

NMMU George Campus Student Mobilization Change Project

Evaluation Report

2012

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Executive summary

This report marks the culmination and final reporting requirement of the Nelson Mandela Metropolitan University (NMMU) Student Mobilization Change Project as part of the Swedish International Development Agency (SIDA) International Training Programme (ITP). The project focused on establishing a formalized body for student action and as a platform to the student voice for sustainability on the NMMU George Campus.

The report provides the context in which the NMMU change project is found and provides a summary of the baseline assessment of education for sustainable development (ESD) at the NMMU George Campus. It delivers a description on how the change project focus was determined and a description of the change project particulars including objectives and actions taken to achieve the outcomes set out for the project, which are provided using the particular phases of the project as per the SIDA implementation guidelines. Furthermore it provides a final analysis of the project which is compared to the baseline assessment conducted at the beginning of the project.

From the initial baseline assessment of ESD at NMMU George Campus a significant lack of student involvement in sustainability issues on the campus was sorely evident however according to the final assessment of student involvement on the campus a great improvement is observed and all the initial stumbling blocks associated with establishing the Green Campus Forum as a formalized body have been overcome. The necessary management structures have been put in place to ensure the sustainable management of the entity and student membership and actions for sustainable development on the campus and the surrounding areas has greatly increased since the start of the project.

Just because the SIDA ITP has come to an end does not mean that the change project comes to an end in any way what so ever. The project has proved to be successful and its sustainability in the future currently appears to be secure. The report is culminated by plotting the way forward and describes what the Green Campus Forum will focus on in the next up and coming years and is concluded with reflections on the process of the change project where integral elements which have been identified as integral to the success of the change project are highlighted.

This report and the portfolio of evidence which was submitted together capture the actions and activities undertaken to achieve the desired outcomes of the NMMU Student Mobilization Change Project. Lessons can be learnt which can aid in the establishment of such entities designed around eliciting student action for sustainability in the Garden Route.

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1. Description of the context of the project

1.1 International context

In its 57th meeting in December 2002, the United Nations General Assembly proclaimed the UN Decade of Education for Sustainable Development (ESD), 2005- 2014, (DESD) 'emphasizing that education is an indispensable element for achieving sustainable development'. The vision of Education for Sustainable Development (ESD) is a world where everyone has the opportunity to benefit from quality education and learn the values, behavior and lifestyles required for a sustainable future and for positive societal transformation. There are four priority areas of action for the DESD which include promoting basic education, reorienting and revising education programs, developing public understanding and awareness and providing practical training (UNESCO 2005)

The DESD is coupled to other international initiatives that are already in place, in particular the Millennium Development Goal (MDG) process, the Education for All (EFA) movement, and the United Nations Literacy Decade (UNLD). DESD is concerned with the content and purpose of education. Conceiving and designing ESD challenges all forms of educational provision to adopt practices and approaches which foster the values of sustainable development.

The Swedish International Development Cooperation Agency (SIDA) has developed an Advanced International Training Programme (ITP) on Education for Sustainable Development (ESD) in Higher Education. The ITP objectives is to contribute to poverty reduction and sustainable development; capacity development and change processes in participants parent institutions and home countries; strengthening of methods, processes and monitoring to enable effective education and improve institutional infrastructure for ESD. It aims to increase the awareness of the importance of effective ESD in the higher education sector and stimulate development and sustainability of networks in the field of higher education. One of the outcomes of participant involvement in the ITP ESD is to plan, implement and evaluate a context specific change project in the participants own institution.

The Southern African Development Community have agreed to support the Decade of Education for Sustainable Development Initiative where several themes were identified highlighting specific needs. Under supporting ESD practices a need to strengthen leadership to be more able to respond to socio ecological challenges by paying more attention to ESD approaches in universities and in particular educational leadership training programmes and strengthening the capacity for monitoring and evaluation has significance to the NMMU Student Mobilization Change Project from a national perspective.

1.2 Institutional Context

Nelson Mandela Metropolitan University has a vision to make a significant contribution to sustainability in the southern Cape and beyond, through excellent teaching and learning, research and community engagement. The NMMU George Campus has a strong focus on promoting sustainability through the physical design of the campus and through academic activities and community engagement. It is well on its way in this regard. Several policies and practices have been put in place in order to reduce the

consumption of natural resources on the campus. The Sustainability Research Unit was launched in 2010 to develop the capacity for sustainable management of ecological, social and economic systems through user inspired research, training, community engagement and policy contributions.

The NMMU George Campus efforts are certainly small wins worth celebrating but one area in which the campus was not succeeding is in mobilizing the student body. Little buy in for the sustainability projects and programmes on the campus have been forthcoming and the establishment of a Green Campus Forum in 2010 did not attract the attention or necessary commitment from students on the Campus. The lack of student participation has been highlighted as a threat in the George Campus Strategic Plan of 2010 and therefore also became the initial focus for the NMMU Change Project as part of the ITP ESD in Higher Education.

To make any change in terms of student mobilization on the NMMU George Campus, key individuals within the institution were engaged and became stakeholders in the project. Initially, discussions with the campus principal (Christo Fabricius) and key students occurred.

2. Baseline assessment

The first step in the NMMU Change Project involved determining a baseline position of ESD in the institution. The baseline assessment drew from the results of the Unit-based Sustainability Assessment Tool (USAT) and a survey conducted by student about students' attitudes towards sustainability practices on campus. The results of the USAT and the student survey highlighted the areas of deficiency with regards to education for sustainable development and helped to guide the focus of the NMMU George Campus change project. The results of the baseline assessment will be summarized below. More comprehensive results can be seen in the portfolio of evidence which accompanied this report.

2.1 The Unit-based Sustainability Assessment Tool

The Unit-based Sustainability Assessment Tool (USAT) was used as a framework for the assessment. A survey of student knowledge, understanding and attitudes to sustainability practices and projects on the campus was also conducted, both of which informed the focus for the NMMU Change project.

An overall assessment of all the core functions was initially performed to give the overall picture of ESD and the NMMU George Campus. This bigger picture firstly highlighted that the original choice focus for the NMMU change project was correct because not only has student involvement been highlighted as a threat in the 2010 strategic plan for the campus but is also reflected as the worst performing area in the overall USAT assessment.

Furthermore, weak areas in each of the functional sections were also highlight. The weaknesses identified under the teaching, research and community service include the lack of cross faculty collaboration programmes, the degree to which global sustainability issues and challenges for part of department research is low, the level of commitment of department resources in sustainability projects in the community is also shown to be low, examination or assessment of sustainability topics is lacking and the willingness of staff to research and undertake service activities on sustainability topics is weak.

The operations management function category shows great success however weakness in improving indoor air quality, lack of organic food purchasing programme, the limited use of biofuels and the lack of consideration of sustainability in staff hiring decisions have been identified. In terms of the policy and written statement function category NMMU George is also having general success. The student involvement functional category shows the worst performance. Only the area of orientation and awareness programmes is highlighted as doing well in this category.

The results of the overall USAT assessment of the NMMU George Campus can be graphically seen below in Figure 1 and the data on which the USAT assessment can be seen in the portfolio of evidence in annexure 49.

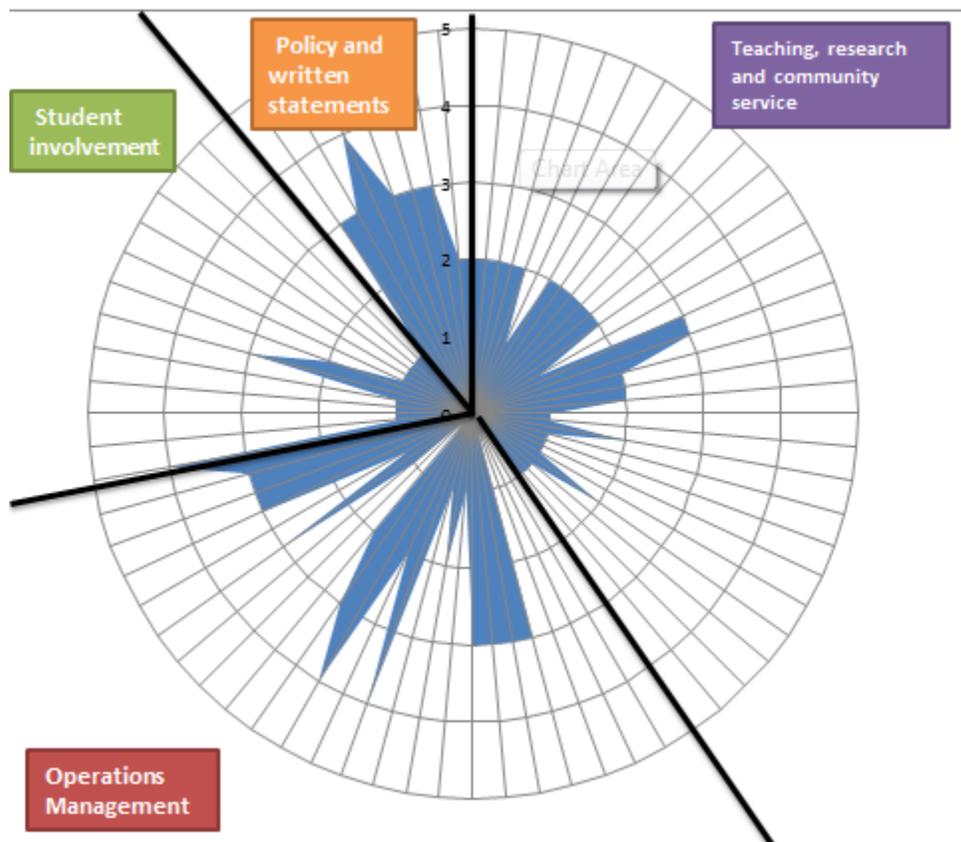


Figure 1. NMMU George Campus USAT Assessment Results

In order to better understand the poor performance reflected in student involvement a USAT assessment of the specific student involvement category was performed. The results of which are provided below.

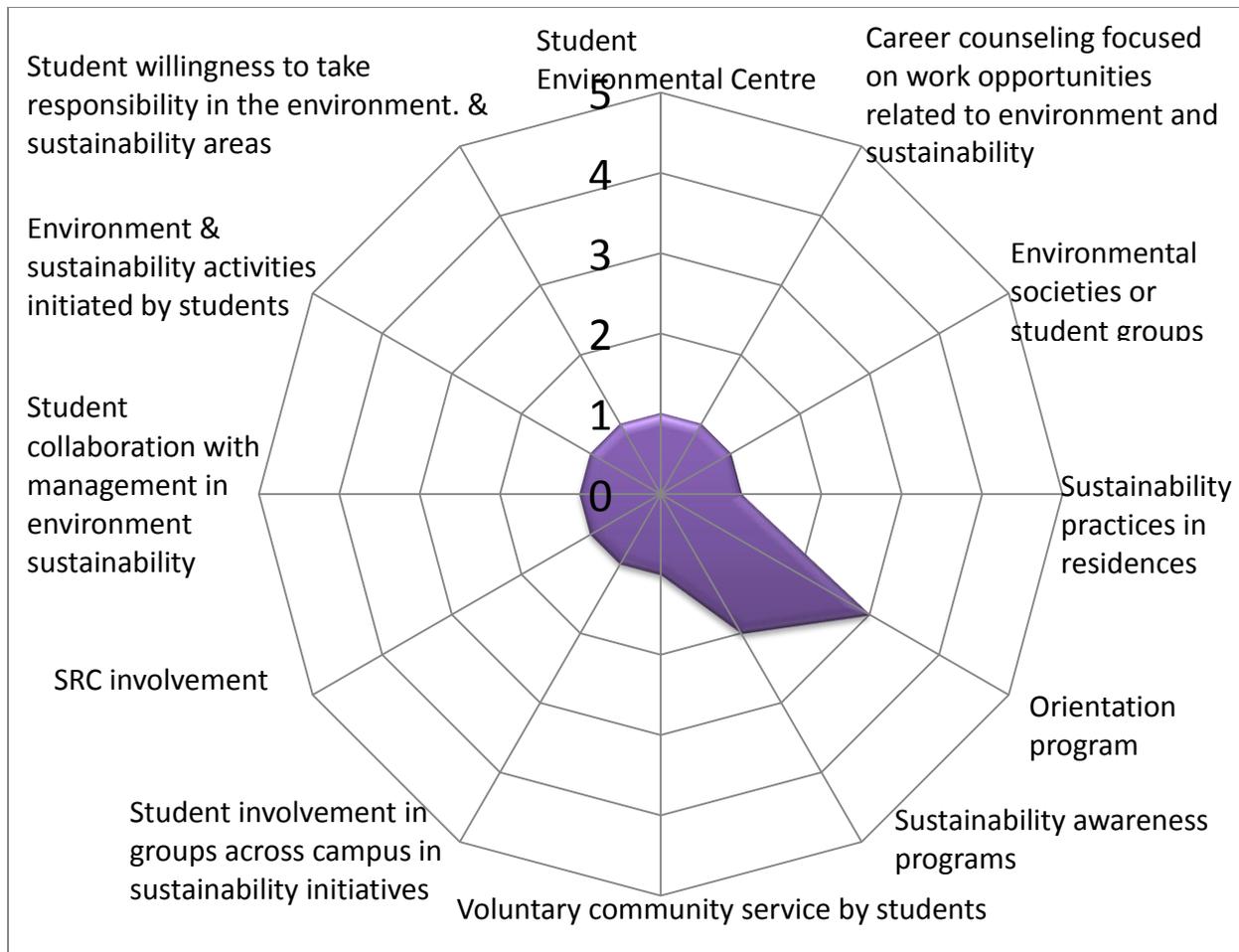


Figure 2. Student Involvement Section of the NMMU George Campus USAT Assessment Results.

Figure 2 clearly showed where NMMU George was lacking in terms of student involvement highlighting areas not considered in the original change project. The data on which figure 2 and 3 are based on can be found in Annexure 6.

In order to understand the reasons behind the lack of student involvement two surveys conducted in 2010 and 2011 by the Nature Conservation Communications II students as a course assignment was used. The results of which will be discussed next.

2.2 Green Campus Initiative Student Survey Assignment Results for 2010

During the first semester of 2010 the first year conservation communication students were given an assignment to set up a questionnaire and interview students from other disciplines to determine the understanding, perceptions and opinions of the NMMU George Campus students regarding the Green Campus Initiative. It must be noted however that in no way can the results be considered scientifically rigorous. This report is merely a random collection of comments from a random selection of students. The assignment was an individual effort of 54 students who did not collaborate with each other in terms of the survey questions or format. Each individual student set their own questions and interviewed five

other NMMU students studying anything else but nature conservation. This resulted in a total of 270 questionnaires on which this report is based.

The assignment yielded some interesting results. The feedback from the students was both positive and negative, however; the most striking feature is the lack of understanding or misinformation regarding the Green Campus Initiative, along with some services the NMMU provides the students and staff. There are a large percentage of students who are unaware of the Green Campus Initiative and its projects or have an understanding of what it actually is. Most students feel that more needs to be done to inform the students of the initiative, and that all of the schools should be included.

There were also a number of valid recommendations made by the student body. This demonstrated their willingness to be involved in the “decision-making” process. They felt that they were not involved enough and only expected to do all of the work. Essentially, the students would like to be part of the Green Campus Initiative but the initiative should not take up too much of their time.

Green Campus Initiative Student Survey Assignment Results for 2011

Yet again, during the first semester of 2011 the first year nature conservation communication students were given an assignment to survey knowledge, understanding and attitudes of students from other disciplines on the NMMU George Campus regarding the Green Campus Initiative.

Each student was given five questions to include in their survey and allowed to construct five of their own questions for the survey. It must yet again be noted however that in no way can the results be considered scientifically rigorous. The assignment was an individual effort of 31 students who did not collaborate with each other in terms of the survey questions or format. Each individual student set their own questions and surveyed five NMMU students studying anything else but nature conservation. The assignment consisted of 310 surveys and the findings from the interviews are provided below.

When asked if they had heard of the Green Campus Initiative only 14.38% of the students said they had, stating they had been informed through the orientation week, word of mouth, during lectures and through email notifications. When asked if they would be prepared to get involved with the Green Campus Initiative 19.28% said yes. Of the students who said no, the common responses of why included “Not really their field of studies”, “Did not know how to contribute to the GCI”, and being “Unsure of what would be expected of me”.

What is encouraging from the results compared to the 2010 results is that students are aware of far more sustainability practices taking place on the campus grounds.

The USAT assessment results and the findings from the 2010 and 2011 student survey shows a lack of student participation, lack of understanding and knowledge of the Green Campus Initiative and a call for more information and advertising regarding Green Campus Initiative activities. The assessment results draw attention to the need for the NMMU Student Mobilization Change Project.

3. NMMU Student Mobilization Change Project

From the results of the baseline assessment of Education for Sustainable Development at the NMMU George Campus together with the student survey it was decided that the focus of the SIDA ITP Change project was appropriate. Therefore the NMMU Student Mobilization Change Project was aimed at eliciting student support for sustainable development on the NMMU George Campus providing a platform for student initiated projects, collaboration with campus management and to provide a collective student voice on sustainability issues on the campus and surrounding area.

The objectives required to achieve this above mentioned aim involved the formal registration and revival of the Green Campus Forum as a student driven organization on the Campus. It also requires the sourcing of funds to revive the forum and capacitating the elected student body to undertake the endeavor. This was achieved by hosting a Student Mobilization Indaba and an Agent of Change leadership capacity development workshop.

Integral aspects for the revival and sustainability of the Green Campus Forum are its formal registration within the NMMU systems and structures which will enable the forum to access funding streams. The Forum also needs to establish channels of communication via social networking sites and a website and other communication outputs such as an annual newsletter. Another vital aspect the success of the revival is dependent on is the establishment of a committee succession plan to ensure that the forum activities continue from year to year independent of the transitional nature of its student body.

The objectives required to achieve the student mobilization aim involves:

1. The sourcing of students from a variety of disciplines wishing and able to form a committee for the Green Campus Forum.
2. Establishment of a committee succession plan to ensure that the forum activities continue from year to year independent of the transitional nature of its student body.
3. The formal registration of the forum as a student society on the Campus.
4. The sourcing of funds is an integral aspect for the revival and sustainability of the Green Campus Forum.
5. Capacity development in order to empower the elected student body to undertake the endeavour.
6. Eliciting institutional support for the Green Campus Forum

The NMMU Student Mobilization Change Project as an output of the ITP ESD in Higher Education was achieved over five phases. A diagrammatic representation of the five phases is provided below and will be followed by a more detailed description of each phase.

The Five Phases

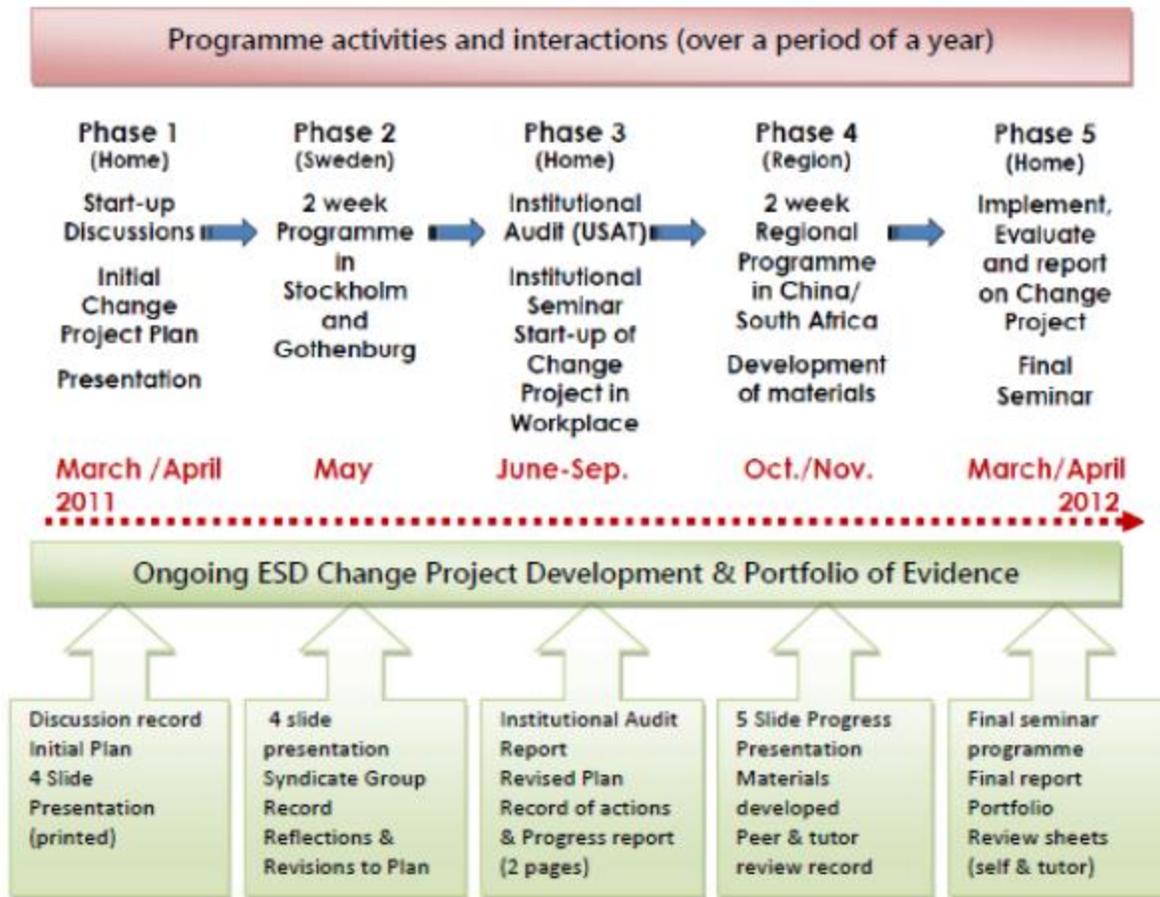


Figure 3. SIDA ITP Five Phase Approach to change project implementation.

3.1 Phase 1

Phase 1 of the NMMU Student Mobilization Change involved start up discussions about the initial focus area for the NMMU SIDA ITP Change Project which was undertaken between Christo Fabricius (George Campus Principal and co- participant) and Bianca Currie (SIDA ITP participant). At this meeting it was decided that the focus of the NMMU SIDA ITP Change Project would be on student mobilization where efforts to revive and establish student participation in the Green Campus Initiative would be aimed for. From this meeting a rough and initial plan for the project was formulated and presented in Phase 2. at the SIDA ITP Course in Sweden.

3.2 Phase 2

Phase 2 occurred over a two week training programme in Sweden where Bianca Currie had the opportunity to broaden her horizons by experiencing and critically analysing the work in ESD in Sweden, Asia and Africa. Group work with other institutions focusing on similar change projects was undertaken

and a further group work presentation was also delivered. The initial plan developed in Phase 1 and listed as a specific deliverable was presented during the training programme for peer and tutor review.

3.3 Phase 3

Phase 3 of the NMMU Student Mobilization Change Project involved determining a baseline position of ESD in the institution. The Unit-based Sustainability Assessment Tool (USAT) and surveys of student knowledge, understanding and attitudes to sustainability practices and projects on the campus were used for the assessment, the summary results of which were presented in above and the accompanying portfolio of evidence and was the basis for the choice in change project.

3.3.1 Green Campus forum revival

With student mobilization in mind a call for students from both the School of Natural Resource Management and the School of Business at NMMU George Campus who want to participate and play a leading or organization role was sent out on the 11th of May 2011 (see annexure 9). This was a starting point in order to gather an interdisciplinary leadership group for the Green Campus Forum. All respondents were invited to a Brainstorming Braai where the interested parties openly discussed what they would like the Green Campus Forum to achieve and a Green Campus Forum Committee was voted in.

3.3.2 NMMU Student Mobilization Indaba

The NMMU Student Mobilization Indaba was hosted on the 25th and 26th of September. The event marked the coming together of three academic institutions (Nelson Mandela Metropolitan, Rhodes and Uppsala University) to think tank student mobilization and a student response to education for sustainable development on campuses in South Africa and Sweden. Key presentations from Professor Christo Fabricius, Professor David Kronlid, Professor Heila Lotz Sisitka, Professor Raymond Aurbach, Mr. Martin Loubser provided thought provoking material to catalyse group work between and within institutions.

Each university student body was given an opportunity to highlight the particular activities taking place within their own institutions and network with others institutions. Overall the indaba contributed to the future visioning of the Green Campus Forum and provided examples of what other institutions had achieved. Not only did it assist the forum to develop their vision and mission but also established links with a broader community of practice.

3.4 Phase 4

Phase 4, consisted of a SIDA ITP two week regional programme which provided the opportunity to focus developing the plan of action for the change project on student mobilization. Fellow participants, regional resource persons, the regional coordinators and mentors were in attendance to support work undertaken during the two week programme. A five slide progress presentation based on a progress report was submitted and presented in Phase 4 for peer and tutor review.

Members of the GCF committee accompanied the SIDA ITP participant to the two week programme to undertake the following actions:

- Formulation of a vision and mission for the Green Campus Forum
- Formulation of a constitution for the Green Campus Forum
- Formulation of a MOU for their members to sign
- Formally submit a university society registration application for the NMMU for the Green Campus Forum to the NMMU management body.
- Draft a formal succession policy for the Green Campus Forum to form part of the GCF constitution
- Draft an action plan for activities to be undertaken during 2012
- Establish a social network page and web page for the Green Campus Forum
- Develop a template and of an annual newsletter

The work done during Phase 4 helped to determine the focus of the Green Campus Forum (vision and mission) and formalized the Forum management (constitution, MOU, action plan and communication mediums). Furthermore, the formal registration of the forum has facilitated it becoming imbedded into a greater system which has allowed it to access funding streams and resources.

3.5 Phase 5

Phase 5 was focused on the planning and implementation of a final seminar and evaluation of the change project which is founded on all the planning and preparation done in the preceding phases. This phase also included an evaluation of and a reflection on the process of the change project. The outcomes of Phase 5 resulted in this final evaluation report on the student mobilization change project.

3.5.1 Final seminar

The Final seminar was successfully facilitated on the 21st of April 2012 and took the form of an “Agent of Change” workshop which focused on developing capacity in society leaders on the NMMU George Campus. The workshop also aimed at providing a networking and co-ordination opportunity for society leaders across the different disciplines.

Dave Jenkins, the NMMU George Campus Senior Manager of Student Development Services was approached to facilitate the workshop. A meeting between Aneri Vlok (Green Campus Forum Chairperson) and Dave Jenkins were held to discuss what aspects of student leadership would be included in the training programme. The particular training involved presentations and exercises or activities in communication, being an “Agent of Change” and stress management. Opportunities for networking and getting to know each other were provided and several open discussions related to training were forthcoming.

The workshop culminated in a way forward where responsible individuals (Reratiloe Makoe, Societies officer and Dave Jenkins) was appointed to coordinate an annual calendar of training events timed to occur when new annual committees of student societies are elected and a handover of responsibilities takes place. It was also mentioned that the calendar of events will be evaluated annually and remain flexible and responsive to the current society leader needs.

As a starting point the student leaders identified the following training requirements:

- Society management and administration
- Fundraising
- Financial procedures and budgeting
- Emotional intelligence
- Conflict resolution
- Time management
- Media outputs and marketing

The final discussion in the workshop was an exercise in reflexivity where participants were asked what lessons they have gained through the workshop and what the implications of the lesson would be to their leadership and involvement in their respective societies. Informal discussion had by student leaders resulted in initiation of a partnership between the Green Campus Forum and the Speakers Club who undertake to support each other's events and to feed into each other. For example the Green Campus Forum will provide sustainability topics for debate and speeches.

The Agent of Change workshop assisted the NMMU George Campus Student Mobilization change project by developing the capacity of student leaders of societies on the campus to be change agents and leaders. It greatly benefited the Green Campus Forum Committee in that it assisted them to establish ties and alliances with other student societies and key stakeholders such as members of the Student Representative Council. The workshop also initiated an annual calendar of capacity training programmes which remains flexible and responsive to the needs of current leadership.

4. ESD considerations

The Green Campus Forum draws its membership from the Schools of Natural Resource Management and Business thereby transcending the conventional divide between disciplines. It brings together individuals from a diversity of backgrounds and interests. As members of the same society the diversity of individuals all work towards improving sustainability but from different perspectives where diversity is seen as a strength contributing to the same goal. Also, because the actions undertaken by the forum are determined by the committee and its members no particular focus in terms of environment, society and economy dominates; instead the actions and projects undertaken by the Green Campus Forum are intrinsically interdisciplinary.

This larger scope in disciplines furthers the success of projects, the understanding of the holistic nature of sustainability, and the inclusion of students from diverse backgrounds without alienating the less environmentally-inclined members of the student body or reinforcing a common misconception that disciplines are separate from one another (Newport et al., 2003; Pike et al., 2003; Cosgrove Group, 2003).

Southern African Development Community identified the need to strengthen leadership to be more able to respond to socio ecological challenges and state more attention to ESD approaches in universities and in particular in educational leadership training programmes is needed. The NMMU George Campus Student Mobilization Change Project has responded to this by being one approach which incorporates multiple disciplines in activities and which is supported by an annual capacity development programme which remains responsive to the needs of its beneficiaries. The SADC also identified the capacity for monitoring and evaluation as an area for attention which the NMMU change project has integrated in the form of an annual monitoring and evaluation system which allows the project to be reflexive of its work.

5. Monitoring and Evaluation

A range of evaluations including specific outputs of the Green Campus Forum, the USAT assessment tool, an annual student survey and the Green Campus Forum Chairperson Annual Report have been used to evaluate the success of the NMMU George Campus Student Mobilization Change Project. Having a diversity of evaluation methods and perspectives provides a more rigorous and thorough evaluation of the project.

5.1 Green Campus Forum Outputs

In order to evaluate particular outputs of the Green Campus Forum criteria were used to determine success, which include the successful uptake of leadership positions on the Green Campus Forum Committee, the amount of enlisted members and the amount of student driven initiatives and projects. A summary of which has been reflected Table 1. The 2011 and 2012 membership lists can be seen in Annexure 1 and 2 of this document.

Table 1. Green Campus Outputs for 2010 and 2011

Criteria	2010	2011
Green Campus Forum Committee	Chairperson Secretary	Chairperson Vice Chairperson Treasurer Secretary Spokesperson
Green Campus Forum Members	12 – 13	87 (2011) 176 (2012)
Student driven initiatives	Tierkop Research Project (2010) Vermiculture Project (2010) *All staff driven	Tierkop Research Project (2011) Vermiculture project (2011) Paper Cup Campaign (2011) Arbor Day Planting (2011) George 200 Expo (2011) Green Campus Awareness Week (2011) Green Economy lecture (2011) George Dam Clean Up Day (2011) *All student driven

5.2 USAT Sustainability Assessment Tool

The primary evaluation involves the USAT Sustainability Assessment tool which was used to undertake the baseline assessment of sustainability at the NMMU George Campus in Phase 3 of the change project process and is therefore most fitting for the final evaluation. This allows for a comparison of the status quo in 2011 and 2012. The results in comparison to the baseline assessment are provided below (despite having been provided earlier) for ease of reference in Figure 4. and Figure 5.

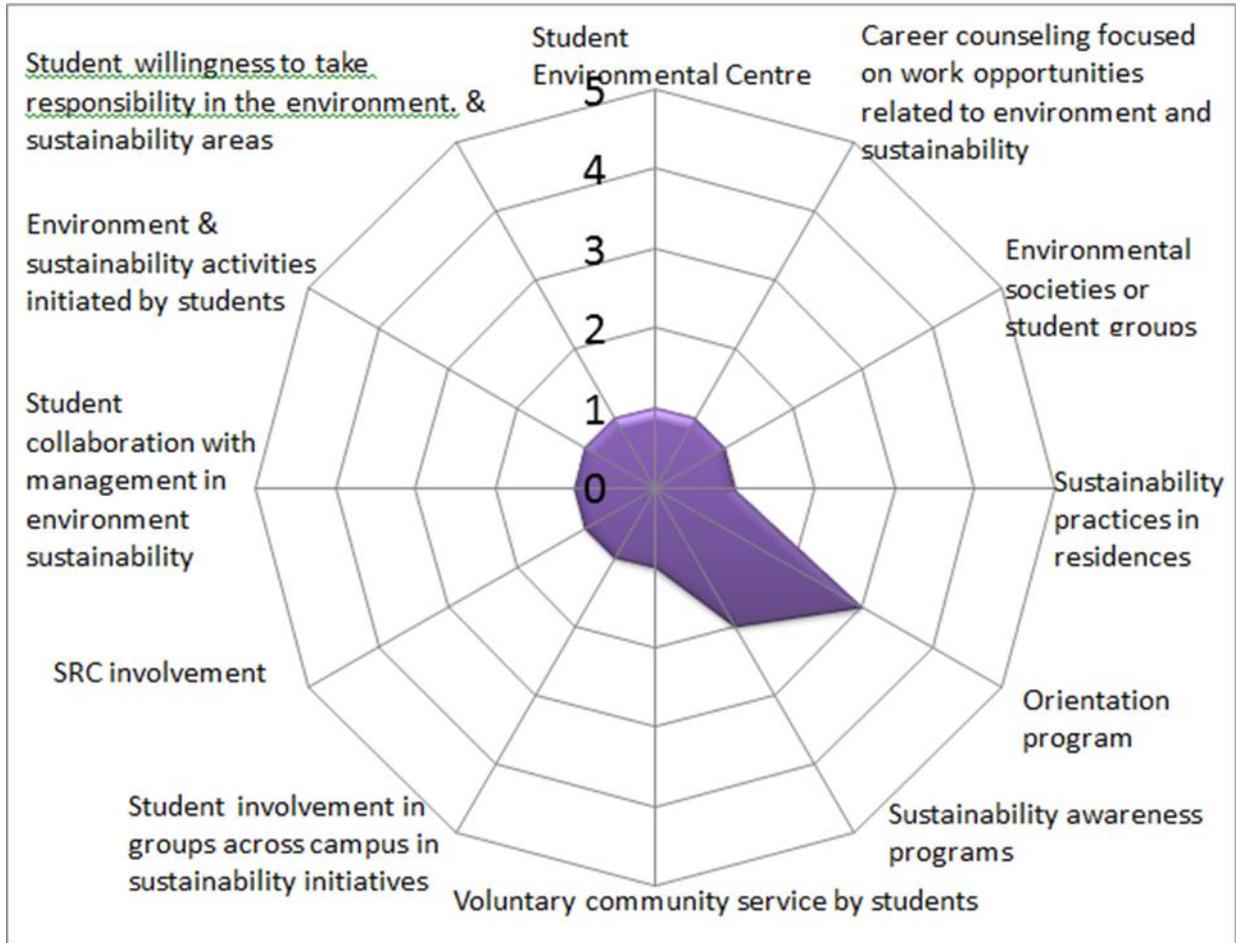


Figure 4. Baseline USAT assessment results (2011)

In Figure 4 which is the NMMU George Campus Student Mobilization Project Baseline assessment of sustainability related to student involvement which shows severe deficiencies in all areas except in the area of an orientation programme and sustainability awareness programmes.

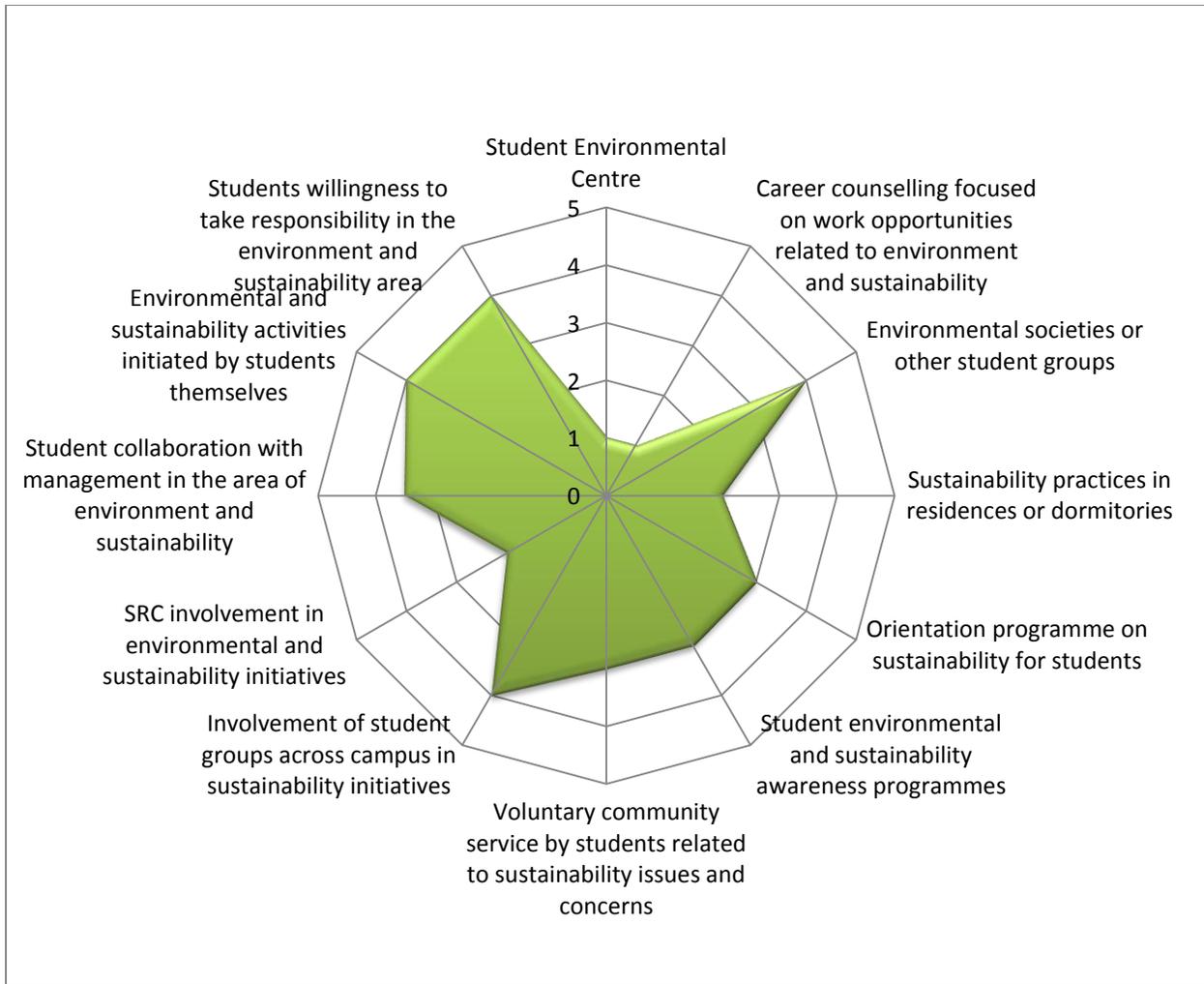


Figure 5. Final USAT assessment result (2011)

From Figure 5 Above which demonstrates the current 2012 USAT evaluation results, a great improvement in most areas is evident. Efforts still however need to be made in establishing an Environmental Centre and in terms of Career counseling focused on work opportunities related to environment and sustainability. Even though this is the final USAT evaluation for the SIDA ITP change project, the evaluation has become ingrained in the Green Campus Forum reporting structure and will be undertaken annually by the committee and reported on in the annual outgoing chairpersons report for the incoming chairpersons report.

5.3 Student Survey

Data from student surveys conducted in 2010 and 2011 were also used in the baseline assessment to assess levels of participation and a change in attitude in relation to sustainability. The students conducting the survey are from the School of Natural Resource Management and as part of their communications I course syllabus they are required to interview students from the School of business. The results of the survey provide the perspective of the general student population not studying

environmentally orientated courses at NMMU George Campus and who are not necessarily members of the Green Campus Forum.

The 2012 student survey will yet again be used to assess the success of the project. Unfortunately the student survey forms part of the Nature Conservation Communications I syllabus and formal assessment and is only scheduled for completion at the end of this university semester and will not be available for presentation in this final evaluation report.

5.4 Green Campus Forum Annual Chairpersons Report

The outgoing Chairperson of the Green Campus Forum is required to produce a handover report to the incoming Chairperson and was also consulted in terms of evaluating the success of the change project. The first evaluation report will only be due in August 2012. The evaluation report will serve to reflect on the forum activities and will inform the planning for the New Year and will be an annual output expected of the outgoing Chairperson. The insights provided by the Chairpersons annual report provide the perspective of the Forum management.

6. Action Planning and Way Forward

The Green Campus Forum is well established and imbedded into a greater structure ensuring its sustainability as a society at the NMMU George Campus. This choice in structure has proved to be an integral aspect to the sustainability of the forum. The formalization of the Forum supported with guiding documents will contribute to the sustainable management of the entity. A succession order and process has been put in place, forming part of the society constitution ensuring the continuation of the Forum.

The final USAT assessment (2012) used for the NMMU change project has assisted in determining areas of focus for the Green Campus Forum for 2012 and beyond. Firstly a continual effort to improve all aspects considered in the USAT assessment will be done, but particular focus will be given to establishing an environmental centre, sustainability practices in residences and on career counselling for work opportunities related to the environment and sustainability.

To achieve the goals highlighted by deficiencies in the 2012 USAT assessment requires the engagement with new stakeholders. In terms Efforts will be made to engage with Dave Jenkins as the Senior Manager of Student Development Services. Particular focus will be given to improving his capacity to deliver career counseling for work opportunities related to environment and sustainability and also to facilitate and coordinate in conjunction with the SRC Committee Society Coordinator an annual training programme designed to respond to the capacity needs of student leaders on the George Campus and training priorities will be determined annually.

7. Conclusions and Reflections

The NMMU SIDA ITP Student Mobilization Change Project has successfully mobilized the student body for sustainable development on the NMMU George Campus. The project has facilitated the establishment of a student driven platform for student involvement in decision making regarding sustainability practices on the campus and beyond. Towards the end 2010 the Green Campus Forum was informally established by the NMMU staff participant with little buy in from the student body. This was reflected in an inactive membership body comprised of a handful of purely nature conservation students. Now in the first half of 2012 the picture is very different. The Green Campus Forum has been revived and is completely student driven with a membership of 176 students from a diversity of disciplines and a large portion being extremely active. The current student driven forum has engaged in a number of their own initiatives and is working closely with the NMMU operations management thereby influencing the sustainability practices on the campus. Furthermore the Green Campus Forum is involving themselves in a number of projects with the wider community and environments.

The Green Campus Forum now has a fully functional elected committee of passionate individuals, also from multiple disciplines and has developed several key documents to guide its operations (constitution, MOU, project plan) and to ensure its proper and sustainable management. By registering with the university administration and imbedding the forum into a greater structure, funding and resource streams are made accessible. The Forum itself also undertook to organize fundraising events with great success, demonstrating a degree of ownership of the Forum and responsible management. Both the income derived from NMMU as an active society and the fundraising efforts of the students themselves ensure the forums financial sustainability. Furthermore, the development of several key documents (constitution, MOU, project plan) provided a structured base to operate within as well as puts a continuous succession plan into play further ensuring the Green Campus Forums sustainability.

Certain elements have been integral in the success of the change project. The formalization of the Green Campus Forum through the formal registration of the society and the development of management documents such as the constitution and membership Memorandum of understanding has ensured its sustainability. This is achieved by including an annual management succession process in the forums constitution and embedding it in a greater system giving it access to funding streams and a support structure. The support and demonstrated commitment from the NMMU operations and academic management was an integral part in motivating the committee. It instilled a sense of agency in the students. This continual management support is important for the sustainability of the Forum.

The USAT Assessment tool has also proved to be a very useful instrument for monitoring and evaluation as well as future planning and encouragement for the Green Campus Forum. The USAT tool was used as the primary method to evaluate the NMMU Student Mobilization Project as part of the SIDA ITP, but through this process has proved itself to be a pertinent tool to monitor and evaluate the Green Campus Forum. It allows assessment of areas for improvement to be incorporated in the next years Green Campus Forum activities; it has become a guiding tool for future action. The committee has been encouraged to see the small and big wins that are reflected in the assessment results further motivating the current committee. To ensure its continued use and benefits derived, the USAT assessment has

become part of an annual assessment of the Green Campus Forum undertaken by the student committee members and reported on in the outgoing chairperson's report for the incoming chairpersons' attention.

The final USAT assessment of the change project has shown an overall improvement of student engagement in sustainability issues on the NMMU George Campus and surrounding areas. Significant improvement was made in the environmental societies area with the success of the Green Campus Forum establishment and success, student environmental and sustainability awareness programmes, voluntary community service, involvement of student groups across campus, student collaboration with management, and especially in sustainability activities and willingness to take responsibility. The USAT areas identified for future Green Campus Forum activities (earmarked for 2012) include the establishment of an environmental center, career counseling focused on work opportunities related to sustainability, sustainability practices in residences and the Student Representative Council involvement.

Plans for the establishment of an environmental center are already underway and the nurturing of Dave Jenkins (Senior Manager: Student Development) as a key stakeholder in achieving improvement in career counseling focused on work opportunities related to sustainability is underway. A relationship has also been established with the Student Representative Councils Societies Coordinator and house committees for the residences in order to improve in the areas of the council's involvement and the practices in residences.

Furthermore an annual calendar of student leader capacity development training is being developed by society leaders, the Student Representative Councils Society Coordinator and Dave Jenkins who will facilitate and manage the training. The Training programme will be initiated in the final semester and is timed to coincide with the change over from current society committee members to the New Year's members and is designed to be responsive to the capacity development needs of the members.

The NMMU Student Mobilization Change Project set out to achieve several objectives, namely 1) to source students from a variety of disciplines to form a committee for the Green Campus Forum revival, establish a committee succession; 2) the formal registration of the forum as a student society on campus; 3) capacity development in order to empower the elected student body; 4) sourcing funds for the Green Campus Forum; 5) eliciting institutional support for the Green Campus Forum. Each of these objectives has been achieved and greater wins have further been realized. An active and sustainable student body for sustainability on the NMMU George Campus and its surroundings has been formed and is set to continue and grow in the coming years influencing the awareness and attitudes towards sustainability issues of the students on the campus.

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