



## Curriculum Vitae

### Distinguished Professor Heila Lotz-Sisitka

Updated July 2018

#### South African National Research Foundation Chair (Tier 1)

#### *Transformative Social Learning and Green Skills Learning Pathways*

## Summary Narrative

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### **Overview and Early Career**

I started my career in primary education, working with young children to expand their learning horizons through creative, critical approaches to learning. This led me into a postgraduate and post-doctoral career trajectory where I was able to expand my interest in primary education to wider forms of education and learning, all of which have centred on how human relations with the environment shape learning and transformation of society towards social justice, sustainability and the common good. My Masters degree focused on critical, democratic and participatory approaches to working with environmental knowledge in learning support materials development with foundation phase teachers in post-apartheid curriculum settings. The project spanned five years, and grew into a national initiative to strengthen curriculum transformation. The study was unanimously recommended for upgrading to PhD by all examiners. This launched me into an active professional career in participation oriented approaches to environment and sustainability education research that has spanned all levels and types of education, including early learning, general education and training, higher education, community education, and conservation education. Most recently I have also become more involved in vocational and workplace learning as the green economy has emerged as a significant driver of potential just transitions in post-apartheid South Africa, and the skills system was found to be largely re-active to environment and sustainability concerns. My current research focusses on global change and social learning systems, with emphasis on transformative social learning and green skills learning pathways.

### **Recent Employment History**

I have worked in a university environment since 1992, serving for 15 years as the Murray & Roberts Chair of Environmental Education and Sustainability at Rhodes University (Africa's first

Chair in Environmental Education) (2000-2015). Working with colleagues and partners I have built up the research programme at Rhodes University to be a leading international centre of environment and sustainability education research and learning. In 2007 we were recognised as a UNU Centre of Expertise in Education for Sustainable Development, and in 2010 we obtained a specially designated Centre on campus which houses the research programme, known as the Environmental Learning Research Centre (ELRC), which I also directed until 2015. In 2016 I was awarded a prestigious Tier 1 National Research Foundation Chair under the South African Research Chair's Initiative in Global Change and Social Learning Systems. The focus of this Chair's research is transformative social learning and green skills learning pathways development. In 2018 I was promoted to Distinguished Professor at Rhodes University (one of six such positions in the university).

### ***Research Interest and Intellectual Trajectory***

At the core of my research trajectory lies an interest in participation in transformative learning, human agency, social and ecological justice and change towards a more sustainable world. My theoretical interests emerge from early forms of educational activism against the apartheid state, and a twenty-five year engagement with critical research traditions in an unfolding new democracy. Over time I have worked with various theoretical resources found in critical theory, post-structuralism and critical sociology. In the past eight years I have found post-critical research, especially critical realism, coupled with post-Vygotskian expansive social learning research and decolonisation theory to be a productive nexus for *generative, expansive, socially critical and more democratic forms of research*. Such research holds relevance for expanding participation and social justice in the field of education more broadly, and for the field of environmental and sustainability education specifically as it's *raison d'être* demands the emergence of transformations in society. This requires the development of coherent forms of critically engaged, yet imaginative and transformative research and learning processes that are not reproductive of the *status quo*, but which are democratically constituted, and that are generative of new human activity.

### ***Professional Experience***

I have over twenty five years' of national and international experience in environment and sustainability education and learning research, policy and consultancy work related to human capacity development, social learning, education system development, social and ecological justice and change. I have contributed actively to the post-apartheid education transformation process in South Africa via various national curriculum leadership roles including co-ordinator of the national Environmental Education Curriculum Development Initiative; member of a Ministerial Implementation Committee on Human Rights and curriculum development; and Chairperson of the national Environmental Standards Generation Body. I recently led the development of South Africa's first ever Environmental Sector Skills Plan which pioneered a systems approach to thinking about environmental education and capacity development in the country and until recently, I was also directing the national Green Skills system building programme for the post-schooling system and the Fundisa for Change national consortium focusing on transformative environmental learning and teacher education. I coordinated the Masters Degree in Environmental Education at Rhodes University for 12 years, and I continue

to co-ordinate the PhD programme (since 2004). Over the past 20 years I have successfully supervised 59 Masters scholars and 32 PhD scholars. I have examined Masters and PhD studies for national and international universities, and have completed 17 PhD examinations for universities in South Africa, Sweden, Australia, Denmark, the Netherlands and Finland. I have led and coordinated course design at national and international levels, including a large scale international Higher Education ESD training programme involving 121 universities in 35 countries in Africa and Asia.

### ***National and International Research and Policy Contributions***

I have been involved in a number international leadership roles including international reference group member for UNESCO during the UN Decade Education for Sustainable Development, and Steering Committee member of the Global Universities Partnership on Environment and Sustainability (in both cases I was one of two representatives from Africa). I was a strong lead in establishing the Mainstreaming of Environment and Sustainability in Africa (MESA) UN Decade of Education for Sustainable partnership programme with the UNEP, UNESCO and the African Association of Universities (AAU). Recently I led the development of Africa's Environmental Education and Training Action Plan for 2015-2025 for the African Ministerial Council on Environment and UNEP. I also served as Scientific Chair of the World Environmental Education Congress in 2007, and have served on 20 international scientific committees, including the PhD Graduate School on ESD at Uppsala University involving 18 PhDs from 9 universities. I have been invited to offer 72 international keynote papers in 34 countries around the world. In November 2015 I was invited by UNESCO to serve as the general rapporteur of the *World Conference on Education for Sustainable Development*, a major official inter-governmental UNESCO Conference, and in 2009 I was invited to lead author the Bonn Declaration on Education for Sustainable Development (a mid-decade policy product from UNESCO).

### ***Fundraising Experience (national and international)***

I have raised over ZAR 74 Million in research funding for environmental education at Rhodes University since 2004. I have raised additional funding of approximately ZAR 50 Million in core and teaching programme funding, and funding for a building for Environmental Learning Research at Rhodes University. Additionally, I have supported fundraising for environmental education more widely in the Southern African Development Community (SADC), helping to attract large scale donor funding (over ZAR 70 million) for this new emergent field in a number of countries. Currently funded research programmes include an International Social Science Council programme on '*Transformative Learning in Times of Climate Change*'; (ZAR 13.5 million) a Water Research Commission research project on '*Knowledge Flows and Knowledge Mediation in Learning Networks*' (ZAR 2 million); a research programme on curriculum innovation in Higher Education (ZAR 2 million); and an international research programme for UNEP on sustainable consumption and production learning pathways in food systems (ZAR 3 million).

### ***Publications***

I have produced 160 publications to date - including 49 internationally peer reviewed journal articles, 13 journal editorial papers, 34 book chapters, 24 monograph publications, 2 co-edited books (Routledge, and one for Springer), 33 shorter books, other research reports and policy briefs and 4 sets of international training materials for the international and regional organisations. I have served as Editor-in-chief of the *Southern African Journal of Environmental Education* for 13 years, from 2003-2016. Recently, I was invited to serve as a co-editor of the international *Journal of Learning, Culture and Social Interaction*. Recent publications (2016) include a co-edited Routledge book on '*Critical Realism, Environmental Learning and Social-ecological Change*' (co-awarded the Cheryl Frank Memorial Prize from the International Association of Critical Realism in 2017). In early 2017 a second co-edited book on '*Schooling and Sustainable Development in Africa*' was published by Springer.

### **Recent Research and Field-based Recognition and Awards**

In 2016 I obtained a B2 National Research Foundation Rating. The definition of the B category is "*Researchers who enjoy considerable international recognition by their peers for the high quality and impact of their recent research outputs*". I currently have an h-index of 20 on google scholar.

Within Rhodes University, between the period 2008-2016 (data only available for this period), I have been among the university's 'top 10 researchers (4x) and among the university's 'top 30' researchers (5x). This includes all disciplines, and is based on accredited output analysis. I have consistently also been amongst the top three researchers in my Faculty, being No.1 in my faculty for five out of the ten years between 2008-2018.

In 2008 I obtained the Vice Chancellors Distinguished Teaching Award, and a WESSA Gold Award for contributions to environmental education in South Africa. In 2014 I was awarded the Environmental Education Association of Southern Africa Founders Award (recognizing the contributions of an individual to the field of environmental education in southern Africa). In 2014 I was also awarded a GreenMatter Senior Fellowship Award for contributions to capacity building, transformation and environmental education research and practice in South Africa. In 2015 I was part of a team who were awarded the Vice Chancellor's Distinguished Community Engagement Award, and in 2016 two of my post-graduate scholars won the Student Researcher category in the Community Engagement Awards. In 2016 I was honored to receive one of 90 WESSA Lifetime Conservation Achiever Awards. I was also awarded the Vice Chancellors Distinguished Senior Researcher Award (2016). I have also just recently (2016) been awarded the Vice Chancellor's Distinguished Community Engagement Award for a second time, this time as leader of a team involved in a project focusing on transformative social learning amongst multi-actors at the university / community interface.

### CONTACT DETAILS

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South Africa (home)

## Detailed Curriculum Vitae

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### Personal, Academic and Employment Record

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#### Personal Details

Full name: Heila Betrie Sisitka

Maiden name: Lotz

Date of birth: 25 February 1965

Gender: Female

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Languages: Fluent English and Afrikaans, a little Dutch and isiXhosa

Marital status: Married to Lawrence Sisitka (a UK citizen, born in Reading, Berkshire)

## Formal Academic Qualifications and Awards

Schooling	<p><b>1982 - Senior Certificate</b> (Grade 12; B (70-74%) average with university exemption)</p> <p><i>Subjects: English; Afrikaans; Science; Mathematics; Biology; Geography</i></p>
First Degree	<p><b>1986 - Bachelor of Primary Education</b> (Junior Primary) - A four year education degree obtained at the University of Port Elizabeth (now Nelson Mandela University, South Africa)</p> <p><i>Main Subjects: Pedagogics III; Teaching Methods (Literacy, Numeracy, Environmental Studies) III; Educational Sociology II; Educational Philosophy II, Educational Psychology II; Geography II; Psychology I.</i></p> <p><i>I obtained 5 distinctions and the Faculty Award for Best All Round Student, 1986.</i></p>
Postgraduate	<p><b>1991 - Bachelor of Education (Honours)</b> (A post-graduate, fifth year qualification) obtained <i>cum laude</i> at the University of Stellenbosch, South Africa (recognised as one of five top South African research-led universities)</p> <p><i>Main Subjects (at Honours level): Educational Psychology, Educational Sociology, Educational Philosophy and Policy, Curriculum Studies, Research Methods, Foundation Phase Literacy and Numeracy; Environmental Education</i></p> <p><i>I obtained a 95% average and a university medal (high level merit award) for the best B. Ed Honours student, 1991.</i></p> <p><b>1996 - PhD / Doctorate in Education (Environmental Education)</b> obtained at the University of Stellenbosch, South Africa (recognised as one of five top South African research-led universities).</p> <p><i>Specialisms: Environmental Education; Participation in Education; Critical Theory; Action Research; Curriculum and Materials Development; Teacher Professional Development; Foundation Phase Education.</i></p> <p><i>My Masters in Education study was upgraded to a PhD after all three examiners recommended the upgrade. A fourth examination and a Viva at PhD level recommended the same.</i></p> <p>Thesis: Lotz, H.B. 1996. Development of Environmental Education Resource Materials for Junior Primary Education through Teacher Participation.</p>

Unpublished PhD thesis, University of Stellenbosch, Stellenbosch, South Africa  
(Full PhD monograph-based dissertation of 350 pages (Volume 1), with a case  
record of the same number of pages (Volume 2)).

## Academic Awards and Scholarships (during studies)

Throughout my academic career I received a number of merit awards and scholarships, including Academic Merit Awards throughout my school career, and at the University of Port Elizabeth (NMMU) in first to fourth year.

During my post-graduate studies, I was awarded the Harry Crossley Scholarship for overseas study in 1992 to undertake comparative research in the UK and Scotland for my Masters Degree. I obtained a variety of other smaller scholarships to contribute to my Masters /Doctoral research work, including a National Research Foundation Scholarship.

## Professional Development Courses

I have completed a number of professional development courses over time including:

1993: Human Sciences Research Council Qualitative Research Design Course (2 week programme)

1997: Training of Trainers Programme at the International Institute for Industrial Environmental Economics at Lund University in Sweden (3 week programme)

1998: Integrated Environmental Management Course at the University of Cape Town (2 week programme)

2014: Coursera.org Massive Open Online Course on Climate Change (to research how such courses work and are structured).

## Current Position and Employment History

2018 – present: **Distinguished Professor & SARChI Chair (Tier 1) in Global Change and Social Learning Systems.** I was promoted to Distinguished Professor at Rhodes University in January 2018.

2016 - 2017: **Professor & SARChI Chair (Tier 1) in Global Change and Social Learning Systems**, with a specific focus on transformative social learning and green skills learning pathways.

*The Chair reports to the DVC: Research and Development at Rhodes University, and is housed in the Environmental Learning Research Centre, Rhodes University, South Africa. This role involves establishing a strong national and international research trajectory in critical areas of national demand, in this case transformative social learning and green skills learning pathways. It involves supervision of postgraduates, research school development, international research partnership fundraising and liaison, and national impact contributions.*

2014-2015: **Director: Centre for Postgraduate Studies**, Rhodes University (50%). I was not able to continue this role in 2016 due to the award of the SARChI Chair.

*This role included setting up the Centre for Postgraduate Studies at Rhodes University, establishing a university-wide strategy for PGS, development of introductory courses on research design, academic writing, co-ordination of a research methodology innovations programme, and establishing the technical infrastructure for improved PGS at Rhodes University. The mandate was to strengthen participation and epistemic access for scholars in post-graduate studies.*

2001-2015: **Professor, Murray & Roberts Chair of Environmental Education and Sustainability**, Rhodes University, Grahamstown, South Africa.

*This role included establishing a nationally and internationally recognised applied research trajectory in a new field of educational research and taking up the Directorship, leadership and management of the Rhodes University Environmental Learning Research Centre, which in the period from 1990-2006 was a self-funded unit in the Department of Education, and since 2010 has been a fully fledged Research Centre. I was appointed as Associate Professor in 2000, and promoted to full Professor in 2009. In 2015 I filled this post for 50% while also being Director of the Centre for Postgraduate Studies at Rhodes University.*

2010-2011: **Deputy HOD, Education Department**, Rhodes University.

*This was a short term, part time management role, which I held whilst also holding the Murray & Roberts Chair of Environmental Education. In the time that I occupied this part time management role I introduced a system of work role review, a research teaching review, and workload allocation and management into the department.*



1997- 2001: **Director, Gold Fields Environmental Education Service Centre**, Rhodes University Environmental Education Unit, Department of Education, Rhodes University, Grahamstown, South Africa (appointed at Senior Lecturer level)

*This role included co-ordinating the national environmental education curriculum initiative which contributed actively to the post-apartheid curriculum review and development process; ongoing policy engagement, and development and co-ordination of a range of national and international courses including the Southern African Development Community's (SADC) Regional Environmental Education Course (working across 14 countries).*

1995-1996: **Publisher, Juta Educational Publishers;** Research and Development Co-ordinator (Junior Primary Publishing, Intermediate Phase Publishing, Integrated Studies)

*This role involved strategy development, conceptualising and co-ordinating new publications for integrated studies and primary education, budgeting of projects, commissioning of authors, managing of author delivery and managing the editing and production of manuscripts. The Integrated Studies Publishing Programme was a new publishing area at the time, and thus required innovation and setting up of new conceptual and technical systems for publishing at Juta Educational Publishers.*

Part-time course design and lecturing - M.Ed (Env.Ed), University of Stellenbosch

1993-1994: **Junior Researcher, Centre for Educational Development:** Environmental Education Programme, University of Stellenbosch.

During this period I was also Project manager, co-ordinator and executant - We Care Primary Resource Development Project (WWF funded) involving in-service teacher education for junior primary environmental education and materials development. I was also involved in the following university teaching programmes:

Part-time lecturing, B.Prim.Ed. 4 and B.Ed. Environmental Education courses, University of Stellenbosch.

Tutor, Gold Fields Participatory Course, Rhodes University.

Part time lecturing and course design, M.Ed (Env. Ed) Stellenbosch University. Supervision of M.Ed students.

1987-1990: **Primary School Teacher (Grade 1)**, Plettenberg Bay Primary School, Cape Education Department.

*This role involved teaching of a group of 30 Grade 1 learners annually. I also co-ordinated the school's Art Programme offerings (I taught art classes to Grade 1-7), and contributed to various other school and community initiatives. I introduced a new approach to teaching of literacy and reading at the school (individualised reading scheme approach).*

## Teaching and Supervision Experience

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### Post-graduate teaching

1992: **Taught at B. Prim Ed, and B.Ed Honours Level** at the University of Stellenbosch (part time).

1992-1995: **Taught at Masters of Education level** at the University of Stellenbosch (part time) - supervised 2 post-graduates.

2001-2013: **Co-ordinator of the M.Ed (Environmental Education) course at Rhodes University (involving an average of 25 M.Ed students on a two year cycle) from 2000 - 2012.** The programme has had approximately an 80% completion rate during my years of co-ordinating the programme, and good equity demographics. (Demographics of the programme are as follows: 30% black women; 30% black men; 27% white women; 13% white men. Completion demographics are: 92% completion amongst black women; 87% completion amongst black men; 100% completion amongst white women; 75% completion amongst white men).

*Note these figures are seen to be important in the South African transformation process. The national average for Masters level completions is 25%.*

2004-present: **Lead co-convenor of the PhD (Environmental Education) programme at Rhodes University, involving an average of 10-20 PhD students.** I initiated a PhD week programme (3 weeks per annum) in 2004, which now serves all the PhD's in the Department of Education and attracts between 35-40 PhD scholars each PhD week. The model has been replicated in other Faculty programmes (Centre for Higher Education, Teaching and Learning Doc Week programme), and in other universities. We have not done a formal review of the PhD week programme, but observational data shows that PhDs attending this programme finish in good time, and that more scholars are completing PhD studies (shown by the fact that in the first ten years of the Chair's history 5

PhDs graduated, and in the last fifteen years of the Chair's history 34 PhDs have graduated from this programme). *The model has been noted as an innovative national model in a recent study on Doctoral education in South Africa.*

- 2014-2016: **Postgraduate research methodology and academic writing courses** for the Centre for Postgraduate Studies at Rhodes University, including a course on Academic Journal Article Writing, Research Design, and an Introduction to Academic Writing. *The first trial version of the Academic Journal Writing Course saw 50% of the participants successfully producing papers for submission to journals of which most have been accepted for accredited publication.*
- 2009 - 2011: **South African Netherlands Partnership for Academic Development (SANPAD) Research Teaching in the Advanced Research Capacity Initiative** (supporting PhD scholars from across a range of South African universities and a range of disciplines to complete their studies from a range of disciplines); I have worked on this programme with the Professor Tim Dunne (now late), Previous Director of the Statistics Unit at UCT (his specialism being quantitative research, mine being qualitative research).
- 2001-2014: **Course design and teaching on the Department of Education Research Design Decisions Course** entitled '*A critical approach to research design decisions in the social sciences*'. I have co-ordinated, co-designed, reviewed and updated this course a number of times since 2001, and have also taught a range of different sessions on this course over the years.
- 2010, 2013, 2015/6: **Supervisor Capacity Building Training (SANPAD)**; involving training of a number of research supervisors from national universities including the University of South Africa. Since then I have also contributed to supervisor training at Rhodes University on different occasions, and I have co-taught the *Department of Higher Education and Training's Supervision Course* at Rhodes University (2015/16).
- 2009-2013: **Guest teaching on the Swedish Graduate Research Education for Sustainable Development Research School (GRESO) PhD programme** (held over one week per annum) involving 18 PhDs from 9 universities in Sweden (I was one of four International Scientific Committee members for this programme).

## **Course development leadership at Rhodes University**

- 2014-2016: Course design for the Centre for Postgraduate Studies at Rhodes University.

2000-2016: Supported the initiation and development of an Advanced Certificate in Environmental Education at Rhodes University.

Provided leadership in expanding the scope and numbers of the teaching programme in environmental education at Rhodes University. Before 2000 the RU Environmental Education Programme had 12 M.Ed students, 3 PhD students and around 60 certificate students per annum. Through expanding the courses and teaching opportunities in scope and numbers, we now have (on average per annum): 30 M.Ed students, 20 PhD students, and 100 short course students.

**Development of Rhodes University Faculty of Education PhD week programme (run 3x annum); and Research Design Courses.**

2000-2003: Provided curriculum development support to the MBA programme lecturers who were putting together the MBA electives in environmental management. Taught on the MBA programme's '*Principles of Sustainability*' Course for a number of years. More recently I supervised the study of the main lecturer of these courses, who reviewed a wider range of the MBA courses for sustainability principles.

1997-2000: Co-ordination of the RU Environmental Education short course programme which included teaching on and co-ordinating a number of national and international short courses.

Leading the development of new qualifications for the field of environmental education in South Africa. (Chairperson of Environmental Education Standards Generating Body)

## **National and international teaching and course development**

2011- 2017: Lead the development of a **national in-service teacher education programme** for the environmental sector and a national Teacher Development Network on same named 'Fundisa for Change'. This network currently involves 10 of South Africa's universities, and all major national environmental sector partners. I have mentored a new academic to take up co-ordination of this network and a senior lecturer to take up research programme leadership of this network.

2016-2017: Co-convenor and lead course designer, materials writer and facilitator of the UNESCO '**Sustainability Starts with Teachers**' Programme for 60 Teacher Education Institutions in 9 Southern African Countries.

2008 - 2014: Co-convenor and lead facilitator for the South, East and North Africa cluster in the **Swedish/Africa International Training Programme in Higher Education**

**for Sustainable Development, which expanded to a global programme involving universities from Africa and Asia** in 2009. Mentored a new academic in the Centre of Higher Education Research, Teaching and Learning to collaboratively co-ordinate this programme, which involved visiting and supporting change initiatives in universities in 23 African countries and 12 Asian Countries (involving 68 universities in Africa, and 53 universities in Asia).

- 2012-2015: Led the development of **new specialist professional development training programmes** for the South African Heritage Resources Agency, and most recently the SADC / GIZ Transfrontier Conservation Parks Programme initiative to develop professional development training for climate change adaptation in trans-frontier conservation areas in southern Africa.
- 2008: Course design and teaching of a **one week international course module** on 'Community, Sustainability and Learning' at the Schumaker College, UK.
- 2007: Led the development of training materials and training of the **National Core Training Team for the Department of Education** for implementing the Grade 7/8 National Curriculum Statement (with materials used nationally in all provinces by 1000 provincial trainers).
- 2006: Led the development of an **Education for Sustainable Development (ESD) Innovations Course** for university lecturers in the UNEP/AAU/UNESCO Mainstreaming of Environment and Sustainability in African Universities Partnership Programme (involved training of 90 academics from 36 countries in Africa).
- 1997-2013: Led and developed an **International Certificate Course in Environmental Education** at SADC level for mid-career professionals working in environmental and education organizations in 14 southern African countries, including an ESD Leadership Course in 2013.

## **Student supervision, graduations and examinations**

1997-2016: I have successfully supervised and co-supervised 91 post graduate scholars (32 PhD scholars in and 59 Masters scholars) all except two of these in a 17 year period. Of these 91 scholars, 67 are black scholars formerly disadvantaged under colonialism/apartheid policies and educational practices.

I have also worked supportively with my colleagues to ensure successful supervision of an additional 45 Masters and 2 PhD scholars (whose supervision I was not directly involved in, but whom I supported via teaching

and other contributions) in Environmental Education since 2000 when I took up the Chair.

In the past few years I have focused much more on PhD supervision and teaching and a colleague has taken over the co-ordination and management of the Masters Degree Programme, due to the high demand for PhD studies in the ELRC.

## Scope of supervision and examination

As can be seen from the list in Appendix A, I have supervised studies within the field of environmental education and sustainability that focus on a **diversity of areas** such as universities and sustainability, social learning and sustainability, formal education curriculum development, workplace learning and sustainability practices, community learning and sustainability practices, course design and professional development, policy processes and policy development, rural livelihoods and learning, learning support materials development and use, capacity building, organizational learning and sustainability, reflexive competence, indigenous knowledge, agricultural extension, and sustainability reporting in business and industry. This indicates a wide scope of educational research dynamics, **all of which are centred on environment and sustainability education as a process of social change that focuses in on transformative learning and agency for social change, and the implications that this has for education system development, social and ecological justice in a transitioning societies perspective.**

The scope of the studies is reflective of the range of students that participate in the Environmental Learning Research Centre Programme, and the scope of environment and sustainability education work and research more broadly. This scope of work within the field is also reflected in the publications that I have produced, and in **the research foci that we have defined to guide research programming** in the ELRC which are:

- Transformative social learning and agency development (including in community education settings)
- Educational quality and relevance in formal education settings (including studies on Higher Education)
- Green skills, workplace learning and green skills learning pathways (includes a focus on professional development)

To strengthen coherence and the core focus and contribution of the scholarship of the ELRC I have worked on providing leadership at the level of **methodological and philosophical dimensions of social science research**

orientations, and in recent years many of our scholars have started to work more with post-colonial, decolonisation, critical realist and socio-material orientations to research, following an earlier reliance on quasi-experimental, hermeneutic and post-structural research designs.

As indicated above, I have also supervised studies at a cross-faculty level, effectively undertaking a **multi-disciplinary approach to supervision**. This is in instances where the science and commerce faculties required social research support, or in cases where we have had inter and transdisciplinary research programme collaborations. I have also co-supervised students at other universities nationally, and internationally (at MSc and PhD levels), and have supervised the work of a number of post-doctoral scholars.

I have examined 29 studies for national and international universities at Masters and PhD levels in the past 18 years. **PhD evaluations (17 in total)** include studies from the University of Stellenbosch (2X), University of Cape Town (1X), Wits University (2X), University of South Africa (2X), University of the Witwatersrand (2X) (South Africa), Uppsala University (Sweden) (1X), University of Helsinki (Finland) (1X), Aarhus University (Denmark) (1X), Deakin University (Australia) (X2), University of Wageningen (Netherlands) (1X), Flinders University (Australia) (1X); Nelson Mandela University (South Africa) (1X).

## Research Experience: Fundraising and Research Grants

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### General Funds

Since 1997 I have, with support of colleagues, raised in excess of ZAR 50 million for environmental education support at Rhodes University. This included core funding for the Murray & Roberts Chair and Gold Fields Environmental Education Service Centre for 10 years; international certificate course programmes, and ZAR 16 million funding for a dedicated facility for Environmental Learning Research at Rhodes University. I have also contributed to fundraising for major international environmental education development projects in South Africa, Namibia and in the SADC Region (raising in excess of ZAR 70 million for these wider programmes).

### Research Funds

Additionally I have, again with support of colleagues, raised and managed various national and international research grants totaling ZAR 74 million since 2004, including:

- 2017-20: Water Research Commission (WRC) Research Grant over 3 years focusing on the dissemination of water knowledge produced by the WRC (ZAR 2 Million over 3 years).
- 2017-19: UNEP 10YFP research and development award for transformative social learning in food systems waste reduction programmes (ZAR 2 million over 2 years).
- 2017-19: Institutions of Higher Learning (IHL) curriculum innovation grant from the Association for Water and Rural Development (AWARD) research and curriculum innovation support for institutions of higher learning in the Limpopo Basin, in response to climate change and resilience threats (ZAR 2 million over 2 years).
- 2016-19: International Social Science Council (ISSC) Transformations to Sustainability grant for research on 'Transgressive learning in times of climate change' - to establish a transformative knowledge network across 9 countries in Africa, Asia and Europe - (ZAR 13.5 Million) over 3 years.
- 2016-20: NRF Tier 1 SARChi Chair in Global Change and Social Learning Systems - focus on transformative learning and green skills learning pathways research (ZAR 13 Million for five years, with potential renewal to 15 years).
- 2016-2017: UNESCO / SARUA funding to support the research, design and development of the Sustainability Starts with Teachers programme (0.75 million) over two years. Project completed successfully.
- 2015-2018: Development Bank of South Africa Green Fund Grant for a research and capacity development programme for Green Skills System Capacity Development in South Africa (ZAR 6.5 Million for three years). Project completed successfully.
- 2014-16: National Research Foundation (NRF) Research Grant for Fundisa for Change curriculum research over 3 years - Multi-institutional partnership with 5 South African universities (ZAR 1.7 Million). Programme started in 2014. Project completed successfully.
- 2013-16: Water Research Commission (WRC) Research Grant over 3 years focusing on the dissemination of water knowledge produced by the WRC (ZAR 1.9 Million). Phase 1 project completed successfully, leading to a Phase 2.
- 2013-16: Conservation, Agriculture, Tourism and Hospitality and Sport Sector Education and Training Authority (CATHSSETA) research grant over 3 years



focusing on human capacity development in the Biodiversity sector (ZAR 3 Million). Project completed successfully.

- 2013-16: GreenMatter / Lewis Foundation grant for research and development of the Fundisa for Change teacher education programme (which includes funds for a co-ordinator who is also completing a PhD) (ZAR 3 Million). Through this programme, we have raised an additional ZAR 5 Million for the offering of inservice teacher education programmes. Project completed successfully.
- 2013-14: Research grant from the Horn of Africa Regional Environmental Programme and UNEP to produce the Africa Environmental Education and Training Action Plan for 2015-2025. (ZAR 0.2 Million). Successfully completed.
- 2012-14: Sandisa Imbewu research funding for the ELRC to strengthen its publishing programme and outputs, and consolidate the 20 years of research undertaken in the Chair. (ZAR 1.0 Million). Successfully completed.
- 2013-14: Research funding from CDKN to contribute to the research and lead authoring of the Southern African Universities Association research on university responses to climate compatible development and the production of a knowledge co- production framework for the SADC region (ZAR 0.45 million). Completed successfully.
- 2008-14: Funding to research, develop and implement an International Training Programme for universities in Africa focusing on Education and Sustainable Development in Higher Education (implemented in partnership with CHERTL and UNEP) (ZAR 4 Million). Completed successfully.
- 2008-14: South African Qualifications Authority (SAQA) Research Partnership Grant over 6 years (ZAR 2.7 Million) for research on workplace learning and sustainability practices, and learning pathways for critical and scarce skills - involving a research programme that is linked to 5 national universities and SAQA's research directorate. Successfully completed.
- 2012-14: South African Heritage Resources Agency (SAHRA) research and project development grant on heritage and social learning for sustainable development (ZAR 2.4 Million). Completed successfully, extended with a further ZAR 0.5 Million in 2013. Completed successfully.
- 2012-13: UNESCO ESD research grant to produce a national case study on Climate Change Education in South Africa (ZAR 0.5 Million). Completed successfully.
- 2011-13: Water Research Commission (WRC) Research Grant over 3 years (ZAR 1.1 Million) for social learning in the water sector. Completed successfully.

- 2010-13 South African Netherlands Partnership for Academic Development (SANPAD) Research Grant on Social Learning and Community Based Natural Resources Management (ZAR 0.6 Million). Completed successfully.
- 2005-12: SADC REEP Research Programme Management Grant over 5 years (ZAR 2 Million) - involving co-ordination of a research programme with 10 Universities in SADC, and research in 10 southern African countries. Completed successfully.
- 2009: Research grant from DEAT to assist with the development of an Environmental Sector Skills Plan over 1 year (ZAR 1.5 Million) - involving a research partnership with DEAT staff. Completed successfully.
- 2004 - 2006: Water Research Commission Research Grant over 2 years (ZAR 1.1 Million) - involving a multi-disciplinary research team from 3 faculties and 1 NGO. Completed successfully.
- 2007 - present: A ZAR 2 Million Scholarship Trust Fund Grant from Murray & Roberts and Gold Fields - for environmental education scholars at RU - ongoing.
- 2002 - 2006: DANIDA Formative Monitoring and Evaluation Research Grant for the SA National Environmental Education Research Programme over 4 years (ZAR 1 Million) - involving a consortium of 5 national universities. Completed successfully.
- 2004 - 2007: NRF Research Grant over 5 years (ZAR 250 000) - own research programme. 20 M.Ed studies. Completed.

These research grants and their successful completions indicate that I have played a co-ordination and research leadership role in research fundraising, and research programme design and implementation. This has been at institutional level (own programme and faculty), at multi-disciplinary level (across faculties in the university); at national consortium level (across South African universities); and at international consortium level (across universities in 10 southern African countries, and across African-Asian-European-Latin American partnership frameworks). I therefore have proven capacity to lead, manage and support multi-institutional, multi-cultural, and multi-disciplinary research programmes.

I have also contributed to co-operative fundraising initiatives with other departments, mainly with the Department of Environmental Science (their IDRC Climate Change research project) and the Institute of Water Research (IWR) Institute at RU (their Global Change Society and Sustainability) research

programme. Both of these are transdisciplinary research programmes to which I have contributed in various ways including providing supervision support to some students, conceptualization of the research programmes and theoretical and methodological development of the programmes from a social science vantage point.

## Research Rating and Recognition

In 2016 I obtained a B2 Rating from the National Research Foundation (moving up 2 levels). The definition of a B category is *“Researchers who enjoy considerable international recognition by their peers for the high quality and impact of their recent research outputs”*.

I currently (2018) have a google scholar h-index of 20.

	All	Since 2013
Citations	1356	831
h-index	20	14
i10-index	44	25

In 2009 I obtained a C1 (first time) NRF rating which involves a process of international peer review of research outputs in the past seven years. A C1 rating indicates an ‘internationally recognised researcher’ in the South African researcher rating system.

Within Rhodes University I have consistently been rated amongst the ‘top 20’ or ‘top 10’ researchers in the university, involving all disciplines, and based on accredited output analysis. I have consistently also been amongst the top researchers in my Faculty, as follows (from the date when reporting on the top 20-30 researchers commenced):

- 2008: No. 6 on the top 20 researchers list (No. 1 in the Faculty of Education)
- 2009: No. 7 on the top 20 researchers list (No. 1 in the Faculty of Education)
- 2010: No. 22 on the top 30 researchers list (No. 1 in the Faculty of Education)
- 2011: No. 12 on the top 20 researchers list (No. 2 in the Faculty of Education)
- 2012: No. 6 on the top 20 researchers list (No. 1 in the Faculty of Education)
- 2013: No. 13 on the top 20 researchers list (No. 3 in the Faculty of Education)
- 2014: No. 7 on the top 20 researchers list (No. 2 in the Faculty of Education)
- 2015: No. 29 on the top 30 researchers list (No. 4 in the Faculty of Education)
- 2016: No 5 on the top 39 researchers list (No. 1 in the Faculty of Education)

For most of this time, Rhodes University was ranked in South Africa as the university with the highest *per capita* research output, and amongst the top five research-based universities in South Africa, even though it is a small university.

## Research Outputs, National & International Keynote Papers

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I have produced 160 publications to date - including 49 internationally peer reviewed journal articles, 13 journal editorial papers, 34 book chapters, 24 monograph publications, 2 edited books, 33 shorter books, other research reports and policy briefs and 4 sets of international training materials for the international and regional organisations. I have co-edited two international books (one for Routledge, and one for Springer). I have also supported our postgraduate scholars to publish, with over 45 of our postgraduates becoming published authors. In 2016 I developed an Academic Journal Writing Course for the University to support post-graduate scholars and young academics to publish their research internationally.

### Internationally and Nationally Peer Reviewed Journal Articles

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2. Macintyre, T., Lotz-Sisitka, H., Wals, A., Vogel, C., & Tassone, V. (2018). "Towards transformative social learning on the path to 1.5 degrees." *Current Opinion in Environmental Sustainability*, 31, 80-87. <https://doi.org/10.1016/j.cosust.2017.12.003>
3. Rosenberg, E., Lotz-Sisitka, H. B., & Ramsarup, P. (2018). "The green economy learning assessment South Africa: Lessons for higher education, skills and work-based learning". *Higher Education, Skills and Work-Based Learning*. <https://doi.org/10.1108/HESWBL-03-2018-0041>
4. Mickelsson, M., Kronlid, D. O., & Lotz-Sisitka, H. (2018). Consider the unexpected: scaling ESD as a matter of learning. *Environmental Education Research*, 1-16. <https://doi.org/10.1080/13504622.2018.1429572>
5. Lotz-Sisitka, H., Rosenberg, E. & Ramasrup, P. (accepted for publication 2018). "Environment and Sustainability Education Research as Policy Engagement: (Re-) Invigorating 'Politics as *Potentia*' in South Africa". *Environmental Education Research (in press)*.
6. Lotz-Sisitka, H., Mukute, M., Chikunda, C., Baloi, A., & Pesanayi, T. (2017) "Transgressing the norm: Transformative agency in community-based learning for sustainability in southern African contexts". *International Review of Education*. 63 (6): 897-914. <http://doi.org/10.1007/s11159-017-9689-3>
7. Ramsarup, P. and Lotz-Sisitka, H.B. (2017) "The nature of learning and work transitioning in boundaryless work: The case of the environmental engineer". *Southern African Journal of Environmental Education*. 33: 99-116. DOI 10.4314/sajee.v.33i1.8
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9. **Lotz-Sisitka, H.B. and Ramsarup, P.** (2017) "Learning Pathways and Articulation: Early Conceptual Explorations and Implications for Research Design(s)". *SAQA Bulletin: Learning Pathways, the National Qualifications Framework (NQF), and Lifelong Learning in South Africa*. 17(1): 31-48. ISBN: 978-1-920649-42-5
  
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12. **Lotz-Sisitka, H.B., Ramsarup, P., Mohanoe, N. and Olvitt, L.** (2017) "Boundary Making and Boundary Crossing in Learning Pathways Access and Progression: Voices from the Workplace". *SAQA Bulletin: Learning Pathways, the National Qualifications Framework (NQF), and Lifelong Learning in South Africa*. 17(1): 117-154. ISBN: 978-1-920649-42-5
  
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16. Lotz-Sisitka, H.B. 2016. "Reviewing strategies in/for ESD policy engagement: Agency reclaimed?" *Journal of Environmental Education*. Vol 47. Iss. 2, 2016. <http://dx.doi.org/10.1080/00958964.2015.1113915>. Impact Factor (IF) 1.033
  
17. Vallabh, P., Lotz-Sisitka, H., O'Donoghue, R. & Schudel, I. 2016. "Mapping epistemic cultures and learning potential of citizen science projects". *Conservation Biology*. Volume 30, No. 3, 540-549. IF 4.267
  
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45. Lotz-Sisitka, H. 2002. "Weaving Cloths: Research Design Decisions in Contexts of Transformation". *Canadian Journal of Environmental Education*, 7(2), 101-124.
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1. Olvitt, L., Lotz-Sisitka, H., Læssøe, J., & Jørgensen, N. J. (2018). Understanding Collective Learning and Human Agency in Diverse Social, Cultural and Material Settings. *Southern African Journal of Environmental Education*, 34.
2. Lotz-Sisitka, H. 2014. "Editorial: Perspectives on transformations in learning and education". *Southern African Journal of Environmental Education*, 30, 6-9.
3. Lotz-Sisitka, H. 2012/13. "Editorial: Methodology, Context and Quality". *Southern African Journal of Environmental Education*. 29, 6-9.
4. Lotz-Sisitka, H. 2010. "Editorial". *Southern African Journal of Environmental Education*, 27, 7-10.
5. Lotz-Sisitka, H. & Kronlid, D. 2009. "Editorial: environmental education research in the year of COP 15". *Southern African Journal of Environmental Education*, 26, 7-18.



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7. Lotz-Sisitka, H.; Robottom, I. & O'Donoghue, R. 2007. "Editorial". *Southern African Journal of Environmental Education*, 24: 5-7.
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9. Lotz-Sisitka, H. 2005. "Situated culture, ethics and new learning theory: Emerging perspectives in Environmental Education research". *Southern African Journal of Environmental Education*, 22: 5-10.
10. Lotz-Sisitka, H. 2004. "Rhizomatic connections". *Southern African Journal of Environmental Education*, 21: 5-11.
11. Lotz-Sisitka, H. 2004. "Guest Editorial: Environmental education research and social change: Southern African perspectives". *Environmental Education Research Journal*, 10(3): 291-295.
12. Lotz-Sisitka, H. 2004. "Guest Editorial: Stories of Transformation". *International Journal of Sustainability in Higher Education*, 5(1), 8-11.
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## Books and chapters in books

1. Ramsarup, P., Rosenberg, E., Lotz-Sisitka, H., & Jenkin, N. 2018. Green skills: transformative niches for greening work. In Mohammed, N. (Ed) (2018). *Sustainability Transitions in South Africa*. London: Routledge.
2. Lotz-Sisitka, H.B. & Lupele, J. 2017. "ESD, Learning and Quality Education in Africa: Learning Today, for Tomorrow". Lotz-Sisitka, H.B., Shumba, O., Lupele, J. & Wilmot, D. (Eds). 2017. *Schooling and Sustainable Development in Africa*. Springer. ISBN 978-3-319-45989-9
3. Ardoin, N.M., Reid, A. **Lotz-Sisitka, H.B.** and González Gaudiano, E.J. 2017. "Afterword". In: Russ, A., and Krasny, M. (Eds.), *Urban environmental education review*. Ithaca, New York: Cornell University Press. pg. 297-299. ISBN: 1-5017-0582-2
4. **Lotz-Sisitka, H.B.** 2017. "Decolonising as Future Frame for Environment and Sustainability Education". In Corcoran, P. & Weakland, J., & Wals, A.E.J. (Eds). *Envisioning Futures for Environment and Sustainability Education*. Wageningen: Wageningen Academic Publishers. pp. 45-62. [https://doi.org/10.3920/978-90-8686-846-9\\_2](https://doi.org/10.3920/978-90-8686-846-9_2)
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  9. Lotz-Sisitka, H., Agbedahin, A.V., & Hlengwa, A. 2015. "'Seeding Change': Developing a change-oriented model for professional learning and ESD in higher education institutions in Africa". In Lotz-Sisitka, H., Naituli, G., Hlengwa, A., Ward, M., Salami, A., Ogbuigwe, A., Pradhan, M., Neeser, M., & Lauriks, S. (Eds). *Mainstreaming Environment and Sustainability in African Universities: Stories of Change*. Grahamstown: Rhodes University, Environmental Learning Research Centre. Pp. 16-32. ISBN: 987-0-86810613-7.
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26. Lotz-Sisitka, H., Schudel, I., O'Donoghue, R., & Irwin, P. 2007. "Schools and sustainability in South Africa: Piloting a reflexive model for accredited in-service teacher education". In McKeown, R. *Good Practices in Teacher Education Institutions. Education for Sustainable Development in Action*. Good Practices No. 1 - 2007. Paris: UNESCO. Pp. 47-54. (No ISBN)
27. Lotz-Sisitka, H. & Lupele, J. 2006. "Curriculum transformation in Higher Education institutions. Some perspectives from Africa". In Holmberg, J & Samuelson, B. (Eds) *Drivers and Barriers for Implementing Sustainable Development in Higher Education*. UNESCO, Paris, 2006: 49-54 (No ISBN)
28. Lotz-Sisitka, H. 2006. "Engaging ambivalence. Environment in South Africa's new National Curriculum Statement". In Fihlo, W. (Ed). *Innovative Approaches to Education for Sustainable Development*. Frankfurt: Peter Lang. pp. 147-152. ISBN: 3631-55311-0.
29. Lotz-Sisitka, H. 2005. "Enabling environmental and sustainability education in South Africa's national curriculum: Context, culture and learner aspirations for agency". In Chi-Kin Lee, J. and Williams, M. *Environmental and Geographical Education for Sustainability. Cultural Contexts*. New York: Nova. Pp. 321-335. ISBN: 1-59454-945-1.
30. Lotz-Sisitka, H. 2005. "Environmental education and training in industry". In Loubser, C. (Ed). *Environmental Education: Some South African Perspectives*. Pretoria: Van Schaik. Pp. 162-173. ISBN: 0-62702550-1.
31. Lotz-Sisitka, H. & Irwin, P. 2005. "A history of environmental education in South Africa". In Loubser, C. (Ed). *Environmental Education: Some South African Perspectives*. Pp. 33-56. ISBN: 0-62702550-1.
32. Lotz-Sisitka, H., Timmermans, I. & Ward, K. 2005. "Improving rural education: Lesson plans, school improvement and learning actions with Eco-Schools". In Le Roux, C (Ed). *Our Environment, Our Stories*. Pretoria: UNISA. Pp. 29-45. ISBN: 0-620-33833-4.
33. Lotz-Sisitka, H. 2004. "Curriculum deliberation amongst adult learners in South African community contexts at Rhodes University". In Blaze Corcoran, P. & Wals, A. (Eds). *Higher Education and the Challenge of Sustainability. Problematics, Promise and Practice*. Dordrecht: Kluwer Academic Publishers. Pp 319-334. ISBN 1-4020-2026-0.

34. Lotz-Sisitka, H. 2004. "Social science as a form of social praxis: A review of a selection of environmental education research in southern Africa". In Azeiteiro, U.; Goncalves, F.; Fihlo, W.; Pereira, M. (Eds). *World Trends in Environmental Education*. Frankfurt: Peter Lang Publishers. Pp 123-152. ISBN: 13-631-51810-2.

## Monograph Publications

1. Lotz-Sisitka, H., Pesanayi, T., Weaver, K., Lupele, C., Sisitka, L., O'Donoghue, R., Denison, J., Phillips, K. 2016. Water use and food security: Knowledge dissemination and use in agricultural colleges and local learning networks for home food gardening and smallholder agriculture. VOLUME 1: RESEARCH AND DEVELOPMENT REPORT. WRC Research Report No. 2277/1/16. 198 pp.
2. Lotz-Sisitka, H., Pesanayi, T., Weaver, K., Lupele, C., Sisitka, L., O'Donoghue, R., Denison, J., Phillips, K. 2016. Water use and food security: Knowledge dissemination and use in agricultural colleges and local learning networks for home food gardening and smallholder agriculture. VOLUME 2: ACTION ORIENTED STRATEGY. WRC Research Report No. 2277/1/17. 45 pp.
3. Burt, J., Lotz-Sisitka, H., Rivers, N., Berold, R., Ntshudu, M., Wigley, R., Stanford, M., Jenkin, T., Buzani, M. & Kruger, E. 2014. *The role of knowledge in a democratic society: Investigations into mediation and change oriented learning in water management practices*. WRC Project Report K5/2074/1. 184 pp.
4. Urquart, P. & Lotz-Sisitka, H.B. 2014. *Climate Change Counts. Strengthening university contributions to climate compatible development in southern Africa. Knowledge Co-Production Framework*. Johannesburg: SARUA. 349 pp. ([www.sarua.org](http://www.sarua.org)). ISBN: 978-0-9922354-0-6
  - a. NOTE: This overview report is accompanied by 12 country case study reports (see [www.sarua.org](http://www.sarua.org)) all of which were co-authored by myself and Penny Urquart (Lotz-Sisitka & Urquart a,b,c,d,e,f & Urquart & Lotz-Sisitka a,b,c,d,e,f) being country reports for South Africa, Swaziland, Namibia, Zambia, Mauritius, Seychelles, Zimbabwe, Botswana, Angola, Tanzania, Mozambique (each report is between 80-100pp).
5. Cundill, G., Shackleton, S., Sisitka, L., Ntshudu, M., Lotz-Sisitka, H., Kulundu, I. & Hamer, N. 2014. *Social Learning for Adaptation. A descriptive handbook for practitioners and action researchers*. Grahamstown: Rhodes University / IDRC / RULIV.
6. Lotz-Sisitka, H.B. 2012. (Ed) *(Re)Views on the social learning literature. A Monograph for Social Learning Researchers in Natural Resources Management and Environmental Education*. Howick: SADC REEP. ISBN: 978- 1- 919991-81-8. 88 pages.
7. Lotz-Sisitka, H. & Lupele, J. 2012. *Learning today for tomorrow. Education for Sustainable Development in Sub-Saharan Africa*. Howick. SADC REEP. ISBN: 978-1-919991-83-2. 55 pages.
8. Lotz-Sisitka, H. & Burt, J. 2006. *A critical review of participatory practice in Integrated Water Resource Management*. Pretoria: Water Research Commission (160pp). ISBN: 1-77005-388-3.

9. Lotz-Sisitka, H. 2002. "Curriculum patterning in environmental education: A review of developments in formal education in South Africa". In Janse van Rensburg, E.; Hattingh, J.; Lotz-Sisitka, H.; O'Donoghue, R. (Eds). 2002. *EEASA Monograph: Environmental Education, Ethics and Action in Southern Africa*. Pretoria: EEASA / HSRC; pp 97-120. ISBN: 0-7969-2001-X
10. Janse van Rensburg, E.; Hattingh, J.; Lotz-Sisitka, H.; O'Donoghue, R. (Eds). 2002. *EEASA Monograph: Environmental Education, Ethics and Action in Southern Africa*. Pretoria: EEASA / HSRC. 174pp. ISBN: 0-7969-2001-X
11. Lotz-Sisitka, H.; Janse van Rensburg, E. 2000. *Learning for Sustainability Contextual Profile*. Johannesburg: Learning for Sustainability Project/ Ibis. 120pp. ISBN: 1-919875-04-2
12. Janse van Rensburg, E; Lotz-Sisitka, H. 2000. *Learning for Sustainability Monograph: An environmental education professional development case study informing education policy and practice*. Johannesburg: Learning for Sustainability Project / Ibis. 120 pp. ISBN: 1-919875-03-4.

### **Other relevant research outputs: Books, short papers & research reports**

1. Rosenberg, E., Rosenberg, G., Lotz-Sisitka, H. B., & Ramsarup, P. (2018). Green economy learning assessment South Africa: Critical competencies for driving a green transition. Report. PAGE, UNITAR, UNEP, ILO, UNDP, UNIDO.
2. Lotz-Sisitka, H.B., Shumba, O., Lupele, J. & Wilmot, D. (Eds). 2017. *Schooling and Sustainable Development in Africa. Schooling for Sustainable Development*. Springer. ISBN 978-3-319-45989-9
3. Price, L. & Lotz-Sisitka, H.B. 2016. (Eds). *Critical Realism, Environmental Learning and Social-Ecological Change*. London: Routledge. 363pp. ISBN 978-1-138-02519-6.
4. Lotz-Sisitka, H., Naituli, G., Hlengwa, A., Ward, M., Salami, A., Ogbuigwe, A., Pradhan, M., Neeser, M., & Lauriks, S. (Eds). 2015. *Mainstreaming Environment and Sustainability in African Universities: Stories of Change*. Grahamstown: Rhodes University, Environmental Learning Research Centre. 281pp. ISBN: 987-0-86810613-7.
5. Lotz-Sisitka, H.B. 2014. "Radically reshaping higher education for the future". *SciDev.Net*. 02/04/14. <http://www.scidev.net/global/education/opinion/radically-reshaping-higher-education-for-the-future.html>
6. Lotz-Sisitka, H.B. / Southern African Development Community Regional Environmental Education Programme (SADC REEP). 2012. *Learning together for a Sustainable Future: 15 years of Swedish-SADC co-operation*. Howick: SADC REEP. ISBN: 978-1-919991-82-5. 96 pages

7. Mukute, M., Marange, T., Masara, C., Lotz-Sisitka, H. & Pesanayi, T. 2012. *Future Capacity Building: Capacity Assessment for Environmental Policy Implementation*. Howick: SADC REEP. ISBN: 978-1-919991-80-1. 64 pages.
8. Lotz-Sisitka, H., Olvitt, L., Gumede, M., & Pesanayi, T. 2006a. *History and Context of ESD in Southern Africa: Supporting participation in the UN Decade of Education for Sustainable Development*. Howick. SADC REEP. 68pp. ISBN: 1-91999-1-45.
9. Lotz-Sisitka, H., Gumede, M., Olvitt, L., & Pesanayi, T. 2006b. *Partnerships, Networking & ESD in Southern Africa: Supporting participation in the UN Decade of Education for Sustainable Development*. Howick. SADC REEP. 25pp. ISBN: 1-91999-1-44-1.
10. Lotz-Sisitka, H., Olvitt, L., Gumede, M. & Pesanayi, T. 2006c. *ESD Practice in Southern Africa: Supporting participation in the UN Decade of Education for Sustainable Development*. Howick. SADC REEP. 77pp. ISBN: 1-91999-1-46-8.
11. Lotz-Sisitka, H., Olvitt, L., Gumede, M. & Pesanayi, T. 2006d. *Policy Support for ESD in southern Africa: Supporting participation in the UN Decade of Education for Sustainable Development*. Howick. SADC REEP. 42pp. ISBN: 1-91999-1-47-6.
12. Jickling, B.; Lotz-Sisitka, H., O'Donoghue, R. & Ogbuigwe, A. 2006. *Environmental Education, Ethics and Action: A workbook to get started*. (Translated into French, Spanish, and Italian) Nairobi: United Nations Environment Programme. 48 pp. ISBN: 978-92-807-2656-5. (with over 30 000 electronic downloads to date).
13. Lotz-Sisitka, H. 2005. *Lessons Learned: Institutionalising environmental learning in the General Education and Training Band*. Pretoria. Howick: Department of Education / Share-Net. 28 pp. ISBN: 1-919991-14-X
14. Lotz-Sisitka, H. 2005. *Synthesis Report. A summative profile of the National Environmental Education Project for General Education and Training and its outputs*. Howick: Department of Education / Share-Net. 22pp. ISBN: 1-919991-20-4.
15. Lotz-Sisitka, H. 2004. *Positioning southern African Environmental Education in a Changing Context*. Howick: SADC REEP/Share-Net. 74 pp. ISBN: 1-919991-06-9.
16. Russo, V. & Lotz-Sisitka, H. 2003. *Development, use and adaptation of learning support materials. A source book for practitioners*. Howick: SADC Regional Environmental Education Programme. (2000 copies printed; Translated into Portuguese). 70 pp. ISBN: 1-874891-83-4
17. Irwin, P. & Lotz-Sisitka, H. 2002. *Forming Partnerships: Insights from Southern Africa. Roots: Botanic Gardens Education for Sustainability*. 25: 21-25.

18. Lotz-Sisitka, H. & Raven, G. 2001. *Active learning in OBE: Environmental Learning in South African Schools. Research Report of the National Environmental Education Programme - GET Pilot Research Report. Pretoria: Department of Education.* (1000 copies printed and distributed nationally). 120pp. ISBN: 1-874891-71-0.
19. Lotz, H. (Ed). 1999. *Sourcebook: Curriculum frameworks in environmental education.* Howick: SADC Regional Environmental Education Programme. (More than 3000 copies printed to date and distributed in the SADC region). 97 pp. ISBN: 1-874891-65-6.
20. Lotz, H., Tselane, T. & Wagiet, R. 1999. *Curriculum 2005: Developing Learning Programmes for the phase organiser 'environment'.* Pretoria: Department of Environmental Affairs and Tourism (3000 copies printed and distributed nationally). 40 pp. ISBN: 0-7970-3734-9.
21. Janse van Rensburg, E. & Lotz, H. (Eds). 1998. *Enabling environmental education as a cross curricular concern in outcomes based learning programmes. A Discussion Document.* EECI/ Share-Net: Howick. (3000 copies printed and disseminated nationally). 55 pp. ISBN: 1-874891-54-0.
22. Robottom, I., Lotz-Sisitka, H., Mabunda, K., Reddy, C., Mphaphuli, S., Makou, T., Le Grange, L., Neluvhalani, E. & Madisikwane, K. 1999. *Educating for Socio-Ecological Change: Case studies of changing practice in South African Institutions.* Australia/South Africa Institutional Links Project. Rhodes University / Deakin University. Grahamstown. 64 pp. (no ISBN)
23. Lotz, H. & Boltz, G. 1998. *Evaluation and monitoring of the role of course mediation and course materials in semi-distance teacher education programmes: A case study of two outcomes-based teacher education programmes in environmental education.* HSRC/EECI Research Report. HSRC. Pretoria. (no ISBN)
24. Lotz, H. 1996. *UCT Primary Education Project research report no.2. Evaluation Report of the Environmental Education section of the Junior Primary Studies Course.* Primary Education Distance Learning Project, University of Cape Town. (no ISBN)

*In 2004 and 2005 I co-authored or lead authored the following publications for the National Environmental Education Project for General Education and Training (published as NEEP-GET outputs). These are all based on the formative monitoring and evaluation reporting that was conducted for this project over a period of 4 years:*

1. NEEP-GET. 2004. *Learning and teaching support materials and their use.* Howick. Department of Education / Share-Net. (co-author). 62 pp. ISBN: 1-919991-02-6.
2. NEEP-GET. 2004. *Lesson planning for a healthy environment.* Howick. Department of Education / Share-Net. (lead author) (1000 copies of this book were printed. Within a month, the book went into reprint, and a further 1000 copies of the book has been printed. Since then over 4000 copies of this book have been printed and distributed). 62 pp. ISBN: 1-919991-04-2.



3. NEEP-GET. 2004. *Partnerships to support environmental learning*. Howick. Department of Education / Share-Net. (co-author). 46pp. ISBN: 1-919991-03-4.
4. NEEP-GET. 2004. *Enabling an environmental focus in Foundation Phase learning programmes*. Department of Education. Pretoria. (lead author). 68 pp. ISBN: 1-919991-03-5.
5. NEEP-GET. 2005. *A Critical Dialogues Monograph: Building capacity for environmental learning in South Africa's education system. Openings for the UN Decade of Education for Sustainable Development*. Howick: Department of Education / Share-Net. (lead author). 74 pp. ISBN: 1-919991-17-4.

*In 2008 I led the research for, and authored the UNEP Report on the first phase of the Mainstreaming Environment and Sustainability in African Universities Programme, and in 2015 I led the research for, and authored the Africa Environmental Education and Training Strategy for AMCEN and UNEP.*

6. UNEP. 2008. *Mainstreaming Environment and Sustainability in African Universities Partnership Programme. Report on Phase 1 (2004-2008)*. Nairobi: UNEP.
7. UNEP/ AMCEN. 2015. *Africa Environmental Education and Training Action Plan (2015-2025): Supporting Sustainable Development in Africa*. Nairobi: UNEP/AMCEN.

*I also led the research for, and authored the South African Environmental Sector Skills Plan for the Department of Environmental Affairs in 2010.*

8. DEA. 2010. *Environmental Sector Skills Plan for South Africa: A systems approach to human capacity development in the environmental sector*. Pretoria: DEA.

*In 2015/16 I led the international consultative process, research and the writing of the Africa Environmental Education and Training Strategy and Action Plan for the African Ministerial Conference on Environment and UNEP.*

9. AMCEN (2016). *Africa Environmental Education and Training Action Plan (2015-2025)*. African Ministerial Environmental Conference (AMCEN) / UNEP.

## **Policy Briefs and International Training Materials**

1. SADC (1998 - 2007) - Training Materials for the SADC International Certificate Course in Environmental Education (4 modules, revised several times), including for an ESD Leadership Course (co-authored with Mike Ward, Rob O'Donoghue, Justin Lupele, Caleb Mandikonza)
2. UNEP (2006). *ESD Innovations for Africa*. A five module training programme for Universities in Africa (co-authored with Justin Lupele, Daniel Babikwa, Mike Ward) - a UNEP Flagship Programme for the UN Decade on Education in Africa.

3. UNESCO (2017). Sustainability Starts with Teachers. A five module international training programme for 60 Teacher Education Institutions in southern Africa. (co-authored with Sirkka Tshinganyamwe and Sheperd Urenje) – A UNESCO Global Action Programme on ESD Flagship Programme.
4. UNESCO (2009) – 4 policy briefs on ESD in the UN Decade on Education for Sustainable Development

## Post-graduate capacity building for publishing

Besides co-authoring with post-graduate students, I have also supported 45 of our post graduate students to become published authors, and I have supported a number of our post-graduate scholars to produce single authored outputs (to enhance their career opportunities). From this, 32 papers have been published in internationally peer reviewed / accredited journals.

## Invited international conference contributions (keynote addresses / plenary presentations) – peer selected and reviewed

1. Lotz-Sisitka, H.B. 2018. “The SDGs in Africa’ - Turning Tensions into Learning and Research Opportunities. *A Short # [hashtag] Tour!*” Keynote address at the SDGs in Africa: Seedbeds for Transformation Conference, Port Elizabeth, South Africa, 5 May 2018.
2. Lotz-Sisitka, H.B. 2017. Transformative Learning and Education for Sustainable Development. Towards social and ecological justice in society. Keynote address at the Science, Technology and ESD Conference. University of Kwazulu Natal, Durban, South Africa. 23-25 January 2017.
3. Lotz-Sisitka, H.B. 2017. Transformative Learning in times of climate change. Implications for postgraduate research oriented towards social justice and societal transformation. Keynote presentation at the PhD research school: The social (in)justice of education. Umea University, Umea, Sweden, 20-24 February 2017.
4. **Lotz-Sisitka, H.B.** 2017. “Re-invigorating Politics as Potentia’: Transitions and Transformative Learning in South Africa”. Invited Keynote address at 8th International Sustainability Transitions Conference, 18-21 June 2017, Gothenburg, Sweden.
5. **Lotz-Sisitka, H.** 2017. "Sustainability Starts with Teachers". Keynote paper, lead presenter and programme design. The United Nations Educational, Scientific and Cultural Organization (UNESCO) and The Southern African Regional Universities Association (SARUA) Environmental Sustainability Development Workshop entitled 'Sustainability Starts with Teachers', 5-6 April 2017, Johannesburg South Africa. 3 other Keynotes also presented for this programme at the programmes hosted in Zambia (June 2017), Swaziland (July 2017), and at the final workshop in Johannesburg (March 2019).
6. **Lotz-Sisitka, H.** 2017. “ESD and Community Learning”. Invited Panel Presentation at the Global Universities Network for Innovation International Conference on Sustainable Development Goals: Actors and Implementation, 18-19 September 2017, Barcelona Spain.
7. **Lotz-Sisitka, H.B.** & Odumo, N. 2017. “Environmental Learning Research and Transformative Learning at Rhodes University”. Opening paper from South Africa at the Collaborative

- Transformational Learning Workshop between Rhodes University and University of Osnabruck, 9-13 October 2017, Germany.
8. **Lotz-Sisitka, H.** 2017. "Natural Capital: Going beyond the World's Planetary Boundaries. What role for philanthropy in such a time?". Keynote address at the Independent Philanthropy Association of South Africa (IPASA) Philanthropy Symposium, 23-24 October 2017, Stellenbosch South Africa.
  9. **Lotz-Sisitka, H.B.** (2017). "Setting the Scene and Closing the Conference: Transitions, Transformations and Transgressions in Researching Work and Learning". Opening and Closing Plenary Contributions at the 10th International Researching Work and Learning Conference, Grahamstown, 6-9 December 2017.
  10. Lotz-Sisitka, H.B. 2017. Transformative Learning in Higher Education. Keynote Presentation at the BMZ/GIZ/DAAD/ Conference: "Role of Higher Education, Science and New Alliances in the Context of the 2030 Agenda". Berlin, Germany, 20/21 March 2017.
  11. Lotz-Sisitka, H.B. 2017. 'Amanzi for Food'. Matching demand and supply of green skills. Panel presentation at the Partnership for Green Economy (PAGE) Inter-ministerial Conference, Berlin, Germany, 27-28 March 2017. (Our project was selected as one of three internationally for presentation at this panel).
  12. Lotz-Sisitka, H.B. Pesanayi, T. & Chikunda, C. 2016. "Building Commoning Activity. Navigating power relations in CHAT Expansive Learning Research in the building of two commoning activities in rural South Africa". Part of a three hour symposium panel on the generation of transformative agency as a learning process in social movements and grassroots cooperatives (Led by Engeström, Y. & Sannino, A). International Conference of the Learning Sciences, Singapore, 7-9 June 2016.
  13. Lotz-Sisitka, H.B. 2016. "Transformative Learning in Times of Climate Change: Taking us beyond new public management regimes?" Keynote address at the SANORD Conference, Uppsala University, 7-9 September 2016, Sweden.
  14. Lotz-Sisitka, H.B. 2016. "University Educators as Social Learners?". Keynote address at the Copernicus Alliance: University Educators for Sustainable Development (UE4SD) Conference, Gibraltar, 28 June 2016.
  15. Lotz-Sisitka, H.B. 2016. "Traversing the GAP with transformative learning. Plenary panel presentation". International Conference on Education and the Sustainable Development Goals, Ahmedabad, India, 11-15 January 2016
  16. Lotz-Sisitka, H.B. 2016. "Meaning Making in Transformative Processes". Plenary Framing Talk. KLASICA (Knowledge, Learning and Societal Change International Research and Action Alliance), Institute for Advanced Studies in Sustainability. 8-9 February, Potsdam, Germany.

17. Lotz-Sisitka, H.B. 2015. Keynote address: "'With people and planet in mind'. Expanding human activity for sustainability and equity through transgressive learning and social change". World Environmental Education Congress, Gothenberg, Sweden, June 2015.
  
18. Lotz-Sisitka, H.B. 2014. "Mainstreaming environment and sustainability in African Universities". Invited plenary presentation at the Global Universities Partnership for Environment and Sustainability Forum, Nagoya, Japan, 8 November 2014.
  
19. Lotz-Sisitka, H.B. 2014. Plenary Presentation: General Report on the World Conference on Education for Sustainable Development. UNESCO, 10-12 November, Nagoya, Japan. (I served as the General Rapporteur for this conference).
  
20. Lotz-Sisitka, H.B. 2014. Plenary Paper: "Education for Sustainable Development. A regional perspective from Africa". International Association of Universities Conference: Blending Higher Education and Traditional Knowledge for Sustainable Development. Iquitos, Peru. 19-21 March 2014. (Abstract published in conference programme)
  
21. Lotz-Sisitka, H. 2013. Plenary Paper: "Education for Sustainable Development and the Post-2015 Agenda". GIZ Post-2015 Agenda International Dialogue. Bonn, Germany, November 2013. (not published)
  
22. Lotz-Sisitka, H. 2013. Panel Presentation: "Curriculum transformations towards sustainability in Higher Education". World Science Forum, Rio De Janeiro, November 2013. (published in Sci-Dev on-line)
  
23. Lotz-Sisitka, H.B. 2013. Panel Presentation: "Mainstreaming Environment and Sustainability in African Education and Training Systems". Global South-South Development Expo 2013. Academia Partnership Forum. UN Complex, Gigiri, Nairobi. 31 October 2013. (Summary published in meeting proceedings)
  
24. Lotz-Sisitka, H.B. 2013. Keynote Paper: "Greening our education and training systems for a transition to 'real' green economies and sustainable societies". 31<sup>st</sup> Annual Environmental Education Association of Southern Africa, Malawi, 11-13 September 2013. (Paper being considered for SAQA monograph)
  
25. Lotz-Sisitka, H.B. 2013. Panel Presentation / Thematic Paper: "Knowledge production processes and an ethic of the future". World Environmental Education Congress, Marrakech, Morocco, May 2013. (Abstract published in conference documentation)
  
26. Lotz-Sisitka, H.B. 2013. Plenary Paper: "The wider context of democracy and political development and the shaping of educational responses". Environmental and Health Education International Invitational Seminar, Uppsala University, Uppsala, Sweden, May 2013. (Paper currently being developed into a book chapter).

27. Lotz-Sisitka, H. 2013. GUPES Side Event Plenary Paper: "Curriculum Innovation and ESD in Higher Education". World Environmental Education Congress, Marrakech, Morocco, May 2013. (Summary and presentation slides published in the meeting proceedings).
  
28. Lotz-Sisitka, H.B. 2012. Opening plenary presentation. "Development and the African University: An intellectual and social history of African Universities". Mainstreaming Environment and Suitability in African Universities (MESA) High Level meeting. Addis Ababa University, Addis Ababa. Ethiopia. 20 - 22 November 2012. (Summary published in the UNEP MESA materials).
  
29. Lotz-Sisitka, H. & Hlengwa, A. 2012. Thematic Paper: "Seeding change: Reflexive professional development and morphogenesis in a higher education International Training Programme". International Association for Critical Realism Conference. Rhodes University, Grahamstown. South Africa. July 2012. (Published as a project report, currently being developed into a paper for wider publication).
  
30. Lotz-Sisitka, H. 2012. Plenary Paper: "Experiences and issues of Educational Quality for Sustainable Development". 4th ESACO Conference. Protea Hotel, Johannesburg. South Africa. May 2012. (Published in SAJEE, 2012/13).
  
31. Lotz-Sisitka, H. 2012. Plenary Paper: "Learning and a multi-disciplinary approach to global change research: Paradigm shifts needed to transition to a low-carbon society". 1st National Global Change Grand Challenge Conference. Birchwood Hotel, Boksburg. South Africa. November 2012. (abstract published, and presentation included in conference proceedings).
  
32. Lotz-Sisitka, H. 2012. Plenary Paper. "Higher Education Guidelines for Curriculum Review and Reorientation towards sustainable development". Global Universities Partnership on Environmental and Sustainability Official Launch Conference. Tongji University, Shanghai. China. June 2012. (Being published as a book, currently in press).
  
33. Lotz-Sisitka, H. 2012. Thematic Paper: "Environmental and sustainability education knowledge and praxis in teacher education: Do we need it and if so, how do we engage this new knowledge area in and across teacher education programmes?" DHET Teacher Education Conference 2012. University of Pretoria, Pretoria. South Africa. September 2012. (published in SAJEE, 2011)
  
34. Lotz-Sisitka, H. 2012. Keynote Paper: "Human Capital as a Planetary Boundary". National Environmental Skills Summit 2012. Indaba Hotel, Johannesburg. South Africa. October 2012. (presentation slides published on-line).
  
35. Lotz-Sisitka, H. 2012. Keynote Paper: "Learning, agency and societal change - uncovering meaning making in transdisciplinary sustainable development". Conference on Transboundary learning beyond disciplines: Sustainable Development opening up research

- dialogues. Umea University, Umea. Sweden. October 2012. (Paper currently being translated into a book chapter, presentation published on-line).
36. Lotz-Sisitka, H.B. 2011. Plenary Paper: "The roles of university leadership and management in integrating environment and sustainability challenges into university wide systems, a whole university approach". GUPES: Global universities Partnership on Environment for Sustainability: High Level Planning Meeting for University Leaders. Universidad Andres Bello, Santiago. Chile. September 2011. (presentation slides published in meeting proceedings with a summary).
  37. Lotz-Sisitka, H.B. 2011. Keynote Paper: "Some national and international perspectives on environmental skills". South African Environmental Skills Summit; CSIR Innovation hub, Pretoria, March 2011. (developed into a paper, currently being included in a SAQA monograph publication; presentation published on-line).
  38. Lotz-Sisitka, H.B. 2011. Rachel Carson Distinguished Lecture: "Silent Heroes and Learning for the Future". Centre for Environmental and Sustainability Education, Sanibel Island, Florida, USA. 30 March 2011. (developed into a TED Talk).
  39. Lotz-Sisitka, H.B. 2011. Keynote Paper: "Methodology: Divergence and Convergence". PRISM Research Conference: The Interdisciplinary Researcher: Paradigms, Practices and Possibilities for Sustainability. University of Gloucestershire, Cheltenham, UK, 19-20 May 2011. (summary published in conference proceedings).
  40. Lotz-Sisitka, H.B. 2011. Plenary Paper: "Examining ESD as an 'event' in transforming education and social contexts". GRESID International ESD Research Conference, Uppsala, Sweden, 17-19 May 2011. (published in a book, Higher Education in the World 4).
  41. Lotz-Sisitka, H.B. 2010. Keynote Paper: "ESD and development policy. International Perspectives on Education for Sustainable Development". ESD strategies and experiences from Germany, India, Mexico and South Africa Conference. InWent and the African Renaissance Centre, UNISA, South Africa. 12 November 2010. (summary published in meeting proceedings).
  42. Lotz-Sisitka, H.B. 2010. Plenary Paper: "Public Health and Climate Change: Implications for Mainstreaming Environment and Sustainability in Southern African Universities". SARUA Leadership Dialogue Conference, Hosted at the University of Mauritius, 17-19 October 2010. (published in a book).
  43. Lotz-Sisitka, H.B. 2010. Keynote Paper: "Political Ecology and Sustainable Development in African Universities". 28<sup>th</sup> Annual Conference of the Environmental Education Association of Southern Africa. Copperbelt University, Zambia, 21-25 September 2010. (summary published in the conference proceedings).

44. Lotz-Sisitka, H.B. 2010. Plenary Paper: "Teaching for Relevance". UNESCO Education for All Teacher Education Policy Dialogue Meeting. Jordan, Amman, 6-7 July 2010 (Published in SAJEE, 2012)
45. Lotz-Sisitka, H.B. 2010. Plenary Paper: "Education for Sustainable Development Pedagogy". UNESCO International Teacher Education Network Meeting, Paris, 18-21 May 2010. (presentation published on-line with summary for meeting proceedings).
46. Lotz-Sisitka, H. 2010. Plenary Paper/ Africa Thematic Area: "Higher education and sustainability in Sub-Saharan Africa". 5th International Barcelona Conference on Higher Education: A follow-up of the events of the UNESCO World Conference on Higher Education 2009. Universitat Politècnica de Catalunya, Barcelona. Spain. November 2010. (published in a book: Higher Education in the World 4).
47. Lotz-Sisitka, H.B. 2009. Keynote Paper: "Facilitating learning related to climate change challenges - what can we learn from the area of ESD?" Keynote address for Theme 5: Citizens and Society. Beyond Koyoto: Addressing the Challenges of Climate Change Conference. 5-7 March 2009, Aarhus, Denmark. (Published in a book chapter).
48. Lotz-Sisitka, H.B. 2009. Orientation Plenary Paper: "Evaluation within a Regional Centre of Expertise Context". United Nations University Regional Centre of Expertise Conference, Quebec, Montreal, Canada, 14-16 May 2009. (presentation published on-line as part of the meeting proceedings).
49. Lotz-Sisitka, H.B. 2009. Keynote Paper: "South African Higher Education Response to Sustainable Development". 12<sup>th</sup> Annual General Conference of the African Association of Universities, Abuja Nigeria, 4-9 May 2009. (abstract published in programme documentation).
50. Lotz-Sisitka, H.B. 2009. Keynote Paper: "21<sup>st</sup> century graduates and their work. Insights from Environment and Sustainability Education". Swedish ESD Network meeting and launch of the Graduate Research School in Education for Sustainable Development. Uppsala University, Sweden, 28 October 2009. (not published, but presentation published on-line as part of the meeting proceedings).
51. Lotz-Sisitka, H.B. 2008. Keynote Paper: "Universities response to environment, development and climate change. Challenges and opportunities". First Mainstreaming Environment and Sustainability into Education International Conference: Environment, Development and Climate Change in Africa: Universities Responding. 24-28 November 2008, Nairobi, Kenya. (later developed into a book chapter).
52. Lotz-Sisitka, H.B. 2008. Keynote Paper: "Education for Sustainable Development and teacher education". Keynote Paper presented at the Africa, Caribbean, Pacific (ACP) EduLink Conference: Universities and Sustainable Development. Addis Ababa, Ethiopia, 7-9 July 2008. (worked up and published as journal article).

53. Lotz-Sisitka, H.B. 2008. Keynote Paper: "Mainstreaming environment and sustainability into education systems in southern Africa". Environmental Education Association of Southern Africa Conference, University of Swaziland, Swaziland, 27-31 July 2008. (published as programme report).
54. Lotz-Sisitka, H.B. 2008. Keynote Paper: "Mainstreaming environment and sustainability into African universities: ESD practice and pedagogy". Education for Sustainable Development and Quality Education Conference and Workshop. Bahir Dar University, Bahir Dar, Ethiopia, 21-22 October 2008. (published as programme report).
55. Lotz-Sisitka, H.B. 2008. Keynote Paper: "Environment and sustainability education. A view on the local and the global". SADC Regional Environmental Education Programme National Network Representatives Conference and Workshop, Maputo, Mozambique, 27-31 October 2008. (not published, but presentation was shared on-line with meeting proceedings).
56. Lotz-Sisitka, H. 2008. Keynote Paper: "The ontology of a design down approach to social justice in a national curriculum". Education Association of South Africa Conference, Mykonos, Western Cape, 8-11 January 2008. (abstract published in conference documentation; some aspects of the paper were further developed into a paper for the EER Journal, published).
57. Lotz-Sisitka, H. 2007. Keynote Paper in a Thematic Cluster: " Education for sustainability: Agency, risk and vulnerability in southern Africa". International Conference on Environment: Security and Sustainability at the Near East University, North Cyprus, 19-23 February 2007. (Keynote paper in the Education for Sustainable Development Conference Stream; published in conference abstract book).
58. Lotz-Sisitka, H. 2007. Plenary Paper: "From the WEEC2007 to Ahmedabad: Reflections and continuities". UNESCO/UNEP/Government of India 4<sup>th</sup> International Conference on Environmental Education, Ahmedabad, India, 24-28 November 2007. (summarised in conference proceedings).
59. Lotz-Sisitka, H. 2006. Keynote Paper: "Education for Sustainable Development in southern Africa". UNESCO Workshop on Implementing the United Nations Decade on Education for Sustainable Development in Sub-Saharan Africa, 27-30 November 2006, Windhoek, Namibia. (later developed into a series of monograph reports).
60. Lotz-Sisitka, H. 2006. Plenary Paper: "Women and the 'new tide' of environmentalism in South Africa: Communication, education and a politics of the subject". Women and Environment Conference, Nelspruit, 6-8 August 2006 (Invited by the Department of Environmental Affairs and Tourism to lead the education session in the Conference with this presentation). (Not published, but abstract was published in conference documentation)



61. Lotz-Sisitka, H. 2006. Special Session Paper Presentation "Towards implementation of a regional strategy for the UN Decade of Education for Sustainable Development: What is the role of research?" UNESCO organised special session on the UNDESD at the Biennale of Education in Africa, in Libreville, Gabon, organised by the Association for the Development of Education in Africa. Libreville, Gabon. 27-31 March 2006 (Invited as a UNESCO-BREDA representative). (summary published in meeting proceedings)
  
62. Lotz-Sisitka, H. 2005. Final plenary panel contribution (1 of 4 panellists). 3<sup>rd</sup> World Environmental Education Congress, Torino, Italy, October 2005. (published in conference proceedings, and in EEASA Journal)
  
63. Lotz-Sisitka, H. 2005. Keynote Paper: "Education and sustainability questions at the start of the UN Decade on Education for Sustainable Development: Developing new perspectives in southern Africa". 23<sup>rd</sup> Conference of the Environmental Education Association of southern Africa. Lusaka, Zambia. 16-20 May 2005. (published in conference proceedings)
  
64. Lotz-Sisitka, H. 2005. Plenary Address: "Higher Education and questions of sustainable development". Global Higher Education for Sustainability Partnerships southern African workshop hosted at Rhodes University, South Africa. 8 & 9 March 2005. (not published, but the paper was used in later publications)
  
65. Lotz-Sisitka, H. 2005. Keynote Paper: "Sustainability education questions at the start of the UN Decade on Education for Sustainable Development". 'Education for a Sustainable Future' Conference to mark the start of the UN Decade of Education for Sustainable Development. Ahmedabad, India, 18-20 January 2005. (Summary published in conference proceedings).
  
66. Lotz-Sisitka, H. 2005. Keynote Paper: "Foregrounding environment in sustainable development: Exploring implications for environmental education". EnviroMedia Conference 2004: South African Conference for Environmental Journalists & the Media, 4-7 October, Johannesburg, South Africa. (published in a research report entitled 'Positioning Environmental Education in Southern Africa')
  
67. Lotz-Sisitka, H. 2003. Keynote Paper: "Social science as a form of social praxis: A review of a selection of environmental education research in southern Africa". 1st World Environmental Education Congress. Espino, Portugal. 1-7 May 2003. (Published in a book on World Trends in Environmental Education).
  
68. Lotz-Sisitka, H. 2003. Plenary Paper: "Sustainability: An ambiguous steering idea guiding environmental education processes in South Africa". UNESCO/ Asia-Pacific Conference: Environmental Education & Sustainable Development. Tokyo, Japan. (March 2003) (Published in conference proceedings).
  
69. Lotz-Sisitka, H. 2003. Keynote Paper: "EEASA and the emerging field of environmental education in southern Africa: Towards participation in the UN Decade of Education for

Sustainable Development". Keynote paper presented at 21<sup>st</sup> International Conference of the Environmental Education Association of southern Africa (EEASA). Windhoek, Namibia, 22-26 June 2003. (Published in conference proceedings)

70. Lotz-Sisitka, H. 2002. Plenary Paper: "Environmental education in southern Africa". World Summit on Sustainable Development. UNESCO/Department of Education Seminar: Education for a Sustainable Future: Action, Commitments and Partnerships. Johannesburg, 2-3 September 2003. (Published in peer reviewed UNESCO book).
71. Lotz-Sisitka, H. 2002. Keynote Paper: "Environmental education curriculum development". 20<sup>th</sup> Environmental Education Association of Southern Africa Conference. Gaborone, Botswana. (August 2002). (Published in Conference Proceedings).
72. Irwin, P & Lotz-Sisitka, H. 2002. Thematic Paper: "Forming Partnerships in Environmental Education". Botanical Gardens International Conference, Sydney Australia (August 2002). Due to the fact that I was unable to attend the conference, the paper was co-authored and presented by Prof Pat Irwin. (Published in BGCI annual magazine).

## Some other international invitations

- 2017: **International Seminar:** Lotz-Sisitka, H. 2017. Third seminar in the bilateral collaboration between Rhodes University and Aarhus University on 'Education and social learning in response to climate change risk and vulnerability', 15 - 17 February 2017, Denmark.
- 2017: **Workshop:** Lotz-Sisitka, H.B. 2017. Participation in international seminar week and PhD research school on 'Social (in)justice through Education – Can research make a difference?' , 20 - 24 February 2017, Umea University, Sweden
- 2017: **International Meeting:** Lotz-Sisitka, H. 2017. Presentation on the International Training Programmes on climate resilient development (oriented to SDGs) for southern Africa, SIDA Headquarters, Stockholm, Sweden 24 February 2017, Sweden
- 2017: **Workshop participation:** Lotz-Sisitka, H. 2017. Invited international participant of the Third United Nations Educational, Scientific and Cultural Organization (UNESCO) symposium on the future of Education for Sustainable Development, 13-15 June 2017, Stellenbosch South Africa
- 2015: Invited to present a session at the United Nations Environment Programme GUPES meeting held in Sweden at WEEC 2015.
- 2105: Invited to present a session at the UNEA 'Green Room' side event on Universities and Sustainability, Nairobi, Kenya, 2015.

- 2014: Invited to present a 'brown bag' session at the United Nations Environment Programme focusing on the climate change research that I worked on with SARUA, Nairobi, Kenya, May 2014.
- 2013: Invited to participate in the GUPES/MESA side event at the World Environmental Education Congress, Marrakech, Morocco, May 2013.
- 2012: Invited to participate in the IHDP Knowledge, Learning and Societal Change (KLSC) research planning deliberations at the Research Institute for Humanity and Nature in Japan, April 2012.
- 2011: Invited to contribute to the drafting of the IHDP Knowledge, Learning and Societal change (KLSC) research programme development process, Switzerland, June 2011.
- 2010: Invited to offer a public lecture in the City of Copenhagen in partnership with IBIS on Education and Sustainable Development, June 2010.
- 2009: Invited to participate in, and Chair a session at the UNESCO International Seminar on Climate Change Education, 27-29 July, 2009.
- 2009: Invited to serve on the official drafting team (as lead author) for the development of the Bonn Declaration, which is the key output of the UNESCO World Conference on Education for Sustainable Development held in Bonn, Germany (March 2009)
- 2008: Invited to provide the host teaching for the Swedish/Africa International Training Programme on Education for Sustainable Development in Higher Education (5 weeks of teaching in Sweden & South Africa) involving Universities from 23 African countries.
- 2008: Invited to teach a Roots of Learning course on 'Education, community and sustainability' at Schumaker College, United Kingdom (25-29 February 2008)
- 2007: Invited to lead the drafting team to compile the Conference Recommendations of the UNESCO/UNEP/Government of India 4<sup>th</sup> International Conference on Environmental Education hosted in Ahmedabad, India, 24-28 November 2007.
- 2006: Invited to serve as lead facilitator for a UNESCO workshop on Implementing the United Nations Decade on Education for Sustainable Development in Sub-Saharan Africa (involving 10 Southern African countries), hosted by the UNESCO Windhoek cluster office.
- 2005: Invited to lead a southern African workshop for the Global Higher Education for Sustainability Partnerships Initiative (a Type II World Summit on Sustainable Development partnership involving key university networks involved in supporting environment and sustainability in Higher Education).

- 2004: Invited to join the RIPEN (Research into Participation in Education Network), involving some 25 international researchers working in this arena. (Hosted by the Danish Pedagogical University)
- 2004: Invited to attend the Götheburg Consultation 'Learning to Change our World', hosted by the Swedish government to provide global orientation to the United Nations Decade on Education for Sustainable Development (October 2004)
- 2004: Invited to participate in the establishment of the African Network for Academics for the Environment Initiative, led by the United Nations Environment Programme (Nairobi, Kenya, June 2004).
- 2005: Invited to contribute to, and participate in the Africa-based consultation on the development of a strategy on Education for Sustainable Development for Africa (held in Nairobi, Kenya, October 2005)
- 2005: Invited to contribute to a 'special consultation' involving 25 participants from around the world on Higher Education and Sustainable Development (held in Sweden in December 2005).
- 2006: Invited to the ADEA Africa Education Biennial (March 2006) to serve on an 'expert panel' on Education for Sustainable Development in Africa - to review the draft Sub-Saharan ESD strategy.

*I have presented numerous other conference papers and workshops nationally and internationally. Only the international invitations and some of the more significant national invitations are listed here. Other refereed conference contributions are listed on my NRF on-line CV.*

### **Some additional invited Seminar Papers / Public lectures**

- 2016: Lotz-Sisitka, H. Transformative learning, gender and sustainable development goals. Ahmedabad, India
- 2016: Jickling, B. & Lotz-Sisitka, H. Environmental Education, Ethics and Action. Workshop presented at Conference on Education and the SDGs, Ahmedabad, India.
- 2015: Lotz-Sisitka, H. Green Skills for Green Economies. UNEP Green Room Talk, Nairobi, Kenya.
- 2013: Lotz-Sisitka, H. Universities and Sustainability in Africa. UNEP GUPES Side Event, Nairobi, Kenya.
- 2011: Lotz-Sisitka, H. Silent Heroes and Learning for the Future: FGCU TED Talk.

- 2009: Lotz-Sisitka, H. The SADC REEP approach to cross-country research in ESD. Seminar of the International Alliance of Teacher Education Faculties. University of Aarhus, Copenhagen, Denmark, March 2009.
- 2008: Lotz-Sisitka, H. 'Education, community, sustainability: examining the process of establishing a Regional Centre of Expertise'. Invitational seminar at the Centre for Sustainable Futures, Plymouth University, UK, 28 February 2008.
- 2008: Lotz-Sisitka, H. Learning to live with it? Implications of climate change for education in southern Africa. Ibis Conference on Environmental Education and Formal Education. Pretoria, South Africa, 10 March 2008.
- 2008: Lotz-Sisitka, H. Learning to live with it? Troubling education with evidence of global climate change. Presentation at the United Nations Environment Programme Climate Change Division, Nairobi, Kenya. 3 September 2008.
- 2008: Lotz-Sisitka, H. Education for Sustainable Development and the search for a sustainable future. Swedish International Development Assistance Education Directorate, Stockholm, Sweden. 7 May 2008.
- 2008: Lotz-Sisitka, H. Education for Sustainable Development and educational quality in southern Africa. SADC / UNESCO Education Sector Joint Meeting, Gaborone, Botswana, 14-15 February 2008.
- 2007: Lotz-Sisitka, H. Getting out of the hothouse: Reconstructive experiments with the question of epistemological access. Presented in a symposium on 'Learning to Teach in South Africa' at the Kenton P[h]umula Conference, 26 October 2007.
- 2006: Lotz-Sisitka, H. Fairness in a Fragile World? Engaging environmental ethics questions in contexts of poverty, risk and vulnerability. Public Lecture presented at Lakehead University, Canada. 5 October 2006.
- 2006: Lotz-Sisitka, H. Participating in the Education for Sustainable Development Innovations Course - for universities in Africa. Seminar paper presented at the UNEP Mainstreaming Environment and Sustainability into African Universities University Leaders Seminar. United Nations Environment Programme. Nairobi, 9 May 2006.
- 2006: Lotz-Sisitka, H. Participating in the UN Decade on Education for Sustainable Development. Feedback from a regional consultation process. Seminar presentation at the SADC REEP Network Representatives Meeting, Gaborone, Botswana, July 2006.
- 2006: Lotz-Sisitka, H. Education for Sustainable Development in a context of risk and vulnerability. Feedback on the SADC environment, health, poverty, education research. Seminar

presentation at the SADC REEP Network Representatives Meeting, Gaborone, Botswana, July 2006.

2006: Lotz-Sisitka, H. Climate change & social change: What are the implications for education? Interdisciplinary panel contribution presented at the Rhodes University Department of Politics and International Studies Annual Teach-in: The Challenge of Global Climate Change. 22 September 2006.

2006: Lotz-Sisitka, H. Education for Sustainable Development in a context of poverty, risk and vulnerability: What are we learning in southern Africa? Public seminar presented at Sida headquarters in Stockholm, Sweden on 4<sup>th</sup> December 2006, and at the University of Bath, UK on 5<sup>th</sup> December 2006.

## Recent Professional Achievements and Awards

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2016: In 2016 our edited book 'Critical realism, environmental learning and social-ecological change' was co-awarded the Cheryl Frank Memorial Prize by the International Association of Critical Realism.

2016: Vice Chancellors Senior Researcher Award.

2016: Vice Chancellors Community Engagement Award (leader of the team winning the award).

2016: WESSA 90 Lifetime Conservation Achiever Award. The 90 Lifetime Conservation Achiever Awards acknowledges 90 living individuals who have dedicated their lives to conservation in South Africa.

2015: One of a team who received the Vice Chancellors Community Engagement Award

2014: Environmental Education Association of Southern Africa Founders Award

2014: GreenMatter Senior Fellows Award for contributions to education and training, and transformation in the biodiversity and environmental sector in South Africa

2009: Vice Chancellors Teaching Award

2009: Gold Award (National) from the Wildlife and Environment Society of South Africa for contributions to the field of environmental education in South Africa

## Leadership Positions

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## National and International Scientific Committees and Academic Boards

- 2017-present: Appointed as Board member of the International Association of Critical Realism
- 2016-present: Appointed as Ethics Board Member: Council of the University of Gibraltar, Gibraltar.
- 2016: Members of the socio-scientific committee of the 2017 World Environmental Education Congress, Vancouver, Canada.
- 2014: International Advisory Board Sustainable Lifestyles and Education programme of the 10YFP, United Nations Environment Programme.
- 2011: Member of the International Human Dynamics Global Environmental Change Science Plan Writing Group for a new research plan on Knowledge, Learning and Societal Change (to be submitted to IHDP for approval in October 2011)
- 2009-13: Member of the international scientific committee for the Swedish Education for Sustainable Development Research Programme (GRESO).
- 2011-14: Member of the Global Universities Partnership for Environment and Sustainable Development Scientific Committee (UNEP) (1 of 2 Africa representatives)
- 2008: Member of an Invited International Scientific Panel (20 member team invited by the Swedish Government) preparing recommendations on Education for Sustainable Development for the World Conference on Education for Sustainable Development.
- 2008-2013: Member of the World Environmental Education Congress Social and Scientific Committee.
- 2008-2009: Member of a 15 member international advisory committee for the 2009 World Conference on Education for Sustainable Development. Hosted by UNESCO and the German Government, March 2009.
- 2005 - 2007: Member of the CODESRIA evaluation panel for the CODESRIA PhD prize (award offered for the best PhD in social sciences in Africa). Involves reviewing PhD studies submitted for the prize annually.
- 2006-2007: Member of the International Advisory Committee for the UNESCO 4<sup>th</sup> International Environmental Education Conference. Hosted by the Indian Government in partnership with UNESCO and UNEP, Ahmedabad, India in November 2007. Co-ordinator of the Conference Recommendations working group.

- 2006-2008: Member of the United Nations Decade on Education for Sustainable Development International Reference Committee. UNESCO, Paris.
- 2006-7: Chair of the International Scientific Committee: 4<sup>th</sup> World Environmental Education Congress. Durban, South Africa, July 2007.
- 2006: Member of the South African Advisory Committee to the Department of Education for the Development of an ESD Strategy / Framework for Action for South Africa.
- 2006: Member of an international Asia-Pacific UNESCO/ IUCN task team to research and develop indicators for the implementation of the UN Decade of Education for Sustainable Development.
- 2006: Education for Sustainable Development Expert Panel: Reviewing the Sub-Saharan Strategy for Education for Sustainable Development - presented at the ADEA Africa Education Biennale, Libreville Gabon, March 2006.
- 2006: Member of the International Scientific Committee: 12<sup>th</sup> GASAT (Gender, Science and Technology in Education) Conference Committee.
- 2006: Member of the International Scientific Committee: International Conference on Environment, Security and Sustainability. Near East University, North Cyprus.
- 2004/5: Member of the International Scientific Committee: 3<sup>rd</sup> World Environmental Education Congress, Torino, Italy (October 2005). Invited to lead a session on Human Rights and Environmental Education at this congress, and to serve on the final synthesising panel.
- 2004: Member of an International Scientific Review panel for The Foundation for Strategic Environmental Research (MISTRA) (A foundation of the Swedish Government). Invited to review a research proposal on 'Value Structures and the Millennium Goals', Stockholm, Sweden, 1-3 May 2004.
- 2003: Member of the International Scientific Committee: 1<sup>st</sup> World Environmental Education Congress. Espinho, Portugal (May 2003).
- 2008-2013: I was appointed by the SADC Regional Environmental Education Programme to provide reflexive leadership and management support to programme managers and staff on a regular basis, and to assist with reflexive monitoring and evaluation of the programme. The SADC REEP is a multi-million rand programme that works across 15 southern African countries.

## Faculty and Department Leadership



The main faculty and departmental leadership role I have played over the past 19 years has been to Chair and Direct the Rhodes University Environmental Education Unit, and later the Environmental Learning Research Centre. However, I have also served as:

- Chair of the Education Higher Degrees Committee until the Deputy Dean: Research took up the position.
- PhD week programme co-ordinator (since 2004 - 2017).
- A short spell as Deputy HOD (I had to resign from this due to my mother's illness).
- I have also served on the Community Engagement Committee, and the Environmental Programmes Committee for short periods of time.
- I also led a Faculty of Education Research Teaching Review in 2012-14.
- University Research Committee (2014-present)

In general, it has been difficult to fill other co-ordination positions due to the high level of demand within the Chair and ELRC programme.

## Involvement in Work Environment

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### National and International Policy Contributions

I have been involved in the following national and international policy development processes, and through this have contributed to the inclusion of environmental education in the General and Further Education National Curriculum Statements, and into the South African National Qualifications Framework structure and qualifications more broadly (i.e. the post-apartheid education and training transformation process and framework). Since 2005 I have also been making policy contributions at global level.

- 2004-2016: Mainstreaming Environment and Sustainability in African Universities International Steering Committee, and now representing MESA on the Global Universities for Sustainability Partnership International Steering Committee.
- 2015-2016: Director of the South African Green Skills System Capacity Development Programme focusing on education and training system development to pro-actively integrate green skills planning into the post-schooling system.
- 2011-2017: Director of the national Fundisa (Teaching) for Change teacher education network involving 16 teacher education institutions in South Africa who are supporting teachers to integrate new environment and sustainable development knowledge and pedagogical approaches into the national system of teacher education.

- 2013-15: Lead researcher and author of the Africa Environmental Education and Training Action Plan (2015-2025), for the African Ministerial Environmental Conference (AMCEN), completed November 2014 and approved by AMCEN Ministers in March 2015.
- 2012-present: Member of the National Environmental Sector Skills Planning Forum, which makes various interventions into the national system of skills development to further the aims of integrating environment and sustainability issues into the national system of education and training in South Africa.
- 2005 - 2015: Member of the UNESCO International Reference Group for the UN Decade on Education for Sustainable Development (UNDESD), which has included the development of international Policy Dialogues for the UN DESD. Policy dialogues include: Climate Change Education, and ESD and the Millennium Development Goals, as well as ESD in the context of National Sustainable Development Strategies for UNESCO. In this role I have contributed to the development of the Sub-Saharan African ESD Strategy; and to policy development work for ESD Strategy at SADC level with UNESCO (Windhoek and Harare Cluster Offices) and SADC. I was requested to draft the Bonn Declaration on Education for Sustainable Development at the 2009 World Conference on ESD. I have also authored a document on ESD Learning Processes in Africa for UNESCO which was presented at the ADEA conference in 2011. Most recently I served as main rapporteur of the World ESD Conference held in Nagoya Japan in November 2014, and co-authored the Aichi-Nagoya Declaration emerging out of this conference.
- 2009-2010: Lead researcher for the first ever South African Environmental Sector Skills Plan (DEA 2010) which developed a systems approach to skills analysis involving both demand and supply side research, as well as research into enabling and constraining factors influencing environmental sector skills development in South Africa.
- 2010: Support researcher and lead author working with the CSIR to develop the Department of Science and Technology's Human Capital Development Strategy for the Global Change Grand Challenge National Research Plan, one of South Africa's five national research Grand Challenges under the 10 Year Innovation Plan.
- 2006: Member of a National Department of Education Task Team to develop a Framework for Action for the UN Decade of Education for Sustainable Development for South Africa.
- 2000 - 2004: Chairperson of the National Environmental Education Standards Generating Body (to develop qualifications for the environmental education field, particularly entry level qualifications at levels 4, 5 and 6).
- 1996 - 2002: Member of the various national curriculum committees; including the National Human and Social Sciences Learning Area Committee; the National Phase Committee

(Foundation Phase); the Ministerial Committee for the Revised National Curriculum Statement working on the Foundation Phase, and the Ministerial Committee on Human Rights for the Further Education and Training Band. In all of these policy development committees, my mandate was to represent the environmental education community in the General Education and Training and Further Education and Training curriculum policy development processes.

- 1996 - 2000: National co-ordinator of the Environmental Education Curriculum Initiative (a state - civil society (EEASA/DEAT/DoE) participatory initiative to integrate environmental education into the National Curriculum Statement, involving a large national network across all 9 provinces)
- 1997 - 1999: Member of the National Standards Body for Agriculture and Conservation (NQF development structure)
- 1992 - 1996: Member of the Environmental Education Policy Initiative (a state-civil society initiative to integrate environmental education into the post-apartheid national education and training system)

## Journals Edited

In 2003 I was appointed by the Council of the Environmental Education Association of Southern Africa (EEASA) to edit the Southern African Journal of Environmental Education, which is a SAPSE accredited journal. I was tasked to upgrade the journal, and to broaden its focus and reach so that it could become more representative of southern African scholarship, with a stronger international review panel. I have since edited 10 editions of the Journal (it is published annually). To strengthen the reach of southern African scholarship, I also Guest Edited two international journals. This work has been important to establish a platform for scholarship in environmental education in southern Africa. I stepped down as Editor-in-Chief of this journal in October 2016.

1. Daniels, H., Saljo, R. & Lotz-Sisitka, H.B. 2017 & 2018. Editors, Learning, Culture and Social Interaction Journal. (Volumes 15-17).
2. Olvitt, L., Lotz-Sisitka, H., Læssøe, J., & Jørgensen, N. J. (2018). Editors, Southern African Journal of Environmental Education. 34. (I co-edited a section with 8 Think Pieces) in this journal.
3. Lotz-Sistka, H., Olvitt, L., & Togo, M. 2015. Editors, Southern African Journal of Environmental Education. 31
4. Lotz-Sistka, H., Olvitt, L., & Togo, M. 2014. Editors, Southern African Journal of Environmental Education. 30.
5. Lotz-Sisitka, H. 2012/13. Editor, Southern African Journal of Environmental Education, 29.
6. Lotz-Sisitka, H. & O'Donoghue, R. 2011. Editor, Southern African Journal of Environmental Education, 28
7. Lotz-Sisitka, H. 2010. Editor, Southern African Journal of Environmental Education. 27
8. Lotz-Sisitka, H. & Kronlid, D. 2009. Editor, Southern African Journal of Environmental Education. 26

9. Lotz-Sisitka, H. 2008. Editor, Southern African Journal of Environmental Education. 25
10. Lotz-Sisitka, H. 2007. Editor, Southern African Journal of Environmental Education. 24 (Special Edition for the World Environmental Education Congress)
11. Lotz-Sisitka, H. 2006. Editor, Southern African Journal of Environmental Education. 23
12. Lotz-Sisitka, H. 2005. Editor, Southern African Journal of Environmental Education. 22
13. Lotz-Sisitka, H. 2004. Editor, Southern African Journal of Environmental Education. 21
14. Lotz-Sisitka, H. 2004. Guest Editor: Environmental Education Research Journal: Special Edition on Environmental Education Research in Southern Africa. 10 (3)
15. Lotz-Sisitka, H. 2004. Guest Editor. International Journal of Sustainability in Higher Education. 5(1)
16. Lotz-Sisitka, H. 2003. Editor: Southern African Journal of Environmental Education. 20

### **Editorial Board Member / Reviewer for Journals:**

- 2016                 Learning Culture and Social Interaction (UK based journal) - I was appointed as a co-editor of this journal from June 2016.
- 2003-2016:        Environmental Education Research Journal (UK based journal)
- 2003-2008:        Journal of Environmental Education (USA based journal)
- 2001-present:     Canadian Journal of Environmental Education (Canadian based journal)
- 2003-present:     Australian Journal of Environmental Education (Australian Journal)
- 2003-present:     International Journal of Sustainability in Higher Education (German based journal)
- 2003-2008         International Journal of Sustainable Development (Journal based in China)
- 2004-2008:        Transnational Curriculum Studies Journal (Australian / Transnational Journal)

### **National and International Conference Organisation**

- 2017:               Co-convenor of the International Researching Work and Learning Conference, hosted at Rhodes University, South Africa, from 6-10 December 2017 (200 delegates)
- 2016:               Co-convenor of the Green Skills System Capacity Development Round Table Meeting, Wits Club, Johannesburg, April 2016 (60 delegates).
- 2014:               Co-convenor of the Fundisa for Change national environmental education conference for teacher education, Emperor's Palace, Johannesburg, February 2014. (250 delegates)
- 2011:               Member of the International Critical Realism Association Conference Organising Committee for the 2012 ICAR Conference focussing on Global Change and Critical Realist Debates - to be held at Rhodes University, July 2012 (150 delegates)
- 2011:               Co-chair of the EEASA 30<sup>th</sup> Annual Conference Organising Committee for the 2012 Conference - held at Rhodes University, July 2012. (400 delegates)
- 2006-7:            Member of the organising committee and Chair of the Scientific Programme Committee and Scientific Programme: World Environmental Education Congress, 2-6

July 2007, Durban, South Africa (involving 900 delegates from 100 countries, and 400 programme contributions)

- 2005: Convenor. 8<sup>th</sup> International Invitational Research and Development Seminar in Environmental and Health Education. Ethics and situated culture in environmental and health education. Hosted at Rhodes University, South Africa from 15-18 March 2005. (involving 40 international delegates)
- 2002: Convenor: UNESCO International Teacher Education Network Meeting: South Africa, September 2002 (involving 45 international delegates).
- 2002: Conference Programme Convenor: Environmental Management for Sustainable Universities Conference held at Rhodes University (September 2002) (150 delegates).
- 1999: Co-convenor of the Environmental Education Association of Southern African Conference held at Rhodes University (September 1999) (400 delegates).
- 1996: Co-convenor: Environmental Education Association of Southern Africa Conference, held at Stellenbosch University (July 1996). (400 delegates)

## Community Engagement

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Over the years I have been variously engaged in a range of different community engagement initiatives. These have generally been implemented in partnership with the ELRC staff and student community. However, there are a few that 'stand out' in terms of my particular contributions:

- 1) In 1998 worked with Professor O'Donoghue many years ago to conceptualise and establish the School Environmental Policy Pack with WESSA. This later gave rise to the foundations for the Eco-Schools Programme which has been strongly supported by Dr Ingrid Schudel and Professor O'Donoghue. I have, however, supported Eco-Schools through ongoing research related support work, and higher level support for fundraising and strategic development where relevant. The Eco-Schools programme involves over 1000 schools per annum in improving school environments and curriculum activities.
- 2) In 2006 I led the development of an Environmental Education and Training Strategy for Makana Municipality as part of the Local Environmental Action Plan. This strategy is still in use, and in various ways I have supported the implementation of this strategy, especially supporting the engagement of youth in developing environment-related activities in Makana. We have worked together with the Makana Municipality environmental manager in doing this, and I, together with my colleagues have supported capacity building amongst the youth groups.

- 3) Additionally, I have also overseen and supported various research projects to enable capacity building of municipality staff, and we participated in an international Sustainable Cities Programme in which we facilitated the participation of staff in the Makana District to participate in this international knowledge exchange and practice-based programme.
- 4) We have also supported the Municipality to establish and co-ordinate the Makana Environmental Forum, which continues to be an important public participation platform.
- 5) I have also worked with the Umthathi Training Programme to spearhead a review of their community learning facilitators' practices, their training programmes and training materials. From this we have supported the development of innovative new training materials which have been widely used within the Umthathi Training Programme.
- 6) We are currently also supporting a research programme focussing on water for food knowledge (Amanzi for Food) which will have a direct community-engaged approach to working with agriculture colleges, and agricultural learning facilitators to strengthen their capacity to integrate knowledge of rainwater harvesting into their practices. I have supported the development of an innovative social learning model for these purposes. This model has been recognized by the Partnership for Green Economy (PAGE) via an invitation to present it at the recent inter-ministerial conference in Berlin Germany (selected as one of 3 out of a range of international projects); by the Vice Chancellor - the project won the Community Engagement Award (2016) and three of the scholars on the programme won the Student Researcher Award.
- 7) I have also supported the development and emergence of a capabilities centred approach to social learning in the Department of Environmental Sciences IDRC research programme on climate change adaptation through providing practical and reflexive research support to the researchers working with communities in this programme, and contributed in part to a co-authored handbook produced by Georgina Cundill (lead author).

In general, I have tried to develop a 'community engaged' approach to research and teaching, and have encouraged this to permeate the ethos of scholarship in the ELRC (an article on this work was published in the RU publication on 'Community Engaged Research'). The main co-ordination of the community engagement programmes and activities is undertaken by my colleague Professor Rob O'Donoghue under the auspices of the Makana and rural Eastern Cape Regional Centre of Expertise, which I established via a consultative process in Makana and via an applications

process to the United Nations University in 2007. This provides a co-ordinating mechanism and ongoing social learning forum for the variety of community engagement activities that the ELRC is involved in.

## Referees

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Professor Lesley le Grange: Distinguished Professor, Faculty of Education, University of Stellenbosch  
[llg@sun.ac.za](mailto:llg@sun.ac.za)

Professor David Kronlid: Scientific Advisor, Swedish International Centre of Education for Sustainable Development, & Associate Professor and Ethics Research Fellow, Uppsala University  
[david.kronlid@edu.uu.se](mailto:david.kronlid@edu.uu.se)

Professor Akpezi Ogbuigwe. Former Head: Environmental Education and Training, United Nations Environmental Programme.  
[apz.african@gmail.com](mailto:apz.african@gmail.com)

Professor Eureka Rosenberg: Murray & Roberts Chair of Environmental Education, Rhodes University Environmental Learning Research Centre  
[e.rosenberg@ru.ac.za](mailto:e.rosenberg@ru.ac.za)

Professor Rob O'Donoghue: Professor, Environmental Learning Research Centre, Rhodes University  
[r.odonoghue@ru.ac.za](mailto:r.odonoghue@ru.ac.za)

Professor Jean Baxen: Former head, School of Education, Wits University  
[mjbaxen@gmail.com](mailto:mjbaxen@gmail.com)

Professor Arjen Wals: UNESCO Chair of Social Learning and Sustainable Development, Wageningen University, Netherlands  
[Arjen.Wals@wur.nl](mailto:Arjen.Wals@wur.nl)

Professor Bob Jickling: Emeritus Professor, Lakehead University, Canada  
[Bob.jickling@lakeheadu.ca](mailto:Bob.jickling@lakeheadu.ca)

## APPENDIX A: LIST OF POST-GRADUATE STUDIES SUPERVISED

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### M.Ed Environmental Education / Education – supervised by H.B Lotz-Sisitka

\* indicates full thesis

- 1999: Louw, Glenda (South Africa). University of Stellenbosch M.Ed programme half thesis.
- 1996: Torr, Ross (South Africa). University of Stellenbosch M.Ed programme half thesis.
- 2003: Atiti, Abel Barasa\* (Kenya). Review and development of Interpretation Resources and Materials in two Kenyan schools.
- 2003: Mbanjwa, Sibonelo Glenton\* (South Africa). The use of Environmental Education learning support materials in OBE: The case of the creative solutions to waste project.
- 2004: Agria Russo, Vladimir Kiluange (Angola). A resource-based learning approach to professional development - the case of the ACEE (Rhodes University Advanced Certificate in Environmental Education).
- 2004: Asafo-Adjei, Robert Tetteh (South Africa). From Imifino to Umfuno: a case study foregrounding indigenous agricultural knowledge in school-based curriculum development.
- 2004: Hoabes, Rosina (Namibia). Investigating teaching strategies used by teachers to foster environmental learning in the Namibian Life Science curriculum.
- 2004: Motsa, Elizabeth Matfobhi (Swaziland). Praxis-based assignments for professional development in the Rhodes University/Swaziland participatory course in Environmental Education: The case of assignment four.
- 2004: Nduna, Nomalungelo Rosement (South Africa). The use of environmental learning support materials to mediate learning in outcomes-based education: A case study in an Eastern Cape School.
- 2005: Hamaamba, Tyson (Namibia). Training needs of municipal workers: a case study of the Makana District municipality, Grahamstown, South Africa.
- 2005: Kachilonda, Dick Daffu Kachanga (Malawi). Investigating local community contributions to the existing Fisheries Management curriculum for the Malawi College of Fisheries: A case study focusing on the Chambo Fishery.



- 2005: Vallabh, Priya (South Africa). How policy discourses and contextual realities influence environmental teaching and learning processes in early childhood development: a case study of Raglan Road Child Care Centre.
- 2006: Mathabathe, Tumishe Andrew (South Africa). Relationships between social marketing strategies and school participation in environmental competitions: A case study of Collect-A-Can annual schools competition.
- 2006: Ramsarup, Presha (South Africa). Cases of recontextualising the environmental discourse in the national curriculum statement (R-9).
- 2006: Wigley, Jonathan (South Africa). Understanding workplace-based learning contexts to inform curriculum development: The case of a level 5 environmental education, training and development practices qualification.
- 2006: Wright, Brian (South Africa). An investigation into donor funded eco-tourism education and training programmes. Case study of the Wild Coast Eco-Tourism programme.
- 2006: Mambisa, Nomaledi (South Africa). An investigation into learning programme development support for Life Science Subject Advisors in the Umthatha District, Eastern Cape.
- 2007: Mdlungu, Nozuko Gloria (South Africa). An investigation of how environmental learning and teaching support materials (LTSM) can influence team planning and teaching and learning activities in the Foundation phase.
- 2007: Silima, Vhangani\* (South Africa). A review of stakeholder interests and participation in the sustainable use of communal wetlands: The case of the Lake Fundudzi catchment in Limpopo Province, South Africa.
- 2007: Van Ongevalle, Jan\* (Zimbabwe). The significance of participation in capacity development and project sustainability: A case study of the Zimbabwe Secondary Teacher training Environmental Education Project (St<sup>2</sup>eep).
- 2007: Jamela, Gwen (South Africa). An investigation into lesson planning and Eco-Schools Development in Makana Primary School.
- 2008: Hogan, Alice Rosemary (Ireland). Education in the wetlands and wetlands in the education: A case of contextualising primary/basic education in Tanzania
- 2008: Jenkins, Msawenkosi Wiseman (South Africa). Curriculum recontextualising using gardens for health promotion in the Life Orientation learning area in the Senior Phase.

- 2008: Monaheng, Nkaiseng 'Mamotšelisi (Lesotho). Implementation tensions and challenges in donor funded curriculum projects: A case analysis of environmental and population education projects in Lesotho.
- 2008: Pesanayi, Tichaona Victor (Zimbabwe). Investigating learning interactions influencing farmers' choices of cultivated food plants: A case of Nyanga and Marange communities of practice, Manicaland Province, in Zimbabwe.
- 2009: Davies, Siân May\* (South Africa). Exploring the potential of a stratified ontology for developing environmental education materials in community-based coastal marine environmental education processes.
- 2009: Gumede, Sibusisiwe Marie-Louise (South Africa). Environmental Education policy support in southern Africa: A case study of SADC REEP.
- 2009: Haingura, Rudolph\* (Namibia). Enhancing learner centered education through the Eco-Schools framework: Case studies of Eco-Schools practice in South Africa and Namibia.
- 2009: Mazingisa, Bongani Eric (South Africa). How can school gardens be used for teaching environmental activities in the Technology learning area at Senior phase?
- 2009: Moose, John (Zambia). Recontextualising issues in the "NISTCOL" environmental education curriculum module for primary Diploma by Distance Learning in Zambia.
- 2009: Rasi, Ethelwin Nandi (South Africa). Contextualizing the NCS through the use of school gardens in the Butterworth area.
- 2009: Shonhai, Venencia Fortunate (Zimbabwe). Social learning processes of HIV/AIDS women caregivers on their use of traditional foods and medicinal plants: A case study of Raphael centre and Keiskamma Art and health centre communities of practice, Eastern Cape Province, South Africa.
- 2009: Tundzi, Kenneth Simphiwe Viyisa (South Africa). Use of the school garden for grade 7 biodiversity activities in the Natural sciences learning area. A case study of Mount Zion junior secondary school.
- 2010: Epus, Joash Gregory Odeke\* (Kenya). Contextualising curriculum through issues-based approaches: A case of eco-schools in Kenya.
- 2010: Finca, Nkosiphendule Moffat (South Africa). Three small case studies informing greening activities and professional development of teachers in two rural Eastern Cape schools in SANBI's Greening the Nation Project.

- 2011: Giqwa, Nomfundiso Louisa (South Africa). Investigation of learning in an environmental skills programme: A case study of worker's training in the Department of Environmental Affairs expanded public works project.
- 2011: Manaka, Ngoanamoshala Maria (South Africa). How an eco-school sanitation community of practice fosters action competence for sanitation management in a rural school.
- 2011: Masara, Christopher\* (Zimbabwe). Learning commercial beekeeping: Two cases of social learning in southern African community-based natural resources management contexts.
- 2012: Agbedahin, Vanessa Adesuwa (Togo). Identifying expansive learning opportunities to foster a more sustainable food economy: a case study of Rhodes University dining halls.
- 2012: Kalumba, Evaristo (Zambia). Improving the quality and relevance of environmental learning through the use of a wider range of preferred teaching methods: a case study of primary schools in Mufulira District in the Copperbelt Province in Zambia.
- 2012: Phiri, Charles (Zambia). An investigation of community learning through participation in integrated water resource management practices.
- 2012: Sanzila, Keith Mumba (Namibia). Environmental factors influencing learner absenteeism in six schools in the Kavango region, Namibia.
- 2012: Sinyama, Imakando (Zambia). Enabling social learning as a response to environmental issues through teaching of localised curriculum in Zambian schools.
- 2012: Tshiningayamwe, Sirkka Alina (Namibia). Implementation of Environmental Learning in the NSSC Biology curriculum Component: A Case Study of Namibia.
- 2013: Songqwaru, Nonyameko Zintle (South Africa). Supporting environment and sustainability knowledge in Grade 10 Life Sciences curriculum and assessment policy context: A case study of the Fundisa 4 change Teacher Education and Development Programme pilot project.
- 2014: Barnes, Garth\* (South Africa). Stewardship and social learning in a catchment management forum. (co-supervised)
- 2014: Mohanoe, Nthabiseng\* (South Africa). A critical realist analysis of learning pathways for sustainable development in Makana Municipality
- 2014: Maphinyane, Aandani (RSA). Learning pathways for rehabilitation practice: Case studies of borrow pit and open cast mining in South Africa

- 2015: McKrill, Lee-Anne\* (South Africa). An investigation of enabling and constraining factors affecting the supply and demand of specific biodiversity scarce skills to the Biodiversity Sector. (co-supervised)
- 2015: Dotwana, Aphiwe Zona\* (South Africa). The factors that constrain or enable black Botany and Zoology students in transitioning to Masters studies in Eastern Cape Universities.
- 2015: Visagie, Martha (South Africa). Review of two sustainability learning programmes for industrial settings in relation to emerging green learning aspects.
- 2015: Chetty, Preven (South Africa). Engaging within Zones of Proximal Development on Facebook The case of using Facebook sites to support learning and mentoring on a Level 5 Environmental Education, Training and Development Practices Learnership
- 2016: Madiba, Morakane\* (South Africa). The role of training and organizational support in strengthening GIS interns' ('incubants') participation in workplace occupations: A case study of the Groen Sebenza internship project.
- 2016: Weaver, Kim\* (South Africa). Exploring the course-led development of a learning network as a community of practice around a shared interest of rainwater harvesting and conservation agricultural practices: A case study in the Amathole district in the Eastern Cape, South Africa. (co-supervised)
- 2017: Burger, Margaret (South Africa)\*. Working for Ecosystems a municipal social-ecological programme: an account of how pathways of learning lead to SMME development in the green economy.
- 2017: Fourie, Katherine (South Africa)\*. A critical review of the response of the Environmental Literacy Skills Programme to learner capabilities, and to the demands of the Working for Water training setting in an emerging Green Economy.

## PhD in Education Graduates supervised by H.B. Lotz-Sisitka

\* indicates co-supervision (in most co-supervision arrangements, except for 3 of the studies listed below, I have been **lead supervisor** and have taken approximately 80-90% of the co-responsibility for the supervision process).

- 2005: Raven, Glenda Carol (South Africa). Enabling reflexivity and reflexive competence within course processes: a case study of an environmental education professional development course.
- 2005: Nhamo, Godwell (Zimbabwe). An actor theory network analysis of the South African Plastic Bag Regulations

- 2007: Ketlhoilwe, Mphemelang Joseph (Botswana). Genesis of environmental education policy in Botswana: construction and interpretation.
- 2007: Lupele, Justin Kalaba (Zambia). Networking:Enabling professional development and institutionalisation of environmental education courses in Southern Africa.
- 2007: Price, Leigh (Zimbabwe)\*. A transdisciplinary explanatory critique of environmental education in business and industry; and ironic musings.
- 2008: Shackleton, Sheona\* (South Africa). Value of non-timber forest products and rural safety nets (co-supervised with a team across faculties).
- 2009: Shava, Soul\* (Zimbabwe). Indigenous knowledges: A genealogy of representations and applications in developing contexts of environmental education sand development in southern Africa.
- 2009: Togo, Muchaiteyi (Zimbabwe). A systems approach to mainstreaming environment and sustainability in universities: The case of Rhodes University, South Africa.
- 2009: Atiti, Abel\* (Kenya). Critical Action Research: Exploring Organisational Learning and Sustainability in a Kenyan Context. (Co-supervised with Daniella Tilbury, MacQuarrie University, Australia).
- 2010: Mukute, Mutizwa (Zimbabwe). Exploring and expanding learning processes in sustainable agriculture workplace contexts.
- 2010: Nsubuga, Yvonne Nakalo (South Africa). The integration of natural resource management into the curriculum of rural under-resourced schools.
- 2011: Silo, Nthalivi (Botswana). Exploring opportunities for action competence development through learners' participation in waste management activities in selected primary schools in Botswana.
- 2012: Ali, Million Belay (Ethiopia). Participatory mapping, learning and change in the context of biocultural diversity and resilience.
- 2012: Olvitt, Lausanne Laura (South Africa). Deciding and doing what's right for people and planet: An investigation of the ethics-oriented learning of novice environmental educators.
- 2012: Kayira, Jean\* (Canada). Re-Learning our Roots: Youth Participatory Research, Indigenous Knowledge, and Sustainability through Agriculture (co-supervised with

Marcia McKenzie and a committee from University of University of Saskatchewan, Saskatoon, Canada).

- 2013: Chikunda, Charles (Zimbabwe). Exploring and expanding capabilities, sustainability and gender justice in science teacher education: Case studies in Zimbabwe and South Africa.
- 2013: McGarry, Dylan Kenneth (South Africa). Empathy in the time of ecological apartheid. A social sculpture practice-led inquiry into developing pedagogies for ecological citizenship.
- 2013: Schudel, Ingrid Joan (South Africa). Examining emergent active learning processes as transformative praxis: The case of the schools and sustainability professional development programme.
- 2013: Zazu, Cryton\* (Zimbabwe). Representation and use of indigenous heritage constructs: Implications for the quality and relevance of heritage education in post colonial southern Africa.
- 2014: Sabai, Daniel (Tanzania). A critical realist analysis of social learning and the use of traditional knowledge for indicator development amongst coastal communities in Tanzania.
- 2014: Lindley, David (RSA). Expansive social learning in wetland management: A case study of the Mondli Wetlands Programme.
- 2015: Kachilonda, Dick (Malawi). Investigating and expanding learning in co-management of fisheries resources to inform extension training.
- 2015: Rivers, Nina\* (South Africa). The Mediating Processes within Social Learning: Women's Food and Water Security Practices in the Rural Eastern Cape.
- 2016: Agbedahin, Adesuwa Vanessa (Togo). A morphogenic and laminated system explanation of how a position-practice system and professional development training programme shape Education for Sustainable Development in African universities.
- 2016: Ferdinand, Victoria (Tanzania). Investigating the influence of introduced forest management practices on transformative social learning in a social-ecological community in Tanzania: A case of community surrounding Pugu and Kazimzumbwi Forest Reserves.
- 2016: Tshiningayamwe, Sirkka Alina\* (Namibia). Exploring conversion factors, functionings, agency, and structures in teacher professional learning communities (PLCs): A case study of

Science and Biodiversity Education PLCs in the Fundisa for Change Continuous Professional Development programme.

- 2017: Mandikonza, Caleb\* (Zimbabwe). Exploring change-orientated learning, competencies and agency in a Regional Teacher Professional development programme's change projects.
- 2017: Ramsarup, Presha (South Africa). A critical realist dialectical understanding of learning pathways associated with two scarce skill environmental occupations within a transitioning systems frame.
- 2017: Baloi, Aristides (Mozambique)\*. Exploring transformative social learning and sustainability in community based irrigation scheme contexts in Mozambique.
- 2018: Van Staden, Wilma (South Africa)\*. A review of Climate-Smart system innovations in two Agricultural Colleges in the North West Province Of South Africa.
- 2018: Giqwa, Nomfundiso (South Africa): Waste Management Knowledge, its Production, Recontextualisation and Circulation in Expanded Public Works Programme (EPWP) Training Programmes
- 2018: Sauls, Gideon (South Africa): The National Skills Fund and Green Skills: Towards a generative mechanism approach

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