From the MDGs to the SDGs: The Contribution of International Higher Education

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Dear Readers,

I present to you the 7th issue of ANIE newsletter. Inside is the outline of the progress we have made since the release of the 6th issue of ANIE Newsletter early this year. Our main focus is fundamentally connected to our conference theme: From the MDGs to the SDGs, the contributions of International Higher Education. The newsletter captures special articles from University Leaders including Vice chancellors, Rectors, or Presidents and Heads of International Offices of African universities among other sources. The articles from the leaders outline how their institutions have contributed to the different Millennium Development Goals (MDGs) and specifically how they are positioning themselves institutionally for the Sustainable Development Goals (SDGs). These include mainly the contributions to MDGs executed through activities or programmes in their institutions such as partnerships and Collaborations or through other internationalization activities. The 6th ANIE conference to be held in Dar es Salaam, Tanzania from 7th to 9th October, 2015 will hopefully be a viable course that will bring all the ideas from participants globally on various subthemes for the good of Universities especially in Africa. Other information in this issue include activities carried out by ANIE and forthcoming events. It is my hope that this newsletter issue will inform and give you insights on our goals and objectives. You may find more information about us at our website (www.anienetwork.org).

Andrew K. Kandie
Editor
The African Network for Internationalization of Education (ANIE) is an independent, non-profit, non-governmental pan-African network and think-tank committed to the advancement of high quality research, capacity building, information sharing and exchange, transnational networking and cooperation, and policy advocacy on the internationalization of higher education to enable African universities and development stakeholders take optimal advantage of the opportunities presented by internationalization and globalization. Established in 2008, ANIE has its Secretariat based at Moi University, Eldoret, Kenya. ANIE takes the pioneering mandate of enhancing the understanding and further development of the international dimension of higher education in Africa by expanding knowledge and by strengthening and sustaining a cohort of highly competent professionals, scholars, and researchers in the field of international education and development. Further detailed information about ANIE can be found on our website www.anienetwork.org.

ANIE Mission
To develop and strengthen capacity for research, advocacy and professional development in the international dimension of higher education to meet the needs of individuals, institutions and organizations in Africa.

ANIE Vision
To be the leading Organization in Internationalization of Higher Education in Africa.
Message from ANIE Chairman

I hope you will enjoy reading our 7th Newsletter. It summarizes the activities we undertook since mid this year. It also gives a special focus to the theme of our 6th Annual conference which coincides with the adoption of the Sustainable Development Goals (SDGs). There are news pieces in this issue from five African universities highlighting how they contributed to the MDGs and how they could further contribute to the just endorsed SDGs. This is based on ANIEs conviction that the international dimension of higher education especially partnerships and joint researches have quite a crucial role to play in the attainment of the SDGs. We will strive to enhance the quality and coverage of the newsletter to make even more informative to you. The newsletter is also a forum for members, partners and African institutions to share information and experiences on internationalization. Members are also encouraged to share useful pieces with the editor for inclusion in the newsletter. In addition to this newsletter, we will strengthen the other information sharing platforms of ANIE such as AFIRE and the use of social media to keep close link with members, have them involved and engaged. I wish you well and look forward to seeing you at the 6th ANIE conference in Dar Es Salaam, Tanzania.

Message from ANIE Executive Director

This is our second issue of the ANIE News this year. This issue coincides with the 6th ANIE conference. As I take this opportunity to wish you an enjoyable reading of this issue, I also wish to welcome all the participants to the 6th ANIE conference. Our focus at the conference is on From the MDGs to the SDGs: The role of International Higher Education. We hope that you will find this theme timely as we get to the threshold of the SDGs. We have included some pieces in this issue which are related to these debates. Other sections discuss the past activities of ANIE since the last issue, other key events that took place in International Higher education over that period and some upcoming events that could be useful to members. During our conference this year we look forward to meeting our members to among other things, discuss the future strategic direction of ANIE. The participation of members is extremely important in this. We hope to develop with you programmes that will even enhance your involvement and participation in activities of the network in our different focus areas.

I would like to appreciate the support we have received from the Open University of Tanzania especially through Vice Chancellor Prof. Elifas Bisanda and the conference organizing committee that he established. This conference will also have another flavor as a result of the participation of Research Alliance for Disaster and Risk Reduction of the University of Stellenbosch, in South Africa who were our co-partners for the conference. My appreciation also goes to all our speakers for accepting to join us for the conference. It is our hope that they will make it more stimulating. As members and partners, we encourage you to share with us information for inclusion in the newsletter. Our newsletter is becoming a powerful voice and platform for sharing information and news on Internationalization in Africa. Any suggestions for improvements are also welcome. We hope that you will find the newsletter useful.
What happened where?

New Association on International Education (ProDeJIP) launched

ANIE was represented by Mr. James Otieno Jowi at the meeting to launch the International Association for the Promotion and the Development of Joint International Programmes (ProDeJIP) that took place at LUISS, Rome Italy from 25th to 26th June 2015. The meeting brought together about one hundred participants. ANIE has been participating in the EM-IDEA project funded by European Commission out of which ProDeJIP rose. The main aim of the project was to bring together practitioners in joint international programmes, to share experiences, good practices and develop ways of gaining more success from the joint programmes. Making his remarks at the launch, the President of ProDeJIP Prof. Boaz Erez of University of Bordeaux, France, he explained that the organization would foster closer cooperation amongst practitioners in joint programmes, an area that had not attained much attention. The launch which was also the first conference of the association had several sessions discussing joint programmes. Jowi made a presentation on the Perception of Erasmus Programmes from outside Europe and also participated in a round table focused on how to read European policy on joint programmes especially by non-European countries.

Mr Jowi of ANIE giving a talk at the PRODeJIP launch

ANIE at IEASA Conference

Professor Chika Sehoole, Chairperson of ANIE, represented ANIE at the International Education Association of Africa (IEASA) where presented a paper co-authored with James Jowi titled: African Initiatives to knowledge Generation: contributions and future and prospects: in his presentation, Prof Sehoole focused on Initiatives to build research capacity and knowledge generation. Despite the challenges of inadequate funding of higher education, poor research and supervision capacity relative to other regions of the world, 1% contribution to the global annual share of publications 1%, there are interesting initiatives taking place on the African continent that aim at bolstering research and knowledge generation. For example, the International Centre for Insect Physiology and Ecology (ICIPE), Kenya, the International Institute for Water and Environmental Engineering (2IE), Burkina Faso, African Institute for Mathematics Studies based in South Africa are some of the flagship programmes that contribute to training of human resources for Africa’s development and building of research capacity and knowledge generation that is needed for the advancement of the continent. The role of the Pan African University is promoting quality in African institutions of higher education and research, as well as strengthen intra-African collaboration and networking between African Higher Education institutions was noted. The paper further explored future prospects or development in Africa drawing from advantage of Africa has in terms of having a youthful population relative to other continents of the world. In this regard partnerships with international collaborators was proposed as a strategy that could assist the building of capacity and knowledge generation in African higher education and research institutions. Possibilities of collaboration between organisations such as ANIE and IEASA that work in addressing the challenges of research and knowledge production in their fields of focus were explored.
Study on students’ mobility in Africa takes off

African academics have a crucial role to play in the development of Africa. This was the focus of the 5th Inter Regional Economic Network (IREN) East Africa Thought Leaders Forum which took place at Lake Naivasha, Kenya from 12th to 15th August 2015. The forum was attended by thought leaders from Kenya, Uganda and Tanzania. ANIE was represented by Mr. James Jowi. It reflected on why the utilization of Africa’s intellectual capabilities had remained elusive while there were intellectual capacities already developed in certain knowledge areas. It recognized that self-doubt, lack of confidence and playing in global games without requisite information created hindrances for African intellectuals to maximize on their mind capital. There were calls for self-modeling and development especially amongst African youth to enable them confidently use their minds and skills to deal with and confront their worlds. The Kiswahili saying akili ni mali (knowledge is wealth) was reflected upon and on that could guide the process. Mr. Jowi discussed the pioneering role that ANIE is undertaking on international education in Africa and gave more focus on ANIE’s emphasis on the generation of the new generation of scholars for Africa.

ANIE at IREN workshop

Participants at the IREN workshop
All Eyes on Africa- ANIE at EAIE Conference

Africa could be the next frontier for internationalization of Education. This was the main message of ANIE's session at this year's European Association for International Education (EAIE) conference held in Glasgow, Scotland from 15th to 18th September 2015. The session mainly focused on Africa's potentials for growth in internationalization. In his opening remarks Prof. Bamiro, member of ANIE Board who also chaired the session, highlighted the expansion of the higher education sector in Africa and how African universities had contributed to the continent's developments amid several challenges. Prof. Chika, Chairman of ANIE discussed Africa's potential with a focus on the growth and diversity of the sector, Africa's youth surge, emerges and growth of cities in Africa and the role of the universities in the post-2015 debates. Mr. Jowi, ANIE Director focused on the need for a mental shift by other world regions in looking at Africa. The main message was that Africa had enormous potential for internationalization which if well used could also reduce some of the risks always associated with internationalization. During the conference, ANIE also participated in the meeting of Association for Studies in International Education (ASIE) and also held a discussion with the EAIE President Laura Howard.

LEMONOC project comes to a successful close

While internationalization has many activities, mobility has been the heart of internationalization over the years. There is need for development and sharing of good practices and tools to facilitate mobility. Over the past three years, ANIE has been participating in a project known as Learning Mobility with Non-industrialized Countries. The main aim of the project was to develop good practices, a manual and a scan to facilitate mobility between developed and developing countries for mutual benefits. After completion of all the work packages and activities of the project, the final workshop to conclude the project was held in Brussels, Belgium from 21st to 23rd September 2015. The workshop brought together project partners and practitioners from different universities especially from Europe to share the experiences of the project outcomes. The meeting also evaluated the Lemonoc outputs and activities and the future commitment of the partners regarding sustainability and how to continue with the efforts already made. Participants concurred that Lemonoc provided quite useful tools for facilitate mobility and enable partners both in the developed and developing countries to benefit from mobility programs, manage them better and also attain better learning outcomes for the students. ANIE together with Association Universities Groupo Montevideo, Uruguay and Xavier Institute of Management Bhubaneswar, India represented southern institutions in the project. The Lemonoc tools are available on www.lemonoc.eu.
African University Vice Chancellors now focus on internationalization

By Jackeline Nyerere, Kenyatta University, Kenya

African University Vice Chancellors finally came together to start focused discussions on the realities of internationalization to Africa’s higher education. The Conference of Rectors, Vice Chancellors and Presidents of African Universities (COREVIP) which focused solely on internationalization was held from 2nd to 5th June 2015 in Kigali Rwanda. Organized by the Association of African Universities (AAU) conference aimed at discussing the impacts of internationalization of higher education on Africa and how African universities could strategies for the different consequences of internationalization. Participants at the conference recognized the growing impacts of internationalization in Africa and the slow pace with which the African higher education system was engaging with internationalization. African universities were urged to prioritize internationalization especially partnerships with other African universities to foster internationalization within the continent. The traditional partnerships with other international universities and agencies were also encouraged. African governments were urged to support continental efforts such as the Pan African University initiative which aimed at creating centres of excellence in Africa for capacity building in specialized areas within the continent and for enhanced mobility. Speaking at the opening of the conference, AAU President Prof. Olusola oyewole who is also Vice Chancellor of Federal University of Agriculture, Abeokuta, Nigeria emphasized on the role of visionary leadership to facilitate internationalization and more collaborations between African Universities. COREVIP noted that efforts to internationalize in Africa had been hampered by the slow pace of harmonization of higher education in Africa. The Tuning Project had however succeeded in harmonization of higher education in several regions in the world by introducing learning outcomes and mutual recognition of degrees. African instructions were encouraged to participate. It was noted that Tuning Africa particularly was getting into its second phase (2015-2018) after a successful pilot in which 60 African countries participated.

The Conference recognized higher education as the ‘Achilles Heel’ for Africa’s development and emphasized the need to have visionary leadership in order to succeed in internationalization of the continent. Kenyatta University’s Intra-Africa Students Exchange Programme was particularly recognized as one of the programmes contributing to mobility within the continent and more institutions were encouraged to participate so as to enhance mobility within Africa. There were calls for AAU and ANIE to take lead in measuring the impact of internationalization within Africa; ensuring synergy of all actors in internationalization as there are various internationalization efforts at regional levels, keeping a databank on internationalization in Africa; and working on geopolitical space in Africa as this space has an impact on harmonization of higher education and consequently on internationalization.

Participants were encouraged to use internationalization opportunities to expand access, improve institutional governance through sharing of best practices; and for the benefit of institutional systems rather than just individuals who participate in mobility programmes.
Regional curriculum innovation network launched

The main institutions involved in the development of the curriculum under a University Delivery Consortium include Open University of Tanzania, Sokoine University of Agriculture in Tanzania, Rhodes University in South Africa, Eduardo Mondlane University in Mozambique, the University of Mauritius and the University of Namibia. The curriculum would also inculcate the aspect of collaboration through regional climate change and development concerns, and policy and research in SADC. Interested universities would customize the master’s curriculum to fit their objectives and key areas of study and research. The universities can also contribute electives to the programme. Teaching is expected to start in 2018 and 2019 by the universities. After the SARUA Curriculum Innovation Network, SARUA plans to establish other networks, like a capacity building network and an institutional development network.


Garissa University survivors get support

After the terrorist attack on Garissa University College on 2nd April 2015, the international community condemned the act and called for support to assist the surviving students to improve their condition. There was also international commitment towards the fight against terror. In the past months there have joint efforts between international and local partners to respond to the Garissa University situation. Moi University absorbed all the surviving students and gave them the opportunity to continue with their studies. The government of Hungary through its Ambassador to Kenya, Laszlo Eduard Mathe awarded 90 scholarships to the students. The German government through the German Academic Exchange Service (DAAD) 300 scholarships to run for one year to enable some of the students to cover their study expenses at Moi University. It included tuition fee, monthly allowance, accommodation costs, medical expenses and counselling services for the students. The Italian Government awarded 25 fully paid scholarships and soft loans to the students with the soft loans aimed at helping the students settle and improve from their traumatic experiences. The French Government also pledged to pay school fees for 109 of the students. The 646 students, who survived the terror attack were relocated to Moi University main campus in Eldoret on May 20. Former President Daniel Arap Moi’s family donated Sh1 million to the surviving students to facilitate their healing process from the trauma.

Moi University Vice Chancellor Prof. Richard Mibey (far right) receiving a cheque
In July 2015 USA President Barack Obama arrived back in Kenya not only as the most powerful man in the world but also as the world’s most quintessential gift from student mobility and international education. When his father left his sleepy village in Alego, Kenya, never was it known that this sojourn would leave an indelible mark on the globe. While President Obama made several speeches during the visit, his public address to the public at Kasarani Gymnasium where he chose to be introduced by her sister Auma was the hallmark. In the speech which focused mainly on opportunities for young people, he challenged the youth to face the world with confidence and with the conviction that you can make it where you are. He reminisced the struggles that his father had to go through to get an opportunity to study in Hawaii, USA. He challenged Africans youth that the future of the continent lay in their hands, that they were responsible for their destinies and had to make choices and continuous struggles to improve. Progress in his view, also meant that African countries had to deal with the dark corners of their past, remove barriers to young people’s progress and support them so that they are not weighed down by old ways. In line with this, he inaugurated the youth leadership centre that will train young African leaders for executive positions in business, civil society, and government. The centres will offer young Africans with networks and access to the latest technology and training in key areas like management and entrepreneurship. During the same occasion he announced the US extension of visas to Kenyan students to five years, an important pulse for mobility programmes. He noted that Africa had come a long way in history and had to choose a future of prosperity. He challenged African to realise that Africa was on the move and had a bigger role to play in the world.
Moi University Joins Laptop programme launch

By Irene Belio (ANIE)

Kenya’s Moi University has become the second University in the country after Jomo Kenyatta University of Agriculture and Technology (JKUAT) to launch a laptop assembly plant in the country in a move the institutions says will help it implement an ICT-based education centre, a knowledge hub and driver of sustainable growth in the country. H.E William Ruto, Deputy President of Kenya, who was the Chief Guest said the launch of the Laptops and Tablets assembly plant is in line with the promises of the Jubilee Government to have digital schools in the country.

Ruto said that they had promised Kenyans a digital Government and by extension digital primary and secondary education. This launch of the Laptop assembly at Moi University is critical to honouring that pledge. He was therefore delighted and privileged to preside over the event as they unveil the role of Universities in leading the country in developing ICT resources as well as helping integrate ICT to enhance quality education.

Moi University is supported by the technological and knowledge transfer firm JP-Inspiring Knowledge which is also working with various government agencies to set up various initiatives in the country. The Moi Laptop and Tablet initiative is aimed at easing access to laptops and tablets in the country, make them more affordable and help Kenyans embrace ICT to gain knowledge through research as ICT becomes mainstream.

Joao Paulo Sa Couto, President JP said the partnership and collaboration of setting up the plant was a significant step towards delivering educational solutions important for sustainable development.

The 1989 founded firm designs, develops and distributes tech solutions and is a leader of a global reference initiative pioneering ICT-based Education and the largest OEM deploying Intel Classmate student devices and operates in over 70 countries with 8 million student devices delivered to large-scale educational programs for government and ministries.

“Moi University appreciates Government support in this endeavour to explore and invest in new horizons,” said Prof. Richard K. Mibey, the Vice Chancellor. “The launch of the Laptops and Tablets assembled at Moi University makes the institution a leader in provision of ICT resources in the region. The investment in this sector will enable the University to improve its programs and make it fit well to the changing world of technology.”

AVU launches a Distance Learning Facility at the University of Port Harcourt in Nigeria

In a move designed to provide African learners with greater access to higher and continuing education opportunities, the African Virtual University (AVU) in partnership with the African Development Bank (AfDB) is launching 27 Open Distance and eLearning Centres (ODeL) in 21 African countries over the next months. The next launch will took place in Nigeria at the University of Port Harcourt on 28th July 2015. Three centres have been launched in Sudan, Cape Verde and Ghana.

Subsequent launches will take place in 18 countries. Dr. Bakary Diallo, Rector of the AVU will participate in the launch ceremonies alongside officials from the government, AfDB representatives and partner organizations. The expansion will strengthen the capacity of more universities to mainstream open, distance and eLearning into their existing curricula, create a community of peers that will generate original research on eLearning methodologies and will also help Universities generate a long-term and sustainable revenue base. The main purpose of the ODeL Centre is to act as a physical hub for the creation, organization and sharing of knowledge and the development of online and blended mode programs such as the Massive Open Online Courses (MOOCs).
Malawi President appointed Champion of Higher Education in Africa

Malawi President
Arthur Peter Mutharika

RUFORUM is a network of 46 member Universities operating in 22 countries and aims to build a vibrant agricultural sector by fostering collaboration, coordination, training and research amongst member universities. The installation of president Mutharika as the Champion for Higher Education in Africa is one of the network’s efforts aimed at achieving the commitments made at the 2010 Africa-wide Ministerial Conference on Higher Education in Agriculture which came up with recommendations aimed at lobbying for policy support and investment in Higher Education.

According to information from RUFORUM, the recognition and installation of President Mutharika, which took place at Sanjika Palace in Blantyre, Malawi and came as part of the country’s 51st independence anniversary celebrations, was attended by several dignitaries including Ministers, Members of the Malawi National Assembly and a delegation of African Vice Chancellors led by the Vice Chancellor of the University of Zimbabwe, Professor Levi Nyagura. A law Professor himself, President Mutharika has been vocal in urging research and education institutions in Malawi to be vibrant in coming up with innovations and projects that can add value to the country’s development. Ubuntu Net Alliance Secretariat together with its entire NREN Members congratulates President Mutharika on his installation as the Champion for Higher Education in Africa and wish him success in his new role.


Diaspora calling; Prof. Tiyambe Zeleza becomes USIU Vice Chancellor

Africa has always decried the challenge of brain drain to its higher education sector. This has been escalated by the growing competition for talent which doesn’t favour African economies. However, a rare happening took place in July 2015 when the United States International University (USIU)-Kenya announced the appointment of Malawian born top African scholar Prof. Paul Tiyambe Zeleza as its new Vice Chancellor. Prof Zeleza takes over from Prof. Freida Brown who has led the university for the past twenty one years Prof. Zeleza is a distinguished academic, erudite intellectual, succinct speaker and author of several books and journal articles. Prof. Zeleza has taken a keen interest in Africa’s diaspora as a great resource for the development of Africa’s higher education. It is thus fitting to see him bring back the enormous resource endowed in him back to Africa Before taking up this position he was the Vice President for Academic Affairs at Quinnipiac University. He was the President of African Studies Association in 2009. His scholarly output and reputation transcends many disciplines.

Some of his several books focus on the international dimension of higher education where ANIE focuses its activities. These include In Search of Africa’s Diaspora, Barack Obama and African Diasporas: Dialogues and Dissensions and Rethinking Africa’s Globalization. He founded the African Diaspora Fellowship (ADF) program an exchange program for Africa-born scholars in the diaspora who seek to work collaboratively with scholars on the African continent. He is currently working on a Ford Foundation funded project on Africa and Its Diasporas: Dispersals and Linkages. It is also interesting to note that Prof. Zeleza spent his early academic career as a lecturer at Kenyatta University in Kenya before proceeding to Canada and then to the USA. In 1995 he was appointed to be the Director Center for African Studies at the University of Illinois at Urbana Champaign. Here he mentored several African scholars including Prof. Chika Sehoole, current Chairman of ANIE. He has also published on internationalization of higher education in which he has mainly discussed the knowledge imbalances between the global South and North and gave some thoughts on how this could be ameliorated. With all these distinctions, what more can we do but give him support and wish him well in this new position.

Prof. Tiyambe Zeleza, USIU Vice Chancellor

Prof. Tiyambe Zeleza
USIU Vice Chancellor
The role of international Education

From the MDGs to the SDGs:
The 6th ANIE Conference on the role of international Education

By Chika Sehoole, Chairman ANIE

As the year 2015 draws to a close, it is time for the ANIE family and all those interested in the internationalization of Higher Education in Africa to gather together for ANIE’s Annual Conference that is to be held in Dar es Salaam, Tanzania on 7th - 9th October 2015. As many of you are aware, we could not hold our 6th Annual Conference in 2014 due to the Ebola crisis that impacted on international travel especially to citizens from the regions that were greatly affected by this pandemic.

We are glad that this year that the hosting of this conference is a certainty and we are looking forward to it. The theme of the conference is “From the MDGs to the SDGs: The contribution of International Education.”

At the United Nations (UN) General Assembly in 2000, heads of state and government took stock of the gross inequalities in human development worldwide and recognised their collective responsibility to uphold the principles of human dignity and equality at the global level. Eight goals were identified and the timeline for achieving them was set for 2015. The eight goals are to: 1) eradicate extreme poverty and hunger; 2) achieve universal primary education; 3) promote gender equality and empower women; 4) reduce child mortality; 5) improve maternal health; 6) combat HIV/AIDS, malaria and other diseases; 7) ensure environmental sustainability, and 8) develop a global partnership for development (Commonwealth Secretariat, 2005). These goals which were popularly known as the Millennium Declaration and the Millennium Development Goals (MDGs) became a universal framework for development and a means for developing countries and their partners to work together in pursuit of a shared future. At the centre of the MDGs is the notion of development. The scope of the MDGs covered various aspects of human development that go beyond traditional conceptions of development that are normally associated with the economy. The underlying assumption behind these MDGs was that if hunger and poverty can be eliminated; access to education is increased, especially for women and the vulnerable in society; the spread of diseases is combated; the environment is preserved in a sustainable way; and there is partnership in ensuring the realisation of these goals, then real development can be realised.

With the looming 2015 deadline fast approaching, various countries and regions of the world have begun to take stock of progress made in the attainment of these goals. The African Network for the Internationalisation of Education (ANIE) undertook research on the international dimension of higher education in Africa and its role in the achievement of the Millennium Development Goals (MDGs). The research resulted in book publication which had four studies focusing on MDG Goal 3 which addresses gender equality and the empowerment of women. The other three case studies focused on MDG 6, combatting HIV/AIDS, the use of OER to facilitate access to women. It an overview of the MDGs the UN (2015) notes that the progress in the attainment of these goals has been uneven, particularly in Africa, least developed countries, landlocked developing countries, and small island developing States, and some of the MDGs remain off-track, in particular those related to maternal, newborn and child health and to reproductive health.

In this regard, the UN recommitted itself to the to the full realization of all the MDGs, including the off-track MDGs, in particular by providing focused and scaled-up assistance to least developed countries and other countries in special situations, in line with relevant support programmes. It is against this background that ANIE set as its conference theme the need to interrogate the role of international higher education in meeting the SDGs. Based on the studies and experiences of the past 15 years of the implementation of the MDGs, and projecting into the next 15 years of the SDGs, what role can the international dimension of higher education play. The mobilization of both internal and external resources to revitalize African universities to enable them address these challenges is an important agenda. The recently concluded Africa Higher Education summit recognized this its role in the achievement of the Millennium Development Goals and identified the critical issues for the future of higher education in Africa. The international dimension of higher education, especially research partnerships and mobility attained lots of emphasis. The 6th ANIE Annual Conference brings together higher education leaders, opinion shapers, researchers and practitioners to debate on these salient and timely topics. It will discuss the impacts of partnerships on research and innovations, mobility, access, management and governance practices, capacity building and knowledge sharing and their relations to the MDGs and to their role in the debates and formulations of the new SDGs.

This year we will be joined by the Research Alliance for Disaster and Risk Reduction of the University of Stellenbosch, in South Africa. We are grateful that they have been able to join us as this will increase the diversity of perspectives on the discussions around the theme of the conference. We are looking forward to fruitful discussions which we hope will set the tone and contribute to shaping future discussions on this important aspect of development that affects the whole world. We hope to see you all at the 6th ANIE conference that will be held at the Open University of Tanzania (OUT). We are grateful to the leadership of OUT for agreeing to host us this year.
Social impact through higher education: University collaboration for sustainable development in Africa

Africa’s economy has been growing steadily since the turn of the millennium, and the prospects for continued expansion over coming decades seem good. However, the challenge is to translate this into broad-based human development. Africa continues to face challenges – the 10 countries with the lowest scores on the Human Development Index of the United Nations Development Program are all on our continent. Higher education has a key role to play in overcoming this problem. Universities produce knowledge for the public good – through research addressing societal needs, and by delivering graduates able to contribute to society. We need “African solutions to African problems”, a goal captured in the African Union’s Agenda 2063. To this end, the Association of African Universities supports networking by institutions of higher education in teaching, research, and information exchange and dissemination. To capitalise on Africa’s developmental potential, universities should participate in well supported and coordinated academic networks incorporating public and private partners throughout the continent and beyond.

Stellenbosch University (SU) has an established, far-reaching, multi-layered network of international partners, with more than 150 bilateral institutional arrangements in 45 countries across six continents. In Africa, it has 350 active projects with 760 partners (institutions and individuals) in 43 countries. It is also a founder member of the African Research Universities Alliance, launched in Dakar in March 2015. As a public institution, SU was formally founded in 1918, though its roots go back to 1866. Situated in Stellenbosch, 50km east of Cape Town in South Africa (SA), SU is one of 25 public universities in the country with a combined headcount of over a million students. SU has 3,000 full-time staff members of whom a third are academics, and 30,000 students of whom a third are post-graduate. They study in 10 faculties on five campuses. The University has approximately 14% international students – from 117 countries around the world, with 56% of these hailing from African countries outside SA.

SU is a research-intensive institution, maintaining the highest weighted per capita research output in SA since 2008, as measured by the country’s Department of Higher Education and Training. It regularly appears on a number of global rankings (Times Higher Education 276/401; QS 390/800; Shanghai 401-500/500; CWTS Leiden 481/750), placing it in the top 2% of the world’s roughly 17,000 universities. In Africa, it is consistently ranked in the top three positions.

An example of SU’s collaboration in Africa is the Partnership for Africa’s Next Generation of Academics (PANGEA), a network between the universities of Botswana, Dar es Salaam, Ghana, Makerere, Malawi, Nairobi and Stellenbosch. Its main initiative is building and sustaining world class doctoral programmes and scholarly communities through partnerships in Arts and Social Sciences on the African continent. Another example of particular relevance to sustainable development is the Periperi Universities network (Partners Enhancing Resilience for People Exposed to Risk). With partners in Algeria, Ethiopia, Ghana, Kenya, Madagascar, Mozambique, Nigeria, Senegal, South Africa, Tanzania and Uganda, it is an Africa-led approach to capacity strengthening and knowledge generation in the increasingly important disaster-risk domain. Periperi U has played a critical role in raising capacity by means of research, graduate education and short-course training.

Stellenbosch aligns itself with the transdisciplinary aim of doing science with society, for mutual benefit. In 2010, the University embarked on its HOPE Project, focusing its core functions on five themes derived from the eight Millennium Development Goals (MDGs): poverty and related conditions; human dignity and...
health; democracy and human rights; peace and security; and balancing a sustainable environment with a competitive industry. This approach has since become embedded throughout the University, as is reflected in the fact that “social impact” is now formally one of the University’s main strategic priorities. This is reflected in SU’s new vision statement (adopted in 2013), which is to become more “inclusive, innovative and future focused”.

SU sees social impact as the mutually beneficial associations and partnership between the University (academics, students, professional support staff, administrators, alumni) and external societal partners (government, industry and civil society) on the basis of the University’s tacit knowledge, teaching, learning and research expertise. Through these partnerships, projects and programmes are developed that focus on many of the themes in SA’s National Development Plan, in the MDGs and now in the Sustainable Development Goals (SDGs). Having closely aligned itself with the global push to achieve the MDGs, SU has kept a close watch on the evolution of a new, post-2015 international development framework. The SDGs should be welcomed for several reasons. They represent a much wider commitment than the MDGs, covering people, planet, prosperity, partnership and prosperity, not just the first and last mentioned aspects. They are equally applicable to the whole global community, not just to the developing world. They are truly ambitious in scope, placing a “transformed world” firmly on the agenda – deep “structural transformation”, representing a global consensus that mere modifications are not going to do the trick. And the pursuit of “prosperity” is placed “within planetary boundaries”.

A major implication of the SDGs for universities is curriculum reform – how sustainability gets incorporated into what and how we teach and research and engage with communities. This process is well underway at SU. A recent review by Swilling et al identified 254 projects that relate to the SDGs, particularly in the natural environment, built environment, infrastructure, climate change and green economy. SU researchers are active in several of the SDG’s thematic clusters; poverty eradication, food security, water and sanitation, employment, decent work and social protection, youth education and culture, health and population dynamics, sustained and inclusive economic growth, macroeconomic policy questions, energy, sustainable development financing, means of implementation, human rights, regional/global governance, sustainable cities and human settlement, climate change, disaster risk reduction, forests and biodiversity, rule of law and governance, and conflict prevention.

Working together in higher education is nothing new. Universities have for a long time been concluding bilateral and multilateral agreements. More recently, we have seen the rise of multiple-partner networks. These are often organised around a jointly administered educational programme, and sometimes also encompasses joint research on specific themes with societal and developmental relevance. This has guided SU’s internationalisation strategy in the direction of “knowledge coalitions.” Increased collaboration around the SDGs will not only raise the share of African scientific output, but help us all to create “The Africa We Want”.

The Open University of Tanzania and the move from the MDGs to the SDGs-

By Prof Elifas Bisanda, Vice Chancellor, Open University of Tanzania

Since 2001, the Open University of Tanzania (OUT) established training in entrepreneurship, to enable its graduates to be job creators and entrepreneurs. This was aimed at promoting socio-economic development to alleviate extreme poverty and hunger (MDG 1). In 2009, OUT introduced a diploma course in primary teacher education, in order to improve the quality and competence of teachers at the primary level. By end of 2014, OUT had graduated 1,358 diploma teachers. Since its first graduation in 1999, the OUT has graduated 4,737 teachers at diploma, bachelor degree, and master degree level. These graduates have significantly supported government’s efforts to provide Universal primary education for all (MDG 2), in various roles such as teaching, education management, and quality assurance.

In its efforts to promote gender equality and empower women (MDG 3), OUT has strived to improve gender parity in its student enrolment and academic workforce. In 2001, only 22.8% of academic staff were women. By end of 2012/13 academic year, the women consisted 46.1% of the academic staff. In 2001, only 28% of all graduating students were female, and by 2013/14 academic year, the percentage of female graduating...
students was 42.5%. Regarding reducing child mortality (MDG 4,5), the University has established a bachelor degree programme in food and nutrition to help train nutritionists who are to work in the community to promote societal health through proper health and nutrition which is expected to help reduce child mortality. The OUT is also working with the Muhimbili University of Health and Allied Sciences to launch by open distance learning, the Master of Public Health (MPH). In addition to this, the university has a bachelor and master programme in sociology and social work that attracts many practicing nurses, some of whom are in the maternal health sector.

In order to combat HIV/AIDS (MDG 6), the OUT developed a HIV/AIDS policy and it has also established HIV/AIDS students clubs in all its 29 regional centres across the country. The university actively participates in commemorating the HIV/AIDS day on December 1st, each year. The University has established bachelor and masters programmes in environmental studies, natural resources assessment and management, and energy resources. Experts strained in this programmes will play a big role in ensuring environmental sustainability (MDG 7). OUT continues to enter into partnerships with other global institutions (MDG 8), aimed at fostering collaboration in research, academic exchange, and dissemination of research results through jointly organized conferences.

OUT hosted the African Council for Distance Education conference in 2011 which had the theme, “Bridging the development gap in Africa through open and distance learning”.

On the SDGs, the Open University of Tanzania is committed to continued eradication of poverty (SDG 1) in all its forms through its mission to provide affordable quality education, with a special emphasis on entrepreneurship and self-reliance education. The university will continue to strengthen its bachelor degree programmes on food and nutrition and is planning to establish a bachelor degree in agriculture science and management to ensure food security and improved nutrition (SDG 2). To ensure healthy livelihoods (SDG 3), the university hopes to strengthen collaboration with Muhimbili University of Health and Allied Sciences in the delivery of the Master of Public Health and related programmes by open and distance learning. In the near future, the OUT will introduce more certificate and diploma courses by ODL that will enable more school dropouts to enrol for higher education, to ensure inclusive and equitable quality education and more opportunities for all (SDG 4). The university will continue to give preference to women in employment for academic positions as well as encouraging working and non-working women to enrol in our ODL courses. A new degree programme on gender has been proposed.

To ensure availability and sustainable management of water and sanitation for all (SDG 6), the university shall strengthen the bachelor and master degree programmes in environmental studies and natural resources management. To ensure access to affordable, reliable, sustainable and modern energy for all (SDG 7) the university plans to market and strengthen the bachelor programme on energy resources and launch a masters programme in the same area with emphasis on natural gas, petroleum and renewable energy. In order to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (SDG 8), the university shall market vigorously the bachelor and masters programmes in community economic development, economics and business management so as to increase enrolment and output. To build resilient infrastructure (SDG 9), the university will improve delivery of the Master of Project Management, Master of Monitoring and Evaluation, and related programmes to reduce underutilization of national resources.

The OUT will continue to expand delivery of its ODL programmes in neighbouring countries focusing EAC and SADC first, and beyond in order to reduce inequality within and among countries in the region (SDG 10). The bachelor and master programmes in natural resources management; population and development; environmental studies; Tourism planning and management will be vigorously promoted in order to make cities and settlements inclusive, safe, resilient and sustainable (SDG 11). In order to ensure sustainable consumption and production patterns (SDG 12), the university will market and strengthen the bachelor and master programmes in natural resources assessment and management. The university is concerned about climate change and its impact (SDG 13) and will continue to foster research in the area while training more people in its environmental studies programmes. Under the same token, the university will focus on marine resources (SDG 14), for the conservation of oceans, lakes, and all marine resources.

The OUT is committed to protection of ecosystems through continued research on the environment and energy resources (SDG 15), with emphasis on replacing wood fuel with other forms of energy. The university will continue to promote degree programmes in law, gender studies, public relations, ICT, Youth development, sociology and social work, political science, etc. that focus on promoting peace, justice, accountability, and human rights (SDG 16). The OUT’s participation in international forums through links and agreements, and formation of international partnerships for scholarly and academic exchange for the sustainable development of the world will be strengthened (SDG 17).
Global Partnerships for Sustainable Development: Experiences

On 16 January 1995, Al Akhawayn University in Ifrane (AUI) was inaugurated by His Majesty Hassan II witnessed by large number representatives from across Moroccan society and government along with many international dignitaries from around the world. AUI was founded as a Moroccan public university but with significant differences in order to develop a new path in higher education for Morocco. These differences include financial and administrative autonomy such that the university is exempt from all regulations of the Ministry of Higher Education, however, the Minister of Higher Education is a permanent member of the Board of Trustees. The other significant feature is that the University was internationalized from the beginning due to its autonomous status, in three key areas 1) that the global language English is the medium of instruction and administration, 2) that the curricular model is based on that of the USA and specifically the liberal arts, and 3) that the faculty be heavily drawn from outside Morocco. These internationalizations of the structure and content of the University support the mission of the University which is to provide an education that “enhances Morocco and engages the world”.

Several measures in quality assurance were adopted almost from the beginning because of the need to adapt international standards to the Moroccan context. The motto of AUI is Excellence & Identity which affirms that the University has a precise role in Morocco and the world. Some professional programs have attained accreditation and several more are in process, whereas the University as a whole is a candidate for accreditation by a US regional accrediting body in addition to its accreditation as a Moroccan public university in an autonomous status. The university currently enrolls nearly 2000 undergraduates in 7 bachelor degree programs and about 200 students in 13 master level programs taught by 105 full time faculty members, 75% of whom have terminal degrees.

The Office of International Programs (OIP) was launched in February 1996 and has built in collaboration with some faculty and the executive officers developed a wide range of partnerships, affiliations and memberships in consortia all over the world with noticeable deficiencies among MENA, African and Latin American countries. Being an internationalized university has meant the need for a diverse shift the concept into shared responsibilities throughout administration such that it is normal part of the operations. Good internationalization is much like good communication: everyone has a role for it to succeed. For example, over 40% of the faculty are international (from abroad) and are dealt with directly by the Human Resources Office which learned over time to meet the needs of such a diverse staff. Half of the Moroccan faculty members hold degrees from North America or Europe and most have dual nationality which greatly supports the internationalized education programs and the university mission. About 10% of the student body is international in a mixture of degree-seeking and visiting students. The Moroccan students who come to AUI do so because of the English language, the American curriculum, the international faculty, the residential campus, and increasingly the opportunity to study abroad. The current rate of study abroad of graduating student in bachelor’s degrees is 60% and increasing number are doing so more once. In the next strategic plan this will go to 75%, international faculty to 50%, and administrative staff to 5%. The OIP is led by a Director who opened the office in 1996 and is the longest serving international administrator in AUI. International projects can have many authors from among faculty and their deans who generally share information and consult with the Director of the OIP to logistical support and facilitation as well as developments of agreements. The Director is also the primary point of contact with academic institutions around the world directly managing student mobility for academic program, facilitating opportunities for faculty, and hosting of visiting faculty and their students.

AUI has a wide range of partnerships, affiliations and memberships in consortia and networks through formal agreements to build functioning relationships that support specific capacity building measures, joint teaching initiatives, academic or student service program enhancements, training for staff, special programs, in addition to + 60 bilateral student exchange programs. The academic institutions in the consortia and networks we regard as peers and as such cooperate widely and we share information for problem solving, development, or benchmarking. The approach to all agreements has been pragmatic with discussion of mutual features often a basis to begin with differences being more interesting and often the point of collaboration for an exchange of services or expertise. An international agreement or memorandum of understanding is signed to support an action or to formalize what have been successful arrangements, working projects, joint funding proposals, or encounters. International efforts represent many dots of activity across the University and while the Director of the OIP is not in charge of all of the dots, the responsibility is to track and report on initiatives is-- to connect the dots.

The government of the Kingdom of Morocco has been attuned to the MDGs in a number of ways from the beginning and in 2005 launched the National Initiative for Human Development as a high profile means to specifically address elements in society that are among the MDGs. There a few faculty members in the social sciences who work on topics related to human development. From the beginning of the AUI, there have been students, staff and faculty interested to seeing improvement in the lives of people in the town and region of Ifrane. Many students clubs are devoted to this endeavor and other special interest clubs will have at least one activity that reaches out to the needy in local communities. Also in 2005, a 60 hour social internship became a graduation requirement for a bachelor’s degree. Students choose
a community organization that has been approved by the Community Service office. The social internship has four components: a series of information sessions where students are informed on the current state of human development in Morocco, its place on the Human Development Index, and major efforts by the government and civil society towards improvements. The second part is the internship itself where students may find an organization to work with and submit it to the Community Service office for approval. Or, a student may consult the Community Service office to find an organization to work. There are currently more than 400 NGOs that have been approved with some having formalized the arrangements in an agreement or partnership. Education support, literacy, income generation, welfare during catastrophic illness, abandoned children, and other social issues are among the main targets that the NGOs address. The third part is that each student must submit an internship report that is graded by faculty volunteers, documenting the experience, service(s) performed and the lessons or insight gained. Finally students must attend roundtable discussions where they share the most profound aspects of the experience and discuss ways in which they may continue to be involved as responsible, caring citizens.

AUI by its location in Ifrane a small town in a beautiful but poor mountainous area was intended to be a driver in the local economy by providing year round jobs and a largely continuous population that supports several small businesses in town. Although it is a resort town popular with Moroccan families on winter weekends and summer holidays, many businesses could not survive the low tourist periods. The complete economic benefit the university has stimulated directly and indirectly is considerable according to local authorities. Furthermore, AUI is undertaking several measures to increase the use of renewable energies in campus operations. There has not been any formal discussion in the SDGs, although a Moroccan professor, Dr Ahmed Rhazaoui, who is widely respected teaches at AUI each fall semester was with the UNDP stationed in many countries across Africa for most of his 28 year career. He teaches some of the courses in our minor in African Studies and he frequently brings up MDGs and HDI in classes as appropriate but engaging students in lively discussions. We expect he will introduce the SDGs in some classes and may be induced to present to the campus community as well. Dr. Rhazaoui is editor and contributor to the UNPD publication “Africa and the Millennium Development Goals”, Economica, Paris -France 2005. Due to the well-established social internship of Al Akhawayn University and the Community Service office to oversee these operations, more of AUI’s partners and peers have expressed interest in their students having more exposure and engagement in local Moroccan communities. This we are able to do but there are limitations due to language. Pairing with Moroccan students in short term encounters is one means to deal with students who do not speak Arabic, French, or Berber. For the last two summers, we have been able to make six week full time placements for students of the NGO America’s Unofficial Ambassadors of Washington D.C. by providing training in basic Arabic and with supervision for clearly defined scope of work for each student has led to encounters of mutual benefit.

The next twenty years will see greater engagement at all levels with specific objectives to increase cooperation and collaboration with other Arab countries. In addition to this challenge, the Board of Trustees has directed that AUI become more engaged in Africa to not only parallel the increasing economic activity of Morocco in several countries but advancing human development, protecting the environment, and safeguarding the future of all Africans by recognizing that the success of the future graduates of AUI will require more experience through south-south cooperation at all levels.

Mzuzu University and the to the proposed sustainable development goals-
Current Status in achievement of MDGs

As is well known, many developing countries have not done too well on the Millennium Development Goals (MDGs) of September 2000. Malawi remains one of the poorest countries by any measure. Some would say it has regressed since Independence in 1964. As President Mutharika, State President of Malawi, headed off to the UN General Assembly on Monday the 21st of September 2015, he appealed, in a Press conference, for local and international help to feed some 2.8 million Malawians facing hunger and poverty due to floods and drought that hit the country in the last growing season. He indicated that Malawi will need over MK80 billion to feed its people!
As for universal primary education, it was reported this week in the Daily Times of 22 September 2015 by Steve Sharr, an education analyst, that: “Every year there is close to 900,000 pupils enrolling in Standard 1, by Standard 8, only 200,000 survive. Of these, 90,000 find space in secondary schools”. In health, there is a perennial shortage of drugs and trained medical staff and hospitals are ill equipped to address the health care needs of the population. Amid these shortages in the health care system, the Nation Newspaper of 22 September, 2015, reported that the Ministry of Health had just cancelled the deployment of newly qualified nurse midwives, nurse technicians and other health officers produced by the University of Malawi and Mzuzu University as well as those produced by the Christian Health Association of Malawi (CHAM) Institutions, due to funding constraints. In Malawi, the nurse to patient ratio is 1:3000 whereas the WHO recommendation is 1:1000. These examples and many others illustrate the fact that Malawi has had great difficulties in achieving the MDGs

**Looking forward to the SDGs**

The country is looking forward to doing better on the expanded Sustainable Development Goals (SDGs) to which Mzuzu University is poised to contribute. Below is a synopsis of how Mzuzu University (Mzuni) has contributed and is contributing to the SDGs in partnership with local and international partners:

**SDG 1: End poverty in all its forms**: Mzuni, with its development-oriented degrees, hopes to continue producing graduates who are employable and are ready to contribute to the economic development of the country as employees and as employers. Malawi will need to control its population growth if it is to have enough food to feed its population. Malawi recorded over 500,000 babies born in the first half of 2015. This growth rate will not be sustainable, given the food and other shortages and the slow economic growth rate.

**SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable Agriculture**: Given the effects of Climate change (floods and drought as well as man-made acts of deforestation and unsustainable use of natural resources, Malawi will continue to be challenged by hunger. Currently, close to 3 million people face starvation. Mzuni, through some its programmes, such as the Fisheries and Aqua-Culture department as well as the Forestry Department conduct relevant research in these areas and run programmes that will produce graduates who will work to mitigate these threats.

**SDG 3: Ensure healthy lives and promote well being for all at all ages**: Without the necessary economic growth needed to generate resources to equip health care delivery, Malawi will continue to face challenges. Mzuni is contributing to this goal by offering a Nursing and Midwifery degree as well as one in Biomedical Sciences. These programmes will produce personnel to meet the health care needs of the country.

**SDG 4: Ensure inclusive and equitable education and promote lifelong learning opportunities for all**: Malawi has been very progressive in administering an admissions policy for higher education institutions that promotes equitable access to higher education and targets a 40% enrolment for girls. As a public university, Mzuni adheres to this policy. Mzuni produces secondary school teachers and runs upgrading programmes for teachers and other professionals. Mzuni is also a dual-mode institution in its delivery of programmes, offering Open and Distance Learning (ODL) programmes as well as face-to-face ones. In this lies its uniqueness in that this increases access to higher education as well as promotes lifelong learning. In the next few years, Mzuni may have as many ODL students as face-to-face ones.

**SDG 5: Achieve gender equality and empower all women and girls.** Even with the establishment of a Ministry of Gender, Malawi still has a long way to go but is making strides. Among the public higher education institutions, Mzuni is the first to complete its UNDP-funded institutional gender policy which will be launched soon. This will usher in the strategic transformation of the gender profile of the institution.

**SDG 6: Ensure availability and sustainable management of water and sanitation for all**: This is a big challenge, with many of the big cities experiencing water shortages and many rural communities drinking un-purified water, where this is available. Mzuzu University has a department of Water Resources Management and Development through which efforts are being made to contribute to this SDG through graduate output and research. Mzuni also has a Centre of Excellence in Water and Sanitation (WATSAN) which conducts research and outreach programmes in water and sanitation. It benefits from funding from different sources, e.g. UNICEF.

**SDG 7: Ensure access to affordable, reliable, sustainable and modern energy for all**: Malawi, like many other developing countries is challenged in its ability to provide adequate energy for its people and for economic activity to thrive. The Electricity Supply Commission of Malawi (ESCOM), is constantly under attack from the public for the numerous “blackouts” as the utility company grapples to meet the demand for energy. Mzuni has an Energy Studies Department where graduates are being trained to focus on exploring other renewable sources of energy (e.g. solar, wind, biogas, geothermal). The Department is also a national centre for the testing of technologies developed in the renewable energy industry.

**SDG 8: Promote sustained, inclusive and sustainable economic...**
growth, full and productive employment and decent work for all: Malawi is one of the countries with a high rate of unemployment. While Universities and other training colleges are producing skilled people, the economy is not able to absorb these quickly enough as not enough jobs are being created.

SDG9: Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation: Anyone who lives in or visits Malawi will notice that most of its infrastructure (roads, bridges, buildings, etc) is very old. As a publicly-funded institution, Mzuni, which began its life as a Teacher Training College, is still occupying TTC buildings in desperate need of rehabilitation. Very few new buildings have been added to the original plant. With the growth in the number of students and programmes, the current infrastructure is under great strain and limits Mzuni’s ability to enrol more students. The situation is unlikely to change unless Mzuni finds alternative sources of funding to build new infrastructure to do justice to its degree programmes. Recently, the African Development Bank and the World Bank approved funding that will see Mzuni build a purpose-built Centre for Open and Distance Learning as well as four satellite Centres across the country. The World Bank will also fund a Skills Development facility for the Tourism and hospitality faculty. There is a possibility of building a Library extension, an ICT Centre and a Business Centre. This infrastructure would significantly boost Mzuni’s ability to deliver quality education and expand its access goal.

SDG 10: Reduce inequality within and among countries: There is a lot of work to be done to bridge the inequality gaps within and among countries in Southern Africa where Malawi is situated. It will take political will, resources and capacity to achieve this. Inequality breeds discontent and strife and hampers development.

SDG 11: Make cities and human settlements inclusive, safe, resilient and sustainable: With all the lessons it should have learnt from neighbouring countries, Malawi’s cities are crowded and are experiencing huge urban migration. This is leading to sprawling and unplanned substandard township accommodation for the urban poor. Mzuni has a Land Management department within the faculty of Environmental Sciences which has sections dealing with Physical Planning, Surveying and Estate Management. It is hoped that the graduates it produces will make a difference in urban as well as rural planning so as to have controlled growth and planned cities.

SDG 12: Sustainable consumption and production patterns: Malawi is an Agricultural economy but it is still struggling to feed its people. There is a need to re-strategise to produce more food with enough left over for export.

SDG 13: Take urgent action to combat climate change and its impacts: Evidence of the climate change and its impacts is clear even to non-scientists. Combating climate change goes beyond getting prepared to mitigate natural disasters, many of which are exacerbated by degradation of our natural environment and resources such as forests. Mzuni’s faculty of Environmental Sciences is actively conducting research in this field (e.g. Forestry and Land Management Departments).

SDG 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development: Malawi is blessed with one of the biggest fresh water lakes that has one the highest and diverse fish species. Mzuni’s Fisheries Department conducts a lot of research related to food security using our natural resources of water (e.g. aquaculture, fish farming and preservation). The Department is also involved in outreach programmes with lakeshore communities as well as upland ones.

SDG 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss: Mzuni’s faculty of Environmental Sciences focuses on research into these areas of conservation and protection of ecosystems and biodiversity.

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels: While Malawi is known to be a peaceful country, poverty and a lack of development, force people into crime while others become disgruntled. This leads to societal destabilisation and threatens peace. Governments will need to work hard to maintain the peace by providing resources, employment and development.

SDG 17: Strengthen the means of implementation and revitalise the global partnership for sustainable development: Both the government and public higher education institutions are making efforts to implement policies, many of which are deemed to be good but the implementation is poor.
The University of Zambia (UNZA) was established in 1965 as a cornerstone of the new Zambian nation's economic and social development. It is currently the leading provider of quality tertiary education in the country, with over 10,000 students of whom about 10% are enrolled in over 50 different graduate programmes, and is the only Higher Education Institution to show a substantial output of rigorous research. From the outset UNZA adopted a motto of “service and excellence”, and proclaimed a threefold mission: preparation of the next generation of citizens for responsible, productive participation in society through teaching; generation of new knowledge through research; and public service by providing technical support for the planning, implementation and evaluation of programs of progressive social change. A vigorous programme of staff development in the 1970s and 1980s selected outstanding UNZA graduates and sponsored their post-graduate studies abroad, transforming the university from heavy dependence on expatriate academic staff to a predominantly indigenous faculty, many of whom earned their higher degrees at universities abroad.

A deep national economic recession in the 1990s saw the university crippled by chronic under-funding, giving rise to intense industrial unrest and a massive exodus of academic staff in search of better conditions of service abroad, predominantly in the more affluent societies of the SADC sub region, but also in various highly industrialised Anglophone countries outside Africa. As core funding of the university by the national government declined, the staff development programme was maintained in attenuated form with international funding from a number of international and bilateral cooperation agreements. Research output at UNZA declined dramatically during that period, and was largely replaced by short-term consultancy projects supported by international funding. As the Zambian economy began to recover, the university adopted a new Strategic Plan (2008-2012) under the motto of “Restoring Excellence in Teaching, Research and Public Service”. Regarding research, the first key strategic objective of the plan was that “the University will have strengthened its human and financial capacity to undertake quality research.” One of the strategies highlighted for attaining that objective was to “promote collaborative research with other institutions within and outside the region.” In its current Strategic Plan (2013-2017) UNZA’s vision is to be a ‘Provider of World Class Services in Higher Education and Knowledge Generation’, while the Mission is “To Provide Relevant Higher Education, Through Teaching, Research and Community Service”.

UNZA includes nine Schools and within them about 50 Departments, with a complement of over 600 academic staff, one third of whom have a doctoral degree, while the rest hold Masters level degrees. The Institute for Economic and Social Research (INESOR) is dedicated to research by full-time fellows, the Directorate of Research and Graduate Studies (DRGS) oversees the regulation of graduate study programmes, and the Institute of Distance Education manages the university’s distance education programmes. International cooperation between UNZA and other universities has generally been overseen by the Vice-Chancellor and Deputy VC, with much of the technical work being undertaken within specific Schools, Institutes and Directorates. In 2014, the university established an International Link Office to facilitate internationally related initiatives and activities, and to develop a coherent strategy to promote UNZA’s international relations, global profile and international competitiveness. The Office currently lists 50 international partner organizations on the UNZA website: www.unza.zm.

Over the fifty years of its operation, UNZA has contributed, especially through research and publication, to all eight of the MDGs adopted by the United Nations. To date, the University of Zambia has contributed to the attainment of international MDGs & SDGs.
Nations for the period 2000-2015, and in some cases has anticipated the new focus of the 16 SDGs adopted for the ensuing period. UNZA has actively engaged with many of the United Nations specialized agencies, and other international agencies dedicated to the development of a global partnership for development (MDG 8).

The Economics Department has made leading contributions to the formulation of the Zambian government and civil society’s Poverty Reduction Strategy, dedicated to eradicate extreme poverty and hunger (MDG 1) and to monitoring its implementation. Moreover, the Schools of Agriculture and Veterinary Science have conducted extensive, applied research and development in the crop and soil sciences, food technology, and control of zoonotic diseases, with direct relevance to SDG 2 (end hunger, achieve food security and improved nutrition, and promote sustainable agriculture). And the School of Mines has spearheaded multidisciplinary, applied research on the mineral extraction, industrial processing and agricultural validation of local phosphate fertilizers, contributing to SDG 9 (build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation).

The School of Medicine’s Department of Pediatrics and Child Health and Department of Community Medicine have conducted applied research on causal factors influencing child mortality and practical interventions to reduce it (MDG 4). Complementary, multidisciplinary research and development projects have been initiated by the Schools of Engineering and Mines directed at SDG 6 (ensure availability and sustainable management of water and sanitation for all). The closely related MDG 5 (improve maternal health) has been addressed by multiple organizations in Zambia, including UNZA’s Department of Obstetrics and Gynaecology.

A major focus of research at UNZA in the past two decades, across multiple disciplines, has been addressed to MDG 4 (combat HIV/AIDS, malaria and other diseases). In 2004, the University established a center to ensure the sharing of research findings on this topic across departments and projects, to attract funding and to monitor and publicize the institution’s response to the HIV and AIDS pandemic, including development of policy and practices to mitigate its impact on students and staff.

Combating the AIDS pandemic is one of many developmental programmes in which the significance of gender has received widespread international recognition in recent decades. UNZA has committed itself to MDG3 (promote gender equality and empower women) in exercising an affirmative action admissions policy in favour of women, in articulating an institutional policy against sexual harassment, and in according priority to research and training projects that address the goal.

MDG 2 (achieve universal primary education) has been addressed over the years by multiple projects based in the School of Humanities and Social Sciences and the School of Education, with particular attention to SDG 4 (ensure inclusive and equitable quality education and promote life-long learning opportunities for all). Recognizing the strategic importance of universalizing literacy for both poverty reduction and democratization, two key dimensions of progressive social change in Africa, UNZA established a centre for promotion of literacy in sub-Saharan Africa (CAPOLSA), with international funding and links to several other SADCC countries. The Centre has focused its efforts on enhancing the quality of initial literacy instruction in government schools through integrated application of insights from scientific research at the interface among cognitive science, modern ICT, linguistics, cultural developmental psychology, and educational theory.

MDG 7 (Ensure environmental sustainability) has acquired even greater international salience in SDG 7 (ensure access to affordable, reliable, sustainable, and modern energy for all). An early contribution by UNZA research on development of biofuels as a renewable source of energy received international recognition within the framework of the Nobel Peace Prize award to the Inter-Governmental Panel on Climate Change (IPCC) in 2007.

Many of the research initiatives summarized in this brief account are documented in peer-reviewed, technical publications freely accessible from internet databases such as researchgate and academia.edu. Growing numbers of UNZA faculty and graduate students access those reports, as well as depositing dissertations and theses in the university’s open access institutional repository at http://dspace.unza.zm:8080/xmlui/.

Practical realization of the implications of such research conducted by Africans within the continent remains a challenge, both for the design of evidence-based policies and professional practices and for the growth of a knowledge society for amelioration of the human condition.

Academics must have key role in internationalization

They reflect growing interest in ensuring that the majority of students and staff are engaged in and changed by the internationalization agenda and are consistent with using internationalization as a driver of quality and innovation. Nevertheless, they possess the potential to ensure approaches development so as to address the existing inequalities in educational opportunity and outcomes in the current world. Three books address the issue from different perspective but with a similar complement.

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Dr. Peter Isaboke Omboto

Irene is currently an Assistant Lecturer in Mbarara University of Science and Technology with the Computer Engineering Department. She is finalizing her Masters Degree in Technology Innovation and Industrial Development from Makerere University and holds a Bachelor of Engineering in Telecommunications Engineering from Kyambogo University. She is very passionate about contributing to change and advancement in higher education from a theoretical to a practical point of view. It is vital that innovative ways are used right from methods of teaching, curriculum development, policy making and much more to ensure an innovative product of students who will identify and provide practical and feasible solutions to the different challenges in society.

Mrs. Irene Magara

Mr. Beru is currently pursuing a Doctor of Philosophy Degree in Applied Environmental Social Sciences at the University of Eldoret, Kenya. He holds a Master’s Degree in Developmental Studies and a Bachelor of Education (Arts) Degree from Moi University. Mr. Beru has taught in high school for 14 years and at the University for six years.

Mr. Moses Kimnyango Beru

Ms. Linnah Koyiano Resuka
Ms. Linnah works as a Graduate Assistant at Moi University (School of Human Resource Development, Department of Developmental Studies). She is pursuing a Master of Science (Human Resource Development). She holds a Bachelor of Science in Human Resource (First Class Honours).

Ms Linnah Koyiano Resuka
SCHOLARSHIP PROGRAMMES

1. Norwegian Centre for International Cooperation in Education
   http://siu.no/eng/Grants-and-funding-for-students/Quota-Scheme/Application

2. Czech Government Bachelor, Master & Doctoral Scholarships for Developing Countries 2016-2017

3. IWC Master’s Scholarships in Australia for International Students 2016

4. Masters Fellowships in Public Health and Tropical Medicine for Low and Middle Income Countries UK 2015

5. Full Beit Trust Masters and PhD Scholarship for Students from Malawi, Zambia or Zimbabwe 2015
   http://www.afterschoolafrica.com/563/beit-scholarship-trust-for-malawi/

6. Leiden University Excellence Scholarship programme 2016 (LExS) Netherland
   http://www.afterschoolafrica.com/498/leiden-university-excellence/

7. The African Leaders of Tomorrow (ALT) full Scholarship Program
   www.cbie-cbei.ca/alt or alt@cbie.ca

“Trends in Climate Change, Sustainability and Green Economy

The Open University of Tanzania (OUT): Twenty Three Years of Contributing to Higher Education and Training in Tanzania and Beyond

Established in 1992, the Open University of Tanzania (OUT) celebrates its 23rd year as the only public University in Tanzania that offers its programmes through the open and distance learning (ODL) system. OUT is a fully fledged and accredited public institution of higher learning mandated to conduct academic programmes leading to certificates, diplomas, undergraduate and postgraduate qualifications. Currently, OUT operates through a network of 29 Regional and Coordination Centres spread throughout the United Republic of Tanzania (URT). Furthermore, OUT has Coordination Centres in Kenya, Namibia, Malawi and Rwanda. 

OUT is committed to provide affordable quality open and distance learning, research and public service for sustainable and equitable social economic development of Tanzania in particular and the rest of Africa. With regard to its objectives, OUT was established to provide higher learning opportunities for those who are in need of methods of learning not limited in terms of time, space, location or mode of instruction; including the marginalized. Demands for higher education in Tanzania have continued to grow, requiring increased investment in terms of finances, human resources.
and infrastructure. It is clear that there is a growing number of citizens in need of education and training at various levels, while conventional establishments are not sufficient to cater for the need. With its flexibility in ODL which is rapidly growing as a means of education that free learners from the constraints of time and space, OUT has been able to cater for the public demand for higher education effectively.

Since its establishment, OUT’s focus has been to provide equal opportunities for education to all. Over the years, OUT has made significant contribution to education and training in the country by offering cost effective alternative route to learning opportunities at all levels of higher education, enabling more people to engage in life-long learning. Similarly, OUT has managed to reach all categories of people in the society, from the adult population, who in most cases enjoy the benefit of studying while continuing with their social responsibilities, as well as young people who come fresh from school.

The 74 year old Lazaro Ole-Kipeyan (above), graduated with LLB from OUT, on 20th January 2015.

With the growing use of ICTs in teaching and learning, OUT has managed to include e-learning in its delivery system, thus increasing communication between learners and instructors and among learners themselves. This has reduced the gap between the number of people who are in need of higher education to those who were getting places in public and private institutions of higher learning.
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A Newsletter of the African Network for Internationalization of Education (ANIE)
2015
ISSUE No. 7
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