other developing countries,
- build into the programme the vision that capacity development has clear change and development goals,
- contribute to forming a working network and partnership for capacity development and exchange of experience between persons from developing countries themselves and with Sweden.

Goal for ITP:

Good competence and high capacity in the organisations in the developing countries to drive forward the change processes for more effective poverty reduction. Sida has defined this goal by inferring that organisations are represented by individuals who will have developed an adequate level of knowledge and competence in their areas of expertise and be able to apply and further disseminate to others.

To reach the goal, Sida will:

Support capacity development of persons from different types of organisations in developing countries and within the framework of ITP, and create sustainable networks and partnerships between ITP participants as well as with Swedish representatives where one can have a mutual exchange of knowledge and experiences and stimulate continued and new involvement/participation.

ITP programmes should be within prioritised areas and where there is Swedish competence and capacity as well as where there is a need and demand in developing countries.

Participants from all developing countries should be eligible, however, to strengthen the bilateral development cooperation some countries may be prioritised over others.

Description of the actual programme

The Education for Sustainable Development ITP programme (ITP 257) was initiated in response to a need for programmes related to the UN Decade of Education for Sustainable Development (ESD), 2005-2014. In 2008, the programme diverged into ESD for Higher Education (ITP 257b, ESD HE) as a response against a background of growing recognition of the leading roles that universities play in terms of research, community engagement and most importantly quality education in the context of sustainable development challenges.

The result the programme has achieved is the strengthening of the network Mainstreaming Environment and Sustainability in Africa Universities (MESA) partnership and the enhancing of UNEP's strategy to scale up the MESA partnership into a global initiative – the Global Universities Partnership for Environment and Sustainability (GUPES). The GUPES programme seeks to support universities around the world to develop the scientific and educational base necessary to address key environment and sustainable development priorities, including ecosystems management; climate change adaptation; management of the world's freshwater and marine resources; and responses to disasters and risks. Universities are vital in influencing, formulating, and implementing policies, guidelines, and management strategies in all fields. Most governments depend on experts and research emanating from universities and universities also educate the next generation of leaders. Targeting these institutions was strategically significant.

The ESD in Higher Education ITP aims to promote the integration of environment and sustainability concerns into teaching, research, community engagement, the management of universities including greening of university infrastructure/facilities/operations, as well as to enhance student engagement and participation in sustainability activities both within and beyond universities. In total five ESD HE ITP programmes have been implemented since the start in 2008, with the last group completing their programme in May, 2014. Participants have come from both Africa and Asia but the first programme, designed to strengthen the MESA partnership, focused only on the African region. A total of 261 participants from 23 countries in Africa and 12 countries in Asia have participated in the programme.

The long term objectives of the programme are to contribute to:

- poverty reduction and sustainable development;
- capacity development and change processes in participants' institutions and home countries;
- strengthening of methods, processes and monitoring to enable relevant quality education;
- increase the awareness of the importance of effective ESD in the higher education sector;
- improved institutional infrastructure for ESD; and
- the enhancement and sustainability of networks in the field of higher education.

A foundational focus of the ITP programme is to encourage university lecturers to develop their educational practice in ways that take account of the changing societal context; in which the environment and sustainable development issues are emerging as critical issues to consider in 21st century university education. Significant to the ITP in ESD is the fact that these issues are permeating all university disciplines and are changing the knowledge structures and pedagogical processes in these disciplines.

Additionally, they are also introducing critical questions about the societal relevance of disciplines, and the role of universities in society, with specific reference to futures perspectives and how university education is preparing young people for engagement in a societal context which is increasingly unsustainable. The future needs for sustainability such as a low carbon, new models of food production, equity, adaptability and resilience must be introduced in education for the sake of education's own relevance. It is here where the ITP and its 'change oriented learning approach' become significant within the wider context of society's development.

To achieve the objective of strengthening ESD in universities, all participants in the ITP are required to define and implement an ESD Change Project of their choice. The ESD Change Projects should be located in Higher Education social practices, and should focus on improving the teaching methods, research, community service or institutional development practices in Higher Education. ESD Change Projects should aim to improve the quality and relevance of Higher Education in a context of global change and should be relevant to the discipline, programme, institutional mandate and sustainable development issues and opportunities of the context / country / region. Participants are supported to undertake institutional audits focussing on the degree of engagement with sustainable development issues within their institutions and identifying priority areas in terms of transforming higher education in the context of many sustainable development challenges in their countries.

Niras has the overall responsibility for the development and management of the ITP while programme implementation has been a collaborative effort between Niras, UNEP, Rhodes University in South Africa, UNEP-Tongji Institute for Environment

and Sustainable Development (IESD) in China, Stockholm Resilience Centre, Uppsala University and Chalmers University. This collaboration enables the programme to draw on perspectives and resources (people, places and publications) from Sweden, southern Africa and Asia. The ESD HE ITP management team consists of the programme director at Niras and the regional management teams for Africa and Asia, at Rhodes University and at Tongji-IESD respectively.

The programme has followed the usual ITP structure of 4 phases but deviates in that there are local mentors who assist in the follow-up of the participants' projects. The participants' project identified in phase 1 and worked on in phase 2 and 3 often stretches over a longer time-span than 6 months; as a consequence, many participants have only partially reported on their project at phase 4 when the programme ends. No structured follow-up on the actual results these projects may have had has yet been undertaken. That is the main purpose of this evaluation.

Given that the ITP programmes have been running for years, an evaluation should be able to use information from participants from earlier programmes to follow the longer term results and specifically to assess the possible impact an individual's participation in a programme could have at the organisational level and even at national and international levels (impact levels). Looking for the results, both from the individual and organisational level, can assist in understanding the linkages to development. This understanding can be used in developing improved methods for capacity development that will lead to desired results.

2. Assignment – Evaluation Purpose and Objective

The immediate purpose of an evaluation of the International Training Programme 257b "Education for Sustainable Development in Higher Education" is to identify results at outcome and where possible at impact level; assess the level of the programmes' relevance to the participants in the specific area of sustainable development; assess if the programmes target the most appropriate level of participants; analyse how the ITP programmes' structure has affected the results; identify unintended consequences of the programmes (negative and positive) and evaluate the programmes' efficiency.

The over-arching objective is to identify lessons learned in this programme's deviation in approach and to assess what direction, in the area of capacity development in Sustainable Development Education, support should continue to be able to make the greatest contribution. The evaluation will also examine how the programmes have contributed to Sida's goals in the area of poverty reduction and if a rights-based perspective is maintained in the programmes.

3. Scope and Delimitations

The evaluation shall only cover the programme Education for Sustainable Development in Higher Education. A sampling of the programmes' participants throughout the various years will ensure a broad perspective. It is suggested that in-depth interviews or other methods be used to examine selected participants' change projects to

determine the level of impact if any the programme has had on the participants and their institutions. A pertinent question is whether an enabling environment has been created if a country/organization has had several ITP participants throughout the years? Participants from earlier years of the programme could be compared with participants in the later programmes to determine if and how they have been able to use knowledge and networking from the programme to implement changes in their organisation, and on the local, national, regional and global level.

4. Organisation, Management and Stakeholders

The main stakeholders of the evaluation is NIRAS, Sida, UNEP and the participating Universities. Former ITP training participants are also stakeholders and some will have an active role in the evaluation through the participation in the Results Seminar, which NIRAS staff will be responsible for holding in Port Elisabeth, South Africa at UNEP in late November. The Result Seminar will gather together some of the former participants from the various trainings as well as the mentors and will be a reporting and networking exercise for all. Longer and more thorough interviews can be held with some of the participants, mentors, NIRAS and UNEP staff at this time. Meetings between NIRAS, Sida, and the evaluators will be held as needed, with all parties able to call for a meeting. Contact and interviews with the participating persons from the universities and with UNEP will be through email correspondence and at the Results Seminar in Port Elisabeth.

5. Suggested Evaluation Questions and Criteria

- Can the projects be clustered by type/areas of interest to facilitate evaluating?
- What outcome/impact has these activities had on the organizational/national level?
- Has the ITP training contributed to these activities/projects (how have the programmes contributed to results?)
- Has an enabling environment been created in countries/organizations with a large number of participants throughout the years?
- Are the programmes goals and direction relevant to the developing countries and within the specific areas of expertise?
- Has the ITP model had an effect on the results? Could the ITP structure be improved for better efficiency?
- Does Sweden's own competency and capacity in this area of expertise meet the needs?
- To what extent are the programmes relevant to Sida's overall policies and regulations and priorities such as poverty reduction and gender equality?
- To what extent have the programmes been carried out jointly or in coordination with other development agencies, bilateral or multilateral?
- Are the programmes addressing prioritised needs of the partner countries? To what extent have the programmes fostered partner country ownership?
- Which risks exist which could severely influence the implementation of the ITP-programmes?

- Pros and cons with having local mentors?
- Has the programme contributed to network creation, improving access to existing networks (national and regional)?
- Has programme led to continued relation/contact with Sweden?

6. Conclusions, Recommendations and Lessons Learned

As stated in the Purpose section, the immediate purpose is to identify results at outcome and where possible at impact level; assess the level of the programme's relevance in the specific area of sustainable development; analyse the effectiveness of the programme's structure; and if the programme targets the most appropriate level of participants; The overarching objective of the evaluation is to identify in what direction in the area of Education for Sustainable Development, Sida should support to be able to make the greatest contribution and how these future programmes can be structured to most efficiently reach the goal. The lessons learned should assist and support the recommendations which in turn should indicate the direction(s) which should be prioritised. Lessons learned should bring up the positive as well as negative results to illustrate the actual lessons. Recommendations should be based on analysis of the data collected from different sources and be relevant and realistic to the expressed needs as stated in the purpose section.

7. Approach and Methodology

The evaluation can have a combination of approaches such as; participatory (Results Seminar will have the participatory approach), case based, statistical analysis. Synthesis of the approaches used and of the data collection methods used is the key to a quality end product with realistic and constructive recommendations.

The Results Seminar will bring together former ITP participants from various years and countries, and will make available sources of information from the participant side. The programme implementers (NIRAS), together with their university partners and UNEP will decide in the selection of the participants for the Results Seminar.

Possible other methods to be used:

- Review of relevant documentation regarding the programmes (decisions, procurement invitations, bids, reports, case studies, etc) and relevant documents and policies at Sida
- Interview relevant Sida, NIRAS, Partner University and UNEP staff (programme and administrative).
- Interview former ITP participants at the Results Follow-Up Seminar
- Interview of other relevant actors from participant countries such as persons in government and public authorities, key actors in the area of sustainable education especially in higher education
- Other sources of information - other actors involved in ESD.
- Interview

8. Time Schedule

The Assignment will be conducted within the period September 2014 – January 2015 with a final report with recommendations submitted by latest February 2015.

Niras will be responsible for the organisation of the Results Seminar with assistance from UNEP. Niras will be responsible for the initial contact with the former ITP participants and for the invitation to the Results Seminar. The programme for the seminar will be designed by Niras and UNEP with possible input from partner Universities.

A time schedule will be developed within the first 30 days after signing of the contract with a meeting schedule with Sida established at the beginning of the contract. Follow-up meetings should occur not less than every fourth month.

9. Reporting and Communication

An Inception Report describing the methods and timeframe of the evaluation will be submitted to Sida within 1 month of signing the contract. The Inception report will delineate in more detail the approach and methods to be used in carrying out the evaluation.

A progress report and meeting with Sida is to be held prior to the results seminar (input from this meeting will be used in the shaping an agenda for the evaluation team during the Results Seminar).

The Evaluation shall be reported in a Final Report (see advised structure). The draft should be submitted to Sida not later than 6 weeks after the Results Seminar has taken place. The revised Final Report should be submitted within 2 weeks after Sida's comments have been submitted to the evaluation team.

All reports shall be written in English to facilitate the dissemination of the evaluation results.

Suggested form of the report:

- 1 Summary
- 2 Background of the ITP programme
- 3 Evaluation Methods
- 4 Organisation's structure and steering mechanisms
- 5 The Programme
- 6 Review of the programmes' results
- 7 Analysis of the programmes in the global / regional context
- 8 Review of the programmes' significance within the area of education for sustainable development
- 9 Analysis of the Swedish resource base
- 11 Concluding remarks and Recommendations
- 12 Attachments and reference material

10. Budget/Resources

The Evaluation Consultant costs will not exceed 300.000 SEK with travel costs to Port Elisabeth included in this figure.

Access to documentation and to Sida and to Niras, UNEP and University programme staff for interviews will be facilitated. Contact information on the programme' partners and the participants and their organisations will be made available.

11. Evaluation Team Qualification

The assignment shall be implemented by consultants with the following competency profile which will also be part of the criteria for assessment:

- Documented expertise of conducting evaluations within the area of capacity development in the international context;
- Documented expert knowledge in education for sustainable development in higher education sector;
- Available for the assignment during the designated timeframe;
- Knowledge of Swedish (for document review) necessary; Final Report shall be written in English; former ITP participants to be interviewed in English;
- The Evaluation team shall not have been involved in the formulation or implementation of any of the ITP programmes being evaluated.

Note: The consultants carrying out the evaluation will not be eligible to bid on any procurement for the implementation of any new ITP programmes which may result from the recommendations of the evaluation.

12. References

Relevant documents which will be useful for the Evaluation team to review.

- ITP Programme documentation: Participant lists, agendas, list of course literature, list of programme managers/coordinators, partners and contributors (lecturers, etc)
- Sida policy documentation on rights, poverty and gender perspective
- Sida ITP documentation on the programme: decisions and assessments of the contributions (programmes)
- Examples of other capacity development programmes in this area?

Annex 11: Inception Report

1. ASSESSMENT OF THE SCOPE OF THE EVALUATION

This evaluation is conducted under the Indevelop Framework Agreement for Sida Reviews, Evaluations and Advisory Services on Results Frameworks.

The ITP under study, Education for Sustainable Development in Higher Education, is organised by Niras Natura AB, Stockholm in cooperation with the United Nations Environment Programme, and universities in Africa, Asia and Sweden such as: Uppsala University and Chalmers in Sweden, Rhodes University in South Africa and UNEP-Tongji Institute of Environment for Sustainable Development (IESD) in China. The program emerged in 2008 and since then 5 cycles of the ITP have been run, involving a total of 261 participants from 23 countries in Africa and 12 countries in Asia. The program has targeted participants from institutions of higher education and from the ministries directly involved with higher education.

The ITP ESD HE builds on and contributes to the UNEP initiatives ‘Mainstreaming Environment and Sustainable Development in African Universities’ (MESA) and the ‘Global University Partnership on Environment and Sustainability’ (GUPES). It aims to promote the integration of environment and sustainability concerns into teaching, research, community engagement, the management of universities including greening of university infrastructure/facilities/operations, as well as to enhance student engagement and participation in sustainability activities both within and beyond universities.

Being an end of program evaluation, the focus will be on identifying lessons learned, particularly in terms of methods and approach used by the ITP which can be used by Sida in designing new models of capacity development programs.

According to the ToR, the evaluation will:

- a) identify results at outcome and where possible at impact level;
- b) assess the level of the programs’ relevance to the participants in the specific area of sustainable development;
- c) assess if the programs target the most appropriate level of participants;
- d) analyse how the ITP’s structure has affected the results;
- e) identify unintended consequences of the program (negative and positive) and evaluate the program’s efficiency.

Moreover the evaluation will identify lessons learned and assess what direction in the area of capacity development in Education for Sustainable Development Sida should support to make the greatest contribution.

It will also examine how the program has contributed to Sida's goals in the area of poverty reduction and if a rights-based perspective is maintained in the program. As for cross cutting issues, if possible, the evaluation will take into account an assessment of gender mainstreaming within the program design and implementation, mainly through the analysis of the course content, selection process and discussions at the Results Seminar.

2. RELEVANCE AND EVALUABILITY OF EVALUATION QUESTIONS

The evaluation questions in the ToR have been grouped according to the five OECD/DAC and Sida evaluation criteria: relevance, effectiveness, efficiency, impact and sustainability. The questions are unpacked and presented in the matrix in Annex A.

As mentioned above, the scope which can be covered by this evaluation is limited and some of the questions, particularly those related to impact and relevance may not be covered in depth as expected. For instance:

Relevance

6. *Are the program's goals and direction relevant to the developing countries and within the specific areas of expertise?*

The evaluation may be able to get a picture of individuals/institutions but an extremely limited picture at the country level based on the participants interview responses.

7. *Does Sweden's own competency and capacity in this area of expertise meet the needs?*

This question is difficult to measure as it would require a mapping of Sweden's competency and capacity in the area of Education for Sustainable Development.

8. *Are the programs addressing prioritised needs of the partner countries? To what extent have the programs fostered partner country ownership?*

This can only be identified at individual and institutional level.

Impact

9. *What outcome/impact have these activities had on the organisational/national level?*

10. Has an enabling environment been created in countries / organisations with a large number of participants throughout the years?

These two questions can only be dealt with at the level of organisations, yet in a limited way.

None of the questions in the ToR addresses the objective to “assess if the programs target the most appropriate level of participants”. The question *What level of participants are targeted by the ITP?* Could be added and verified through interviews and participants evaluation.

3. PROPOSED APPROACH AND METHODOLOGY

3.1 Approaches and methods

A combination of approaches and methods will be used in this evaluation:

- A participatory interviewing approach in the results seminar will be applied¹³
- Case study: a more in-depth study of participating South Africa institutions will be carried out
- Analysis of secondary data collected from different sources.

Both primary and secondary data will be collected, namely:

- Secondary data through the review of relevant documents and policies at Sida and relevant documentation regarding the programs (decisions, procurement invitations, bids, reports, curriculum documentation, change projects¹⁴, USAT tool, literature related to ESD, etc.). Referred to below in **Fel! Hittar inte referenskölla..**
- Primary qualitative data through formal and informal individual and group interviews, using semi-structured discussion guidelines, to obtain a wide range of perceptions. The interviews will be conducted with:
 - Relevant Sida, NIRAS, Partner Universities and UNEP staff (program and administrative).
 - Former ITP participants at the Results Seminar

¹³ Group interviews will be determined when the Seminar list of participants is made available.

¹⁴ Change projects are developed by ITP participants and focus on the areas of: ESD curriculum development and/or teaching practices; ESD research or research programme development; ESD community service/community engagement activities; and Institutional development activities.

- Former ITP participants/co-participants and other relevant actors from participant countries such as key persons in target institutions, key actors in the area of sustainable education especially in higher education like SADC-REEP and WESSA. These will be done by telephone or Skype or through email depending on time and availability. In the case of South Africa some face-to-face interviews and visit to the institutions will be conducted.

In order to reduce bias, and to obtain a more ‘holistic’ view of the implementation and monitoring of the program data, triangulation will be used to compare the information gathered from different sources using case study, interviews, ITP evaluations and document analysis.

Sampling of interviewees/respondents

To counter bias from selection of the results seminar participants, the evaluation will use the non-proportionate quota sampling method, where an average number of two respondents from each country’s ITP participants will be chosen randomly. A total of 50 participants¹⁵ will be interviewed and asked to respond to a semi structured questionnaire. Each respondent will be chosen from selected countries from the two geographic regions of Africa and Asia (23 and 12 countries respectively) which have had the highest number of participants in the ITP, pending availability of the 2013 list of participants as well as the list of participants for the Results Seminar. It is worth noting that the program was not run in 2010. The sampling will be done based on the list below:

COMBINED 2008, 2009, 2011 AND 2012: LISTS OF PARTICIPANTS			
AFRICA REGION		ASIA REGION	
Country	Participants No	Country	Participants No
Botswana	3	Bangladesh	3
Cameroon	1	Cambodia	4
DR Congo	1	China	6
Egypt	5	DPR Korea	2
Ethiopia	6	India	3
Gambia	1	Indonesia	3
Kenya	9	Kyrgyzstan	2
Liberia	2	Mongolia	3

¹⁵ This will include co-participants. There is one co-participant for each ITP participant. Co-participants are with in all five phases of the program except for Sweden phase.

Madagascar	1	Nepal	3
Malawi	2	Philippines	3
Mauritius	1	Thailand	1
Mozambique	3	Vietnam	3
Namibia	1		
Nigeria	7		
Rwanda	3		
Senegal	1		
Seychelles	1		
South Africa	3		
Sudan	1		
Swaziland	1		
Tanzania	1		
Uganda	6		
Zambia	5		
Total	56	Total	36

To this list should be added the same number of co-participants.

3.2 Evaluation phases

This evaluation consists of three phases: 1) inception phase, 2) data collection phase and 3) analysis and report writing phase.

Phase 1: Inception Phase

The evaluation was initiated with an inception phase starting in early October, which has been used to delineate in more detail the approach and methodology and the work plan, and design the later evaluation activities. A start-up meeting was held with Sida and the evaluators to clarify the expectations of the evaluation and create a common ground for the assignment. The purpose with the start-up meeting was to build consensus on expectations and goals, and discuss ways to ensure maximum learning and usefulness.

This phase was also used to conduct initial interviews with Sida and Niras, to collect documents and develop an understanding of the needs and priorities for this evaluation. Further initial contacts has been established with the partner institutions, namely Uppsala University, Chalmers and Rhodes University to collect information and gather some course materials. Some questionnaires have been also developed and are here presented in Annexes 3 and 4.

Phase 2: Data collection

The Data collection consists of a **first phase** (home based) in which the documents provided will be reviewed. The in-depth documentation analysis and the initial inter-

views with Sida and Niras will gather information on the implementation process, the content of the courses and the lessons learnt over time.

During this period the evaluators will also initiate some interviews (Skype calls and emails) with selected former participants/co-participants and involved institutions. Furthermore selected participants/co-participants will be asked prior to the Results Seminar to respond to semi-structured questions related to results focussing mainly on their change projects (Annex 4: Questionnaire participants). The evaluators will also further develop the evaluation instruments like guide for interviews. Moreover, the evaluation team proposed arranging for a follow-up meeting at Sida before the second phase of data collection and the Results Seminar¹⁶ in South Africa. During this meeting initial findings will be presented, instead of submitting a progress report as required in the ToR. The input from this follow-up meeting will be used in the shaping of an agenda for the evaluation team during the Results Seminar.

The **second phase of data collection** will consist of fieldwork in South Africa. The Results Seminar will provide an opportunity to gather more qualitative data as well as a means to verify the data already collected. Interviews and discussions will be held with the participants of the results seminar (Sida, NIRAS, Partner University and UNEP staff, and former program participants selected with Niras). Preliminary results from the questionnaires will be presented and discussed in the seminar. The results of the seminar may be verified and completed with Skype calls and emails. In connection to the results seminar, interviews and visits to different stakeholders in South Africa will be undertaken. The country-level data gathering may offer an opportunity to both gather additional qualitative data and triangulate the data collected from the desk review and results seminar.

Phase 3: Analysis and reporting

After the fieldwork the evaluation team will proceed with the data analysis and reporting and will draft a report, which will be shared with Sida and all relevant stakeholders for comments. The report will be finalised taking Sida's feedback into consideration. The evaluation team will provide a report synthesising the data from the documentation reviews, interviews, results seminar and case study and draw overall conclusions regarding the effectiveness, possible impact, relevance, efficiency and sustainability aspects of the ESD HE training programmes. The Team will provide

¹⁶ The Results Seminar is an opportunity to gather alumnus and discuss, document and evaluate the outcomes and impact of the ITP.

recommendations for both possible future ESD in HE courses, as well as lessons learned for ITP courses and capacity development efforts in general.

3.3 Limitations

As discussed at the start-up meeting, the evaluation team finds that the opportunity to measure impact within the scope of this evaluation will be very limited, if at all possible. The evaluation is limited by time and resources and has no time assigned to visit the countries and institutions involved. It will mainly be based on the results of, and interviews with selected participants at the results seminar in Port Elisabeth. The seminar will be attended by 25 participants from Africa only. These are selected by the program organisers themselves, which in our point of view might constitute a bias.

3.4 Deliverables

- Submission of Draft Inception Report, 17 October 2014
- Consolidated comments from stakeholders on Inception report, 24 October
- Submission of draft report, 16 January 2015
- Comments on draft report, 13 February
- Final report submitted, 28 February

4. OTHER ISSUES

4.1 Evaluation Team

The evaluation team will comprise Alícia Borges Månsson (TL) and Ronald Mukanya. The team will work together on all aspects of the evaluation.

4.2 Quality Assurance

Quality Assurance (QA) and back-stopping will be provided by Indevelop: Ian Christoplos will provide Quality Assurance and technical support; and Sarah Gharbi (Project Manager) will provide management and co-ordination, and liaison with Sida. The evaluation will comply with Sida's Evaluation Guidelines 2010.

5. WORK PLAN

Evaluation of the International Training Program "Education for Sustainable Development in Higher Education (ITP 257 ESD HE)"

AM: Alicia Månsson; RM: Ronald Mukanya

			2014														2015								
			Sept	October					November				December				January					February			
Tasks	AM	RM	W39	W40	W41	W42	W43	W44	W45	W46	W47	W48	W49	W50	W51	W52	W1	W2	W3	W4	W5	W6	W7	W8	W9
Inception phase																									
Inception work including desk study	2	2																							
Submission Draft Inception Report						17 Oct																			
Review of Inception report																									
Comments on Inception report							24 Oct																		
Data collection phase																									
Home-based data collection	2	1.5																							
Follow-up meeting Sida	0.5										TBD														
Field work South Africa	6	5																							
Analysis and reporting phase 2																									
Report writing	3	3																							
Submission Draft Report																			16 Jan						
Feedback on Draft Report																							13 Feb		
Finalization of the Report	0.5	0.5																							
Submission Final Report																									28 Feb
Total days	14	12																							

ANNEX A- EVALUATION MATRIX

Questions raised in ToRs	Methods	Sources
Relevance		
Are the program's goals and direction relevant to the developing countries and within the specific areas of expertise?	Document review, interviews and primary data from partners e.g. UNEP, Rhodes University etc.	Interviews responses, survey responses and literature review of ITP documents and reports.
Does Sweden's own competency and capacity in this area of expertise meet the needs?	Participant evaluations review, interviews, questionnaire administered for developing countries partners, Swedish ITP implementing agencies e.g. NIRAS, UPPSALA etc.	Participant evaluation reports, interviews responses and survey responses
To what extent are the programs relevant to Sida's overall policies and regulations and priorities such as poverty reduction and gender equality?	Interviews with Sida and Sida's overall policies and regulations and priorities review.	ITP documents and reports, Sidas policies for sustainable development and capacity development, interviews responses and survey responses.
To what extent have the programs been carried out jointly or in coordination with other development agencies, bilateral or multilateral? Are the programs addressing prioritised needs of the partner countries participants? To what extent have the programs fostered partner countries participants ownership?	Technical and financial reports review, interviews with other development agencies, bilateral or multilaterals identified as being involved in the ITP. Interviews with participants from partner countries and other actors ¹⁷ .	Technical and financial reports, ITP documents, chage projects and interviews responses.
Impact		

¹⁷ Other actors will only be included for case study in South Africa

What outcome/impact have these activities had on the organisational / national level?	Interviews with partner countries experts at an organisational / national level.	Interviews responses, participants' and/or co-participants evaluations and project reports.
Has an enabling environment been created in countries / organisations with a large number of participants throughout the years?	Interviews administered for partner countries / organisations with a large number of participants' and/or co-participants throughout the years.	ITP participants attendance lists, survey responses and interviews responses.
Effectiveness		
Can the change projects be clustered by type/areas of interest to facilitate evaluating?	Primary data from interviews administered for Tutors and ITP participants' and/or co-participants.	Interviews responses, survey responses and literature review of ITP/change project reports.
Has the ITP training contributed to these activities/projects (how have the change projects/programs contributed to results)?	Primary data from interviews administered for Tutors and ITP participants' and/or co-participants.	Interviews responses, survey responses and literature review of ITP/change project reports.
Efficiency		
Has the ITP model had an effect on the results? Could the ITP structure be improved for better efficiency? What are the pros and cons with having local mentors?	Primary data from interviews administered for ITP program implementers (Sida, NIRAS and other actors) and partner countries (organisations and ITP participants' and/or co-participants).	ITP reports, interviews responses and survey responses.
Does Sweden's own competency and capacity in this area of expertise meet the needs of ITP participants?	Primary data from interviews administered for Sweden's ITP program implementers (Sida, NIRAS and other actors).	Participant evaluation reports, interviews responses, survey responses and ITP reports.
Sustainability		
Has the program contributed to network creation, improving access to existing networks (national and regional) for ITP participants?	Interviews administered for ITP program implementers (Sida, NIRAS and others) and partner countries (organisations, tutors and ITP participants' and/or co-participants)	Interviews responses, survey responses and literature review of ITP reports
Has program led to continued relation/contact with Sweden ITP participants?	Interviews administered for ITP program implementers (Sida, NIRAS and other actors) and partner countries organisations and ITP participants' and/or co-participants.	Interviews responses, survey responses and literature review of ITP reports



Evaluation of the International Training Programme “Education for Sustainable Development in Higher Education (ITP 257 ESD HE)”

This report presents the findings from evaluation of the International Training Programme on Education for Sustainability in Higher Education (ITP ESD HE). The programme was organized and managed by the consulting company Niras in partnership with universities in Sweden, Africa and Asia from 2008 to 2013. The programme targeted participants from institutions of higher education and from the ministries directly involved with higher education.

The evaluation findings show that targeting groups working within education makes the setup of this particular ITP different and unique. The findings also show that the ITP ESD HE has achieved its short term objectives and to a lesser extent the long term ones. There is evidence of strong outcomes and clear signs that the programme has evolved in response to ESD changes in context. Lessons learned and the incorporation of participants’ feedback have contributed to the ITP achieving higher relevance, effectiveness and efficiency. The ITP has been a powerful tool for professional capacity development in the Higher Education institutions especially due to its multidisciplinary approach. Universities are important and a good place to invest as it multiplies the potential of the ITP, thus, continued investment in the ITP ESD HE with some adjustments and improvements is recommendable.

SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY

Address: S-105 25 Stockholm, Sweden. Office: Valhallavägen 199, Stockholm

Telephone: +46 (0)8-698 50 00. Telefax: +46 (0)8-20 88 64

E-mail: info@sida.se. Homepage: <http://www.sida.se>

