Conceptualisation Edulink NIU

- **increasing vulnerability in the Pacific region due to changes in the environment & fragile economies & ecosystems**

- **increasing inability to respond to changes.**

- **PICs embraced SD initiatives international level**

- **Lack of capacity to implement these initiatives**
- **ESD -> pathway for the future**
- **ESD pathway/key to ensuring SD**

WHAT IS EDULINK NIU PROJECT?

- NIU project – network of 3 Pacific island universities USP, NUS & UPNG funded under EU- Edulink funding

- Proposed 3 year implementation

- Major objective of NIU (Network of Island Universities
  - enhance institutional capacities to cope with challenges of SD by mainstreaming ESD

Edulink NIU project

- Specific objectives
  - To build institutional structures and mechanisms for infusion and mainstreaming ESD into the teaching and research programs of the 3 universities

  - To mainstream ESD in the university curriculum in different key priority areas of teacher education, sustainability education and community empowerment

  - To strengthen ESD/SD research outputs

Edulink NIU project Structure

- 3 major components
  - Management/Administrative Capacity

  - Academic relevance

  - Capacity building in Research & Technology.

Component 1: Management/ administrative Capacity

- ensure activities implemented within each member of the NIU and properly executed coordination

- Setup of 3 institutional advisory boards which in turn report to a Joint advisory board
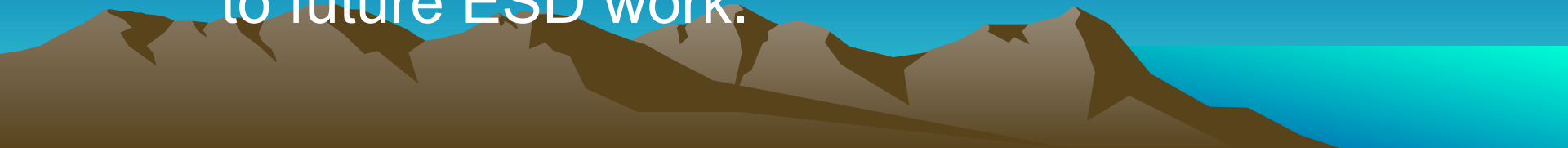
Component 1

- ESD conferences
  - 1st and last year of Edulink project
  - Enhance inter-university collaboration –forum for dialogue on ESD
  - Common understanding of ESD – plan ESD activities
  - Disseminate research and outputs from project

Component 1

- **Implementation of the Pacific ESD Action Plan**
  - promote the five priority areas of the Pacific ESD Action Plan: Formal, non-formal, research, governance, and communication.
  - processes and methodologies used in mainstreaming ESD in the NIU partner institutions will be documented and communicated widely in the Pacific as a guide to future ESD work.

Component 2: Academic relevance

- 3 major elements:
  - ➢ 1) Teacher education;

  - ➢ 2) Sustainability education

  - ➢ 3) Community empowerment

Teacher education

- Provision of quality education through **capacity building of lecturers through short term training & staff exchange**
  - Observation visits to USP for marine research centre
  - Training for CISCO instructors

Sustainability education

- USP observation visit
  - Investigate structure of postgraduate programs
  - Advice on course offerings
  - Share experiences in postgraduate course development and delivery

Sustainability education

- Course development
  - development of courses towards postgraduate program in Science with emphasis on ESD and SD.
  - Reorient 2 courses
    - Disaster management
    - International seminar series in Environmental Science
  - Develop 4 new courses
    - Management of ICT networks
    - Management issues in ICT for development
    - Demography analyses
    - Experimental methods
  - Courses now ready for Senate approval once all courses for Postgraduate diploma developed

Community empowerment

- Aims
  - improve capacity of outside communities for sustainable practices
  - weave environment and SD thinking into the whole fabric of community education.
  - Make university more relevant to community
- At NUS – 2 projects identified
  - promoting community awareness of issues and best practices in areas of i) waste management & ii) disaster management

Community empowerment

- Year 1 disaster management workshop (Nov 20th 2009)

- Targeted private sector – 13 institutions

- Awareness and training in disaster management

- Development of disaster management plans for each institution – now incorporated into National Disaster management plan

Community empowerment

- Year 2 ESD awareness workshop for NUS staff and members of community – delivered by USP ESD specialists.

- Year 3 waste management workshop
  - In collaboration with MNRE
  - Private and public institutions
  - Develop waste management policies/plans

Component 3 Research & Technology

- Goals of collaborative research
  - Complement /support academic programs of component 2
  - Address regional issues in SD

Component 3 Research & Technology

- ## In areas of
  - **Waste management**

  - **Regional application of negotiation skills and MEA capacity building to address major land use issues of the Pacific:**

  - **ESD leadership training**

  - **Sustainable Rural Development in coastal communities through Participatory Project Planning, Design and Implementation**

  - **Climate and Extreme Events in the Pacific: An Economic Analysis to Build Resilience**

  - **The Critical Roles of Teacher Education** in ESD

Component 3 Research & Technology

- Specifically at NUS- 2 projects
  - **The development of a master plan for establishment of the Marine and Environmental Science Research Centre (MERC)** at proposed NUS Ocean campus (NUSOC)

  - Longitudinal study on numeracy of teacher education students

Component 3 Research & Technology

- The development of a master plan for establishment of the Marine and Environmental Science Research Centre (MERC) -NUS based

- MERC ensure sustainability by provision of facility for conduct of research in Marine and Env Science to inform best practice and to support academic programmes

Component 3 Research & Technology

- Activities/outputs
  - Observation visit to USP IAS and School of Marine Sciences
  - Development of 1st draft of master plan
    - Funding proposal, building plans, cost recovery plan
  - Includes first draft of Environmental Impact Assessment (EIA)

Component 3 Research & Technology

– Longitudinal study on numeracy of teacher education students

– Objective*:* to collate data that will indicate problematic areas in student numeracy and enable staff to develop effective remediation techniques to help alleviate the problem in mathematical numeracy

Numeracy

<u>Outputs</u>

- Remediation techniques/data to inform curriculum development and policy makers

- Publications in international journals

Issues & Challenges

- Communication & coordination amongst 3 partners - main challenge
- Communication and coordination within organisation
- Lead agency fulfilment of coordination role
- Staff turnover -> lack of continuity

Benefits

- funding opportunity
- Collaboration and sharing between 3 partners in all 3 areas
  - Quality assurance & accreditation
  - Collaboration in writing workshops
  - Sharing curriculum resources eg with UPNG & USP
  - Capacity building as ESD is the pathway ensuring SD

Recommendations

- Need for good coordination
- Transparency and communication between partners
- Staff continuity
- Robust financial control and audits