

GOOD PRACTICES II.1

Higher Education and Sustainability in Africa: Sharing Actions for Change

The following experiences are a selection of good practices on higher education and sustainability. Some of them were presented at the 5th International Barcelona Conference on Higher Education and others are part of the GUNi observatory.

The good practices cover the following institutional areas:

Curricula and learning innovation



Community and social engagement



Institutional management



Research



GOOD PRACTICE 1

Young Congolese university students learn about peaceful conflict resolution

Institutional area(s):



LOCATION: Africa

INSTITUTION: Jeunes et Femmes pour les droits de l'homme et la paix (JFDHOP)

Founded in 2002, the JFDHOP currently organizes educational activities in Rwanda, Angola, the Central African Republic, Burundi and the Democratic Republic of the Congo. Much of its activity involves organizing courses at higher education institutions in order to introduce Congolese university students to the concepts of human rights and the culture of peace. Under the guidance of UNESCO, the JFDHOP teaches sessions on peaceful conflict resolution at public and private higher education institutions. These sessions are open to students of any ethnic group and political affiliation.

Detailed information is available at GUNi HEiOBS:

<http://www.guninetwork.org/guni.heiobs/good-practices/young-congolese-university-students-learn-about-peaceful-conflict-resolution>

GOOD PRACTICE 2

Greening and sustainable environment: University campuses as a model for Nigerian society

Institutional area(s):



LOCATION: Nigeria

INSTITUTION: University of Ilorin

This good practice was undertaken by two Nigerian universities: University of Ilorin and Gombe State University. The goal of the initiative is to restore nature's equilibrium on the university campuses for sustainable development. Different measures have been implemented among which we can highlight: establishment of an environmental protection committee; engagement of a landscaping workforce; establishment of a biological garden (which houses a zoo and a botanical garden); construction of a dam to supply water for human use and fishing; prohibition of indiscriminate felling of trees and burning of bush on the campuses; and the inclusion of courses relating to conservation in the university curriculum.

Detailed information is available at GUNi HEiOBS:

<http://www.guninetwork.org/guni.heiobs/good-practices/greening-and-sustainable-environment-university-campuses-as-a-model-for-the-nigerian-society>

GOOD PRACTICE 3

Social responsibility and citizenship for graphic design students

Institutional area(s):



LOCATION: South Africa

INSTITUTION: University of Stellenbosch

With this good practice, the university students form learning partnerships with the high school students, through which they explore relevant social issues, often underlined by deep cultural and material differences, and seek innovative ways of articulating and resolving these problems through the visual medium. The module creates a forum for an ongoing dialogue between the different life-worlds of the parties involved. Last but not least, it aims at the creation of a 'bottom-up' institutional and social transformation.

Detailed information is available at GUNi HEiOBS:

<http://www.guninetwork.org/guni.heiobs/good-practices/social-responsibility-and-citizenship-for-graphic-design-students>

GOOD PRACTICE 4

Institutionalization of indigenous knowledge research for development: Institute of Indigenous Knowledge (IIK)

Institutional area(s):



LOCATION: Uganda

INSTITUTION: Mbari University of Science and Technology

The Mbari University of Science and Technology (MUST) has recently been working on bringing back traditional knowledge to higher education. It has done so by presenting a model Institute of Indigenous Knowledge (IIK) whose main goal is to enhance universities' role by adding a discipline to the range of universities research and teaching, namely the studies of indigenous systems, science and technologies for development. The IIK pools together expertise within Africa and beyond who will capture, document, research and generate as well as share knowledge of useful IK practices, and their usage in the contemporary context, and thereby preserve the information and promote their wider application: thus, documenting and spreading indigenous knowledge in various fields.

Detailed information is available at GUNi HEiOBS:

<http://www.guninetwork.org/guni.heiobs/good-practices/institutionalization-of-indigenous-knowledge-research-for-development-institute-of-indigenous-knowledge-iik>

GOOD PRACTICE 5

Amplifying grassroots community voices in Vhembe district

Institutional area(s):



LOCATION: South Africa

INSTITUTION: University of Venda

This programme endeavours to 'take the university to its rightful owners – grassroots communities' and create all-inclusive community ventilation platforms where people as young as seven years old have the opportunity to express their views on local development issues. Through reflection circles that are facilitated by students and mediated by peers within the community, issues militating against local development are discussed in a democratic manner and decisions made. The university team of academic staff/faculty and students works closely and co-learns with community-based and run institutions as programme implementation proceeds.

Detailed information is available at GUNi HEiOBS:

<http://www.guninetwork.org/guni.heiobs/good-practices/amplifying-grassroots-community-voices-in-vhembe-district>

GOOD PRACTICE 6

The bright side of Sunnyside service learning centre

Institutional area(s):



LOCATION: South Africa

INSTITUTION: University of South Africa

In October 2008 the Department of Social Work initiated the UNISA Bright Site project in collaborative consultation with the stakeholders and the community of Sunnyside. The programme is currently run by the Department of Social Work in conjunction with students and with input from other academic departments. The mission of the project is: 'Integrating and capacitating the worlds of UNISA and communities by engaging in a mutually beneficial relationship through relevant services, learning opportunities, shared resources, research, and policy.' Establishment of a service learning site provided alternative options for placements of social work students within the community engagement

context. Students render services while learning and becoming competent towards the achievement of their qualification.

Detailed information is available at GUNi HEiOBS:

<http://www.guninetwork.org/guni.heiobs/good-practices/the-bright-site-of-sunnyside-service-learning-center>

The reader can also find the following good practices related to sustainability in Africa at the GUNi Observatory:

- Biodiversity conservation through bioprospecting in Madagascar
LOCATION: Madagascar
INSTITUTION: Ecole Normale Superieure
 - Empirical approach to SD-curriculum transdisciplinary model: curriculum for climate change and gender
LOCATION: Kenya
INSTITUTION: University of Nairobi
 - Improving community: higher education institutions' interactions for sustainability
LOCATION: Nigeria
INSTITUTION: University of Port-Harcourt
 - Mainstreaming environment and sustainability at the University of Namibia
LOCATION: Namibia
INSTITUTION: University of Namibia
 - Raymond Ackerman Academy for Entrepreneurial Development: Integrating sustainability in entrepreneurship
LOCATION: South Africa
INSTITUTION: University of Cape Town
 - Technology transfer to the community: development of biogas and waste management plants for penitentiary institutions.
LOCATION: Rwanda
INSTITUTION: Kigali Institute of Science
- <http://www.guninetwork.org/guni.heiobs>