

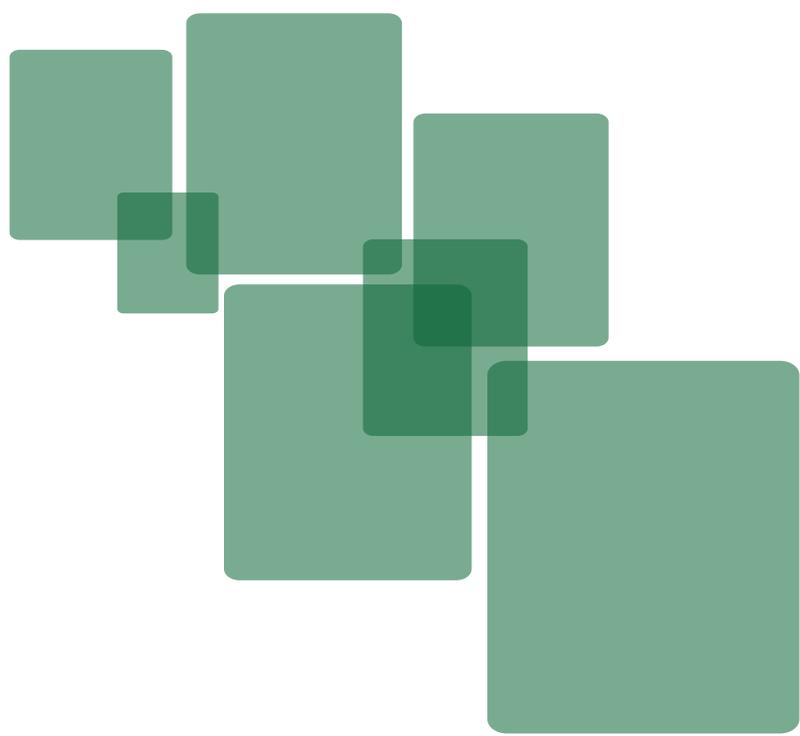
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TH ANIE ANNUAL CONFERENCE

7 - 9 OCTOBER 2015 DAR ES SALAAM, TANZANIA



FROM THE MDGs TO SDGs:
THE CONTRIBUTION OF INTERNATIONAL HIGHER EDUCATION



CONTENTS

ABOUT ANIE AND THE 6TH ANIE ANNUAL CONFERENCE	PAGE 1
ABOUT THE CO-ORGANISERS	PAGE 2
WELCOME REMARKS	PAGE 3
CONFERENCE PROGRAMME	PAGE 4
SYNOPSIS: PRE-CONFERENCE WORKSHOPS	PAGE 6
SYNOPSIS: PARALLEL SESSIONS	PAGE 8
SPEAKER BIOGRAPHIES	PAGE 16
PAPER ABSTRACTS	
KEYNOTE PRESENTATIONS	PAGE 25
PARALLEL SESSIONS	PAGE 26
LIST OF PARTICIPANTS	PAGE 52

ABOUT THE 6TH ANIE ANNUAL CONFERENCE

On 25 September 2015, world leaders reached agreement on a unifying framework to guide global development into the future. This transformative blueprint, known as the 2030 Agenda for Sustainable Development, seeks to build on the progress achieved during the implementation of the Millennium Development Goals (MDGs) from 2000-2015.

This recent transition from the Millennium Development Goals to the more encompassing remit of Agenda 2030 affords an opportunity to reflect on higher education's role in advancing sustainable development. It allows us to take stock of the contribution made by international higher education to the achievement of the Millennium Development Goals from 2000-2015. It also provides scope to critically consider the 2030 Agenda for Sustainable Development, with its transformative vision and 17 sustainable development goals. The pathway to Agenda 2030 underlined a concerted commitment to inclusive consultation across diverse stake-holder groups world-wide. Its very process foregrounded the importance of global consultation and engagement. In the context of African higher education, this is significant.

What are the implications of Agenda 2030 for higher education in Africa - especially higher education's international dimension? What are the resourcing implications to enable African HEIs to fully embrace and advance Agenda 2030? Such issues were anticipated and discussed at the recent Africa Higher Education Summit, as crucial concerns for the future of higher education in Africa. The international dimension of higher education, especially research partnerships and mobility was specifically underlined.

The 6th ANIE Annual Conference explores these issues, with an additional focus on disaster risk reduction as a crucial, cross-cutting issue, both for Africa's higher education enterprise and its development agenda. This year's conference brings together higher education leaders, opinion shapers, researchers and practitioners to debate these salient and timely topics. It will discuss the impacts of partnerships on research and innovation, mobility, access, management and governance practices, capacity building and knowledge sharing and their relationship to the MDGs. It will also probe their role in the debates and formulations embraced in Transforming Our World: the 2030 Agenda for Sustainable Development as well as the Sendai Framework on Disaster Risk Reduction. ANIE will host the conference in collaboration with the Open University of Tanzania (OUT) and the Periperi U Consortium (Partners enhancing resilience for people exposed to risks).

ABOUT THE ORGANISERS

AFRICAN NETWORK FOR INTERNATIONALIZATION OF EDUCATION (ANIE)

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. ANIE has developed three strong Special Interest Groups, namely (i) Network of Emerging Scholars on Internationalization (ii) Professional Group on Internationalization at Home, and (iii) Professional Group on Management of International Offices. Further detailed information about ANIE can be found on our website (www.anienetwork.org).

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ABOUT THE CO-ORGANISERS

OPEN UNIVERSITY OF TANZANIA

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. 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. When it started delivering higher education through ODL in 1994, OUT registered its first cohort of 766 students. Since then, the number of students enrolling and graduating from OUT has kept on rising over the years. Currently, OUT has over 50,000 students scattered all over Tanzania as well as the neighbouring countries of Kenya, Rwanda and Namibia. It has, therefore, the highest student enrolment in the country. By increasing enrolment number and its outreach to remote areas, OUT contributes in increasing the numeracy and literacy levels, access to pre-service and in-service training as well as skills development; and, therefore, contributing directly to eradication of poverty.

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PARTNERS ENHANCING RESILIENCE FOR PEOPLE EXPOSED TO RISKS (PERIPERI U)

Periperi U is a collegial network of higher education institutions committed to advancing disaster risk scholarship. This consortium of 11 African higher education institutions has challenged previous stereotypes about African capacity building, by successfully generating accessible, sustainable, robust disaster risk academic programmes across the continent. Since 2005, Periperi U's achievements have been significant. From 2011 - 2015 alone, more than 1700 students have enrolled in disaster risk-related academic programmes. These courses are wide-ranging, including Agriculture, Engineering, Urban Planning, Economics, Environmental Science and Public Health. Over the same period, the partnership has also offered more than 50 disaster related short courses, reaching over 1500 professionals and practitioners in their local languages. These efforts have created a home-grown surge in skilled human capital. In 2014 Periperi U became an International Centre of Excellence for the Programme for Integrated Research on Disaster Risk (IRDR), the first Centre of Excellence with an explicit focus on Risk Education and Learning.

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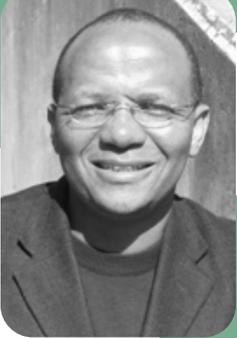
WELCOME REMARKS

FROM THE CHAIRMAN: ANIE

Since its establishment in 2008, the annual conference has become the hallmark of ANIEs yearly activities. On behalf of the ANIE Board and members, I welcome you all to 6th ANIE Conference.

Over the past seven years ANIE has remained dedicated to the goals for which it was established. One of these was to provide avenues for discussions and exchange of knowledge and experiences on internationalization of education in Africa. The annual ANIE conference has become very instrumental in this. We have also remained committed to the other activity areas of research, capacity building and information sharing on the international dimension of higher education in Africa. We are currently developing our strategic plan for the next five years which will further concretize the next steps towards these goals. In this endeavour, we will develop and create space for more involvement of the membership in the activities of the organization.

I thank the board, members and the secretariat for the achievements we have made so far in these core areas. The 6th ANIE conference in a timely way opens the debate on the 17 newly endorsed Sustainable Development Goals (SDGs) just a few days after their adoption. This is therefore an important event to discuss how higher education partnerships can help achieve these goals for a more prosperous, inclusive and better world. I hope that the outcomes of these debates will be useful in the implementation of the SDGs and also in shaping the partnership between universities to respond to global challenges. On behalf of the Board, I sincerely thank all the partners and participants who have joined us for the conference. I also look forward to meeting and discussing with the ANIE members during the AGM. Once again welcome and enjoy the wonderful city of Dar Es Salaam.



FROM EXECUTIVE DIRECTOR: ANIE

It is my delight to welcome you to the 6th ANIE Annual conference. ANIEs Annual conference is one of the key activities of the organization. It provides a forum for sharing experiences, expertise and knowledge on the international dimension of higher education with a particular focus on Africa. It also bring together members to deliberate on activities and the future of the organization.

You will recall that the 6th conference could have been held in Ghana last year but had to be cancelled due to the out break of Ebola in the western part of Africa. It therefore comes two years after our 5th conference held in Addis Ababa, Ethiopia in 2013. ANIE's 6th conference focuses on the role of the international dimension of higher education in the attainment of the MDGs and for the future of the SDGs. It could not have come at a better time as the SDGs have just been launched a few days ago in New York. Higher education will play quite a crucial role in the attainment of the new development goals. This conference brings together excellent keynote speakers to address this theme. There are also sessions ranging from partnerships, global responsibility, gender issues, curriculum, collaborative research, disaster, risk reduction and resilience. Discussions will be on how the international dimension of higher education can contribute to these different areas.

The conference brings together over 200 participants from over 30 countries. We thank all the participants and organizations represented at the conference for finding time to join us. Specifically, I would like to thank the Open University of Tanzania, Periperi U and Moi University, Kenya for the support they gave towards this conference. I also thank and welcome the ANIE members present, especially the new members. I hope that you will find the deliberations useful.



CONFERENCE PROGRAMME

DAY 1 | WEDNESDAY 7 OCTOBER 2015

08H00 - 16H00 ARRIVAL AND REGISTRATION

08H30 - 16H00 **WORKSHOP 1: INTERNATIONALIZATION OF THE CURRICULUM IN AFRICAN UNIVERSITIES**
(Venue: *Twiga Hall*)

Facilitators: Dr Loveness KAUNDA | Deputy Vice Chancellor: Mzuzu University, Malawi
Dr Jackline NYERERE | Department of Educational Management, Policy and Curriculum Studies, Kenyatta University, Kenya

WORKSHOP 2: PROFESSIONALIZATION OF INTERNATIONAL OFFICES IN AFRICAN UNIVERSITIES
(Venue: *Kifaru Hall*)

Facilitators: Ms Amy FISHBURN | Director, Office of International Programmes, Al Akhawayn University in Ifrane (AUI), Morocco
Prof. Elizabeth ABENGA | Director, Directorate of International Relations and Academic Linkages: Masinde Muliro University of Science and Technology (MMUST), Kenya

15h00 - 18h00 **ANIE BOARD MEETING** (Venue: *Nyumbu Hall*)

19h00 - 20h00 **WELCOME COCKTAIL** (Venue: *New Jetty 2*)

DAY 2 | THURSDAY 8 OCTOBER 2015

08H00 - 16H00 REGISTRATION

08H30 - 09H00 **WELCOMING SESSION** (Venue: *Twiga Conference Hall*)

- Welcome Remarks: Prof. Chika SEHOOLE | Chairman: ANIE
- Welcome Remarks: Prof. Elifas BISANDA | Vice Chancellor: Open University of Tanzania
- Opening Remarks: Prof. Sifuni MCHOME | Permanent Secretary, Ministry of Education and Vocational Training, Tanzania

SESSION CHAIR: Mr James Otieno JOWI | Executive Director: ANIE

09H00 - 10H00 **KEYNOTE 1: HIGHER EDUCATION IN AFRICA: FROM THE MDGs TO THE SDGs**
(Venue: *Twiga Conference Hall*)

Prof. Tolly MBWETTE | President: Pan African University Council; Former Vice-Chancellor, Open University of Tanzania

KEYNOTE 2: HIGHER EDUCATION AND NATION BUILDING (Venue: *Twiga Conference Hall*)

Prof. Jo BEALL | Director: Education and Society, British Council

SESSION CHAIRS: Prof. Chacha Nyaigotti CHACHA | USIU, Kenya ; Mr Tony REILLY | British Council

10H00 - 10H30 **PANEL DISCUSSION: WHAT DID AFRICAN UNIVERSITIES CONTRIBUTE TO THE MDGs? HOW CAN THEY BEST CONTRIBUTE TO THE SDGs?** (Venue: *Twiga Conference Hall*)

- Dr Ailsa HOLLOWAY | Director: Research Alliance for Disaster and Risk Reduction (RADAR)
- Prof. Olufemi BAMIIRO | Former Vice Chancellor: University of Ibadan and ANIE Board Member
- Dr Omano EDIGHEJI | Director: African Higher Education, Trust Africa
- Dr Loveness KAUNDA | Deputy Vice Chancellor: Mzuzu University, Malawi

SESSION MODERATOR: Prof. Gerald OUMA | Director of Planning: University of Pretoria and ANIE Board Member

10H30 - 10H50 **TEA / COFFEE BREAK**

10H50 - 11H50 **PARALLEL SESSIONS: TRACKS 1 - 4**

12H00 - 13H00 **PARALLEL SESSIONS: TRACKS 1 - 4**

13H00 - 14H00 **LUNCH / HEALTH BREAK** (Venue: *Jetty 1*)

DAY 2 | THURSDAY 8 OCTOBER 2015 (continued)

14H00 -15H00	PARALLEL SESSIONS: TRACKS 1 - 4
15H10 -16H10	PARALLEL SESSIONS: TRACKS 1 - 4
15H10 -18H00	ANIE ANNUAL GENERAL MEETING (ANIE MEMBERS ONLY)
16H10 -16H30	TEA / COFFEE BREAK
16H30 -17H30	PARALLEL SESSIONS: TRACKS 1 - 4
	FREE EVENING

DAY 3 | FRIDAY 9 OCTOBER 2015

08H30 - 09H30	KEYNOTE 3: CHALLENGES AND OPPORTUNITIES OF HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT IN AFRICA (Venue: Twiga Conference Hall) Dr Juma SHABANI Global University Network for Innovation (GUNI) Africa and Formerly UNESCO: Paris
	KEYNOTE 4: HIGHER EDUCATION PARTNERSHIPS FOR THE SDGs: PROSPECTS BEYOND THE MDGs (Venue: Twiga Conference Hall) Ms Marit ENGER Board Member: European Association for International Education (EAIE)
	SESSION CHAIR: Prof. Mohsen Said ELMADY Cairo University and ANIE Board Member
09H40 - 10H40	PARALLEL SESSIONS : TRACKS 1 - 4
10H40 - 11H00	TEA/COFFEE BREAK
11H00 - 12H00	PARALLEL SESSIONS : TRACKS 1 - 4
12H10 - 13H10	PARALLEL SESSIONS : TRACKS 1 - 4
13H10 - 14H10	LUNCH BREAK (Venue: Twiga Conference Hall)
14H20 - 15H20	PARALLEL SESSIONS : TRACKS 1 - 4
15H30 - 16H30	PANEL DISCUSSION – SECURING THE SDGs THROUGH PARTNERSHIPS (Venue: Twiga Conference Hall) <ul style="list-style-type: none">• Dr Mtinkheni GONDWE Senior Policy Officer, EP-NUFFIC, Netherlands• Mr Tony REILLY Country Director: British Council, Kenya• Prof. Jibrila Dahiru AMIN Vice Chancellor, Federal University, Dutse, Nigeria• Prof. Chacha NYAIGOTTI USIU, Kenya
	SESSION CHAIR: Dr Johnson ISHENGOMA Faculty of Education, University of Dar es Salaam
16H30 - 16H50	TEA/COFFEE BREAK
16H50 - 17H20	CLOSING KEYNOTE: RECONSTRUCTING AFRICA’S FUTURE: HIGHER EDUCATION BEYOND 2015 (Venue: Twiga Conference Hall) Dr Ebrima SALL Executive Secretary: CODESRIA
	SESSION CHAIR: Prof. Peter BARASA School of Education: Moi University
17H20 - 18H00	CLOSING SESSION (Venue: Twiga Conference Hall) <ul style="list-style-type: none">• Prof. BISANDA Vice Chancellor: Open University of Tanzania• Prof. Yunus MGAYA CEO Tanzania Commission of Universities• Prof. Chika SEHOOLE Chairman: ANIE• Mr James JOWI Executive Secretary: ANIE
	SESSION CHAIR: Prof. Hossea RWEGOSHORA Open University of Tanzania and Chairman of the Conference Organizing Committee
19H00 - 21H00	GALA DINNER- TBC

SYNOPSIS: PRE-CONFERENCE WORKSHOPS

WEDNESDAY 7 OCTOBER 2015

WORKSHOP 1: INTERNATIONALIZATION OF THE CURRICULUM IN AFRICAN UNIVERSITIES

VENUE: TWIGA HALL

Facilitators: Dr Loveness KAUNDA | Deputy Vice Chancellor: Mzuzu University, Malawi
Dr Jackline NYERERE | Department of Educational Management, Policy and Curriculum Studies

This workshop is premised on the fact that in today's world, internationalization of a university goes beyond the inter-institutional partnerships. It is a vital aspect of how we teach, learn and relate in a world characterized by global challenges and opportunities.

Internationalization of the curriculum and the learning experiences that come thereof, is an integral and important aspect of internationalization of a university. It is important in broadening the minds of students and preparing them as multicultural global citizens in an increasingly dynamic and interconnected world. Africa, it has been argued, could be having the most internationalized curriculum because of the colonial heritage, growing partnerships with universities in other parts of the world and the fact that most of the knowledge used in Africa is generated from other parts of the world.

Some of these have not been of much relevance to Africa. Is internationalization of the curriculum relevant to African Universities? What should be the priorities and how can they be actualized? How will this contribute to internationalization at home and its relevance in Africa Universities? To what end is this to African universities? These are some of the key aspects that will be addressed in the workshop.

09H00 - 10H30 **INTRODUCTIONS AND ICEBREAKER** | 45 minutes

HIGHLIGHT OF ANIE INTERNATIONALIZATION AT HOME (IaH) POSITION PAPER | 30 minutes
Dr Jackline NYERERE

INPUT FROM PARTICIPANTS | 15 minutes

10H30 - 11H00 **BREAK**

11H00 - 11H35 **THE CASE OF KENYATTA UNIVERSITY ON IaH** | 20 minutes
Dr Jackline NYERERE

Q & A | 15 minutes

11H35 - 12H30 **INTERNATIONALIZATION OF THE CURRICULUM** | 20 minutes
Dr Loveness KAUNDA

Q & A | 5 minutes

GROUP EXERCISE | 30 minutes

12H30 - 14H00 **LUNCH**

14H00 - 15H00 **PLENARY PRESENTATION BY GROUPS, FOLLOWED BY DISCUSSION** | 60 minutes

15H00 - 15H15 **WAY FORWARD AND WORKSHOP CLOSURE** | 15 minutes
Dr Loveness KAUNDA and Dr Jackline NYERERE

15H15 - 15H30 **BREAK**

WORKSHOP 2:**PROFESSIONALIZATION OF INTERNATIONAL OFFICES IN AFRICAN UNIVERSITIES****VENUE: KIFARU HALL**

Facilitators: Ms Amy FISHBURN | Director, Office of International Programmes, Al Akhaway University in Ifrane (AUI), Morocco
Prof. Elizabeth ABENGA | Director, Directorate of International Relations and Academic Linkages: Masinde Muliro University of Science and Technology (MMUST)

Internationalization is a growing phenomenon whose realities and impacts on higher education is an urgent priority. African universities have mainly responded to internationalization in an adhoc way. Part of this has been due to the fact that most African universities have not established international offices. Those who have done so, have not adequately prepared the staff in the international offices for the demands of internationalization. Globally institutions of higher education and the related ministries have increasingly recognized the need of internationalization of higher education. But there is no "one size fits all" formula for internationalization. What is important in other parts of the world may not be relevant to what needs to be done in Africa. Even within one country the conditions, requirements and the focus may differ from university to university. In many universities, the International Office (IO) is the face of any university that aspires to be internationally renowned in research and education and to take the advantages of internationalization. The success of any effort to establish and/or improve internationalization in the sphere of higher education depends, to a great extent, on the knowledge and skills of the personnel in charge of putting international academic programmes and projects into practice. A distinct policy of personnel development, i.e. the training of qualified staff, should therefore be an indispensable component of an internationalization process. As African higher education landscape is expanding, the establishment of international offices and its professional approach is very timely. The aim of this workshop will be to bring the international office leaders/practitioners in Africa together and also to share with them the good practices in managing international offices. This will be contextualized within the African higher education scene and experiences gained from other parts of the world.

09H00-10H00	INTRODUCTIONS
10H00-10H30	THE STRUCTURE AND ORGANIZATION OF THE INTERNATIONAL OFFICE PART 1 Ms Amy FISHBURN
10H30-11H00	BREAK
11H00-11H15	THE STRUCTURE AND ORGANIZATION OF THE INTERNATIONAL OFFICE PART 2 Ms Amy FISHBURN
11H15-11H30	Q&A; DISCUSSION
11H30-12H15	ROLES, RESPONSIBILITIES AND COMPETENCIES OF IO STAFF Prof. Elizabeth ABENGA
12H15-12H30	Q&A; DISCUSSION
12H30-14H00	LUNCH
14H00-14H45	STRATEGIC PLANNING FOR INTERNATIONALIZATION Ms Amy FISHBURN
14H45-15H00	Q&A; DISCUSSION
15H00-16H00	PROFESSIONAL ASSOCIATION FOR INTERNATIONALIZATION Prof. Elizabeth ABENGA

SYNOPSIS: PARALLEL SESSIONS

THURSDAY 8 OCTOBER 2015

**TRACK 1: EXTENDING CONNECTIONS: REINFORCING RESILIENCE
MOBILISING HIGHER EDUCATION IN AFRICA – A PARTNERSHIP FOR CHANGE
VENUE: IMPALA HALL**

10H50 - 11H55 **PROGRAMME OVERVIEW: MOBILISING HIGHER EDUCATION IN AFRICA - A PARTNERSHIP FOR CHANGE**
Mr Benedict MALELE | Ardhi University

OVERVIEW OF SENDAI FRAMEWORK AS IT APPLIES TO AFRICA AND ROLE OF AFRICAN HEIS
Mr Julius KABUBI | United Nations International Strategy for Disaster Risk Reduction (UNISDR)

THE AFRICAN DEVELOPMENT BANK ON CAPACITY BUILDING FOR RESILIENCE
Dr. Justus KABYEMERA | African Development Bank (AfDB)

12H00 - 13H00 **INSURING DISASTER RISKS IN TANZANIA: CHALLENGES AND OPPORTUNITIES**
Ms Tumaini YARUMBA | Moshi Co-Operative University (MOCU)

STRENGTHENING PARTNERSHIPS FOR LOCAL RISK REDUCTION
Dr Karna SORO | International Federation for the Red Cross and Red Crescent Societies (IFRC)

STRENGTHENING HUMANITARIAN LOGISTICS CAPABILITIES THROUGH HEIS
Dr Jennifer SCHWARZ | Kuehne Foundation

14H00 - 15H00 **ADVANCING AGRO-ECOLOGICAL RESILIENCE: PROSPECTS FOR HEI-NGO PARTNERSHIPS**
Mr Garikai MAGAYA | ActionAid International (AAI)

INNOVATIONS IN E-LEARNING FOR FOOD SECURITY
Prof. Benedita NHAMBIU | Universidade Técnica de Moçambique (UDM)

HIGHER EDUCATION AS CATALYST FOR AGRICULTURAL RISK MANAGEMENT
Mr Tarekegn AYALEW | Bahir Dar University (BDU)

15H40 - 16H40 **IDENTIFYING AND PROMOTING LOCAL RISK KNOWLEDGE AND CAPACITY TO BUILD COMMUNITY RESILIENCE**
Mr Charles MSANGI | Prime Minister's Office, Disaster Management Department

RAMANI HURIA – HARNESSING LOCAL KNOWLEDGE THROUGH PARTICIPATORY AND CITIZEN MAPPING
Mr Edward ANDERSON | World Bank, Dar es Salaam

PROFILE AND CHARACTERISTICS OF A HYDROMETEOROLOGICAL SHOCK RESILIENT COMMUNITY: CASE STUDY OF SOUTH-EASTERN MADAGASCAR
Prof Mahefasoa RANDRIANALJAONA | University of Antananarivo

REFORMING PUBLIC HEALTH CURRICULA TO BE "FIT FOR PURPOSE": OPPORTUNITIES AND CHALLENGES - THE CASE OF MAKERERE UNIVERSITY UGANDA
Prof Garimoi Chris ORACH | Makerere University

16H40 - 17H40 **OPTIMISING OPPORTUNITIES FOR INTERNATIONAL ENGAGEMENT WITH DISASTER RISK SCIENCE**
Associate Prof. Shuaib LWASA | Makerere University

ASSESSMENT OF SOCIAL VULNERABILITY AND ADAPTIVE CAPACITY TO FLOODS: THE CASE OF KILOSA, MOROGORO
Ms Nyambiri KIMACHA | Tanzania Red Cross Society

10H50 - 11H50

WOMEN'S ACCESS TO HIGHER EDUCATION: IMPACTS ON MDGS AND SUSTAINABILITY

Ms Christiana BADOO | UNICEF, Ghana and Ms Jennifer AMPONSAH | University of Ghana

DOES THE PROVISION OF HIGHER EDUCATION STUDENT LOANS IN TANZANIA ENHANCE WOMEN EMPOWERMENT AND GENDER EQUALITY?

Ms Veronica ROBERTS | Higher Education Students Loans Board: Tanzania.

THE RIGHTS OF THE GIRL CHILD, CULTURE, THE EXTENDED FAMILY VIS-À-VIS WOMEN'S EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES IN ZIMBABWE

Dr Moffat TARUSIKIRWA | Department of Teacher Development: Zimbabwe Open University

SESSION CHAIR: Mwalugelo LUSEKELO | Open University of Tanzania

12H00 - 13H00

GENDER MAINSTREAMING IN AFRICAN UNIVERSITIES AND SUSTAINABLE DEVELOPMENT GOALS; REFLECTIONS ON DEVELOPMENTS IN KENYA

Dr Pamela OCHIENG | Educational Management and Policy Studies: Mount Kenya University, Nakuru campus.

A GENDER ANALYSIS OF HIGHER EDUCATION AT THE UNIVERSITY OF JOS AND THE MDGS GOALS IN NIGERIA

Ms Kachollom BEST | Department of Sociology & Office of Research and Development: University of Jos, Nigeria.

LIBERATIVE ROLE OF EDUCATION IN TRANSFORMING SOCIETY

Prof. John CHANG'ACH, Mr John BOIT, Mr Andrew KANDIE | Moi University, Kenya

SESSION CHAIR: Salum MOHAME | Open University of Tanzania

14H00 - 15H00

DISCRIMINATION AGAINST WOMEN: A CLOG IN THE REALIZATION OF MDG 3 AND DEVELOPMENT IN NIGERIA

Dominic AZUH | Department of Economics and Development Studies: Covenant University, Nigeria.

PROSPECTS AND CHALLENGES IN THE MAINSTREAMING OF GENDER ISSUES AT THE OPEN UNIVERSITY OF TANZANIA

Sydney MKUCHU & Josephine YAMBI | Open University of Tanzania

BUSINESS INNOVATORS FOR EMPLOYMENT CREATION: THE ROLE OF GENDER IN THE PERFORMANCE OF SMALL AND MEDIUM ENTERPRISES IN KILIBWONI DIVISION, NANDI CENTRAL DISTRICT, KENYA

Mr John BOIT and Pius CHERUIYOT | Moi University, Kenya

SESSION CHAIR: Emmanuel KIGADYE | Open University of Tanzania

15H20 - 16H20

LANGUAGE AS A TOOL FOR PROMOTING GENDER EQUALITY: MOVING FROM THE MDGS TO THE SDGS IN THE NIGERIAN CONTEXT

Doherty Gbenga AGUNLOYE | Department of English, College Of Education (FCT): Abuja Nigeria.

THE CONTRIBUTION OF AFRICAN UNIVERSITIES IN GENDER EQUALITY AND WOMEN EMPOWERMENT: THE CASE OF THE OPEN UNIVERSITY OF TANZANIA

Dr Emmanuel Patroba MHACHE and Dr John MSINDAI | Department of Geography: The Open University of Tanzania,

SESSION CHAIR: Beth Mwai KIRIGO, Moi University

16H30 - 17H30

WOMEN AND ENTREPRENEURSHIP IN NIGERIA: PROSPECTS FOR THE SDGS

Ogunayo Paul SALAU | Nigeria.

THE ROLE OF HIGHER EDUCATION IN POLICY TRANSFORMATION IN THE POST-2015 DEVELOPMENT AGENDA: OPPORTUNITIES AND CHALLENGES IN A CHANGING WORLD

Jepkemboi CHOGE | School of Education, Maasai Mara University.

GENDER EQUALITY AND WOMEN EMPOWERMENT IN AFRICAN UNIVERSITIES: SETTING GROUNDS FOR THE SDGS

Hamida MSOFE | Institute of Tax Administration: Tanzania

SESSION CHAIR: Mr Andrew KANDIE | Moi University, Kenya

- 10H50 - 11H50** **THE LEGACY OF TANZANIAN AND SCANDINAVIAN RESEARCH PARTNERSHIPS IN POPULAR EDUCATION: CHALLENGES AND PROSPECTS**
Dr Elinami Veraeli SWAI | Faculty of Education: Open University of Tanzania.
- GRASSROOTS TEACHER TRAINING: SUSTAINING THE GAINS OF THE MDGS**
Mwanakombo MOHAMED | Moi University Coast Campus.
- BEYOND ENROLLMENT AND RETENTION, ARE THE CHILDREN LEARNING? ASSESSING THE HUMAN RESOURCE EFFECTIVENESS IN ACHIEVING MDG 2. THE CASE OF UNIVERSAL PRIMARY EDUCATION IN UGANDA.**
Monicah Rullonga KANYESIGYE | Uganda Management Institute
- SESSION CHAIR: Zainab RUHWANYA | Open University of Tanzania
- 12H00 - 13H00** **ASSESSING POTENTIALS OF EDUCATION FOR SUSTAINABLE DEVELOPMENT IN TANZANIA: A CASE OF OPEN UNIVERSITY OF TANZANIA**
By Mr. Godefroid MUDAHERANWA | Institute of Continuing Education: The Open University of Tanzania.
- UNIVERSITIES MEETING THE LOCAL NEEDS**
Sakari KAINULAINEN | Senior Specialist, Riikka HÄLIKÄ | Head of International Affairs, Riikka Halonen International Affairs Specialist, Kyösti VOIMA | Senior Lecturer International Affairs: Diaconia University of Applied Sciences, Finland
- GLOBAL PARTNERSHIPS IN HIGHER EDUCATION AND ITS IMPLICATION ON UNIVERSITIES IN DEVELOPING COUNTRIES**
Prof. Orpha ONGITI | Department of Education: Africa Nazarene University
- SESSION CHAIR: Dr Philip AYO O | Inter University Council for East Africa
- 14H00 - 15H00** **THE ROLE OF ONLINE HIGHER EDUCATION IN NIGERIA: IMPACTS ON MDGS AND PROSPECTS FOR SDGS**
Samuel FABOYEDE | Covenant University, Nigeria, Obiamaka NWOBUI | Adekemi Faboyede, Crawford University, Nigeria, Adebola AKANDE | Department of Business Admin: Intercontinental University, Porto Novo, Republic of Benin
- UNIVERSITIES AND COMMUNITY BUSINESSES INITIATIVES FOR SUSTAINABILITY: "BODA BODA" OPERATIONS IN BOMET COUNTY, KENYA**
Mr Kosgei KIPCHUMBA | School of Education, Moi University, Kenya.
- SESSION CHAIR: Veronica NYAHENDE | Higher Education Students Loans Board, Tanzania
- 15H20 - 16H20** **SUSTAINING THE MDGS BEYOND 2015: THE CONTRIBUTION OF UNIVERSITIES IN ATTENUATING POVERTY, HUNGER AND DISEASE IN AFRICA**
David IMHONOPI | Department of Sociology, College of Development Studies: Covenant University, Canaanland, and Ota, Nigeria.
- THE ROLE OF INTERNATIONALIZATION IN UNIVERSITIES IN COMMUNITY DEVELOPMENT: BALANCING BETWEEN GLOBAL AND LOCAL NEEDS**
Simon Peter NGALOMBA | School of Education: University of Dar es Salaam, Tanzania, Shirley Ehru ONYEOGUZORO | Faculty of Education, University of Lagos, Nigeria.
- UNIVERSITIES AND COMMUNITY DEVELOPMENT: PROSPECTS FOR SUSTAINABILITY**
Dr. Felicita W. NJUGUNA | Kenyatta University
- SESSION CHAIR: Hamida Msofe, ITA, Tanzania
- 16H30 - 17H30** **FOSTERING GLOBAL PARTNERSHIP FOR POST MILLENNIUM DEVELOPMENT GOALS FOR PEOPLE WITH DISABILITIES**
Kafayat Olawumi SANNI, Rhoda Olayemi FASOLA | Federal College of Education (Special) Oyo: Nigeria
- CHILDREN'S HOLISTIC LEARNING IN VIOLENT CONFLICTS PRONE REGIONS OF NORTH RIFT, KENYA: CHALLENGES AND POSSIBILITIES, TOWARDS POST 2015 ACCESS TO EDUCATION**
Betty TONU | Moi University, Kenya.
- SESSION CHAIR: Dr. Elinami SWAI | Open University of Tanzania

- 10H50 - 11H50** **RETRAINING NEEDS OF TECHNICAL TEACHERS IN COMPUTER TECHNOLOGY FOR INSTRUCTION IN GOMBE STATE TOWARD THE MDGS FOR INTERNATIONAL EFFECTIVENESS**
Prof. APAGU | Modibbo Adama University of Technology, Nigeria and Umar ABDULLAHI | School of Education, Federal College of Education (Technical) Gombe Nigeria
- INTERROGATING THE ROLE OF HIGHER EDUCATION INSTITUTIONS IN FOSTERING CURRICULUM INNOVATION IN THE ATTAINMENT OF MILLENNIUM DEVELOPMENT GOALS**
Prof. Peter BARASA and Dr Carolyne OMULANDO | Moi University
- SESSION CHAIR: Prof. Hossea RWEGOSHORA | Open University of Tanzania
- 12H00 - 13H00** **ENTREPRENEURSHIP CURRICULUM AND INNOVATION PEDAGOGY: STRATEGIES FOR ACHIEVING MILLENNIUM DEVELOPMENT GOALS (MDGS) IN NIGERIA**
Chinonye Love MOSES | Covenant University, Nigeria and Maxwell ONOCHIE | Crawford University, Igbesa, Ogun State, Nigeria.
- THE KENYAN EDUCATION CURRICULUM: FROM DEVELOPMENT TO SUSTAINABILITY**
Grace KOTENG' | Kisii University, Kisumu Campus, Kenya
- SESSION CHAIR: Dr Moffat TARUSIKIRWA | Zimbabwe Open University
- 14H00 - 15H00** **INSTITUTIONALIZING PEACE AND SECURITY EDUCATION IN NIGERIA'S EDUCATIONAL CURRICULUM: SECURING THE SDGS**
Ndulue Loreta CHINYERE | College of Education, Azare, Bauchi State, Nigeria.
- AN ASSESSMENT OF PRIMARY SCHOOL TEACHERS' APPLICATION OF LEARNING DOMAINS IN CLASSROOM INSTRUCTION IN WEST POKOT COUNTY, KENYA**
Prof. Jackson TOO and Joseph KATAM | Moi University, Kenya
- SESSION CHAIR: Erick ONSONGO | Kisii University
- 15H20 - 16H20** **NEXT GENERATION DIGITAL LEARNING ENVIRONMENT (NGDLE): CONTRIBUTIONS TO CURRICULUM INNOVATIONS IN AFRICAN UNIVERSITIES**
Jaap VAN VOORST | HU Utrecht, Netherlands.
- SESSION CHAIR: Adekemi FABOYEDE | Crawford University, Nigeria
- 16H30 - 17H30** **LIBRARY AS A BRIDGE OF CURRICULUM INNOVATION FROM MILLENNIUM DEVELOPMENT GOALS (MDGS) TO THE FUTURE VIA SUSTAINABLE DEVELOPMENT GOALS (SDGS)**
Mwalughelo LUSEKELO | Open University of Tanzania
- STUDENTS PERCEPTION OF LIBRARY ON THE ATTAINMENT SUSTAINABLE DEVELOPMENT GOALS (SDGS) IN THE FEDERAL CAPITAL TERRITORY COLLEGE OF EDUCATION ZUBA, ABUJA, NIGERIA**
Oguke MARTINS | College Library, Federal Capital Territory, College Of Education (FCT) Abuja Nigeria.
- SUSTAINABLE DEVELOPMENT GOALS AND THE NEED FOR INNOVATIVE KISWAHILI CURRICULUM IN THE EAST AFRICAN COMMUNITY**
Kenneth Inyani SIMALA | East African Kiswahili Commission, Arusha
- SESSION CHAIR: Harieth HELLAR | Open University of Tanzania

SYNOPSIS: PARALLEL SESSIONS

FRIDAY 9 OCTOBER 2015

TRACK 1: UNIVERSITY PARTNERSHIPS FOR RESEARCH AND SUSTAINABLE DEVELOPMENT
VENUE: TWIGA HALL

09H40 - 10H40 UNIVERSITY PARTNERSHIPS FOR RESEARCH AND SUSTAINABLE DEVELOPMENT
Prof. Oluwatoyin ODEKU | Department of Pharmaceutics & Industrial Pharmacy and Director, Office of International Programmes, University of Ibadan, Ibadan, Nigeria.

INTERNATIONALIZATION OF HIGHER EDUCATION IN TANZANIA: REVIEWING THE GAINS MADE FOR A SUSTAINABLE FUTURE

Simon Peter NGALOMBA | University of Dar es Salaam.

SESSION CHAIR: Dr Irene TARIMO | Open University of Tanzania

11H00 - 12H00 TOWARDS A FRAMEWORK FOR RESEARCH AND INNOVATION MANAGEMENT AND COORDINATION IN EAST AFRICA

Dr Philip AYO O | Principal Innovation and Outreach Officer, Inter-University Council for east Africa.

RECOGNITION UNDER THE LISBON RECOGNITION CONVENTION – USING NORWAY AS AN EXAMPLE

Erik AUDENSEN | Adviser : Department of Foreign Education; Norwegian Agency for Quality Assurance in Education (NOKUT), Norwegian ENIC-NARIC

TRENDS IN HIGHER EDUCATION IN THE EAST AFRICA REGION: QUALITY ASSURANCE PERSPECTIVES

Peter AYIRO | Director Quality Assurance, Moi University

SESSION CHAIR: Christiana BADOO, UNICEF, Ghana

12H10 - 13H10 THE ROCKEFELLER FOUNDATION AND A CENTURY OF FUNDING RESEARCH IN HIGHER EDUCATION IN EAST AFRICA: RETROSPECTION

Prof. Maurice AMUTABI | Deputy Vice-Chancellor (Academic and Student Affairs), Kisii University, Kenya.

THE INSTRUMENTALITY OF STUDENT MOBILITY TO SDG

Prof. Chika SEHOOLE and Olaide AGBENIGA | University of Pretoria, South Africa

THE ROLE OF PARTNERSHIPS IN SUSTAINABLE DEVELOPMENT: THE CASE OF MOI UNIVERSITY, KENYA

Prof. Nathan Oyori OGECHI | Deputy Vice-Chancellor Moi University, Kenya.

SESSION CHAIR: Prof. Hossea RWEGOSHORA | Open University of Tanzania

14H20 - 15H20 DEMYSTIFYING THE LINKAGES BETWEEN POLICY INSTITUTIONS AND SUSTAINABILITY THE CHALLENGE TO HIGHER EDUCATION IN TANZANIA

Dr. Eliza MWAKASANGULA | School of Public Administration and Management, Mzumbe University, Tanzania.

EMERGENCE OF PRIVATE UNIVERSITIES IN NIGERIA; CONSEQUENCES FOR NATIONAL DEVELOPMENT

Oyedayo Sharon OYEWOLE , Folashade OWOLABI and Oluwajide Michael OYEWO | Covenant University, Ota, Nigeria

SESSION CHAIR: Grace KOTENG | Kisii University, Kenya

DISCUSSION SESSION: FRIDAY 09 OCTOBER 2015
VENUE: TEMBO HALL

9H40 - 12H00

HOW CAN INTERNATIONALIZATION OF EDUCATION CONTRIBUTE TO THE SDGS OF THE POST-2015 AGENDA?

Mtinkheni GONDWE, Beer SCHRODER, Mieke VOGELS | EP-Nuffic, The Hague, Netherlands Ministry of Foreign Affairs

Internationalization of education can play a role in achieving many of the Sustainable Development Goals (SDGs) of the Post-2015 agenda. For the 6th ANIE conference, we propose an interactive work session in which the experts brainstorm ideas on what needs to happen for internationalization of education to contribute to achieving the SDGs. The practical and resource constraints to effectiveness of the ideas will also be identified. The best parties to implement the ideas will also be identified as well as the implementation pathways. The output from the session will be written up and published on the ANIE website as a collective response note to the post-2015 agenda by the conference participants. The response note can be shared by others within our own professional networks (for example with the UN, donors, civil society, education institutions, governments, researchers and others). It can also serve as inspiration for internationalization and international cooperation initiatives across the continent, aligning these with global agreements.

MOBILITY WORKSHOP: FRIDAY 09 OCTOBER 2015
VENUE: NYUMBU HALL

9H40 - 12H00

MOBILITY OF INTERNATIONAL STUDENTS IN AFRICA- FACILITATORS

Prof. Jenny LEE | University of Arizona, USA and Prof. Chika SEHOOLE | University of Pretoria, South Africa

This is a closed workshop for the multi-national researcher partners affiliated with the "International Students in Africa" research project. The workshop will provide an overview of the research design, including the framework, methodology, and research goals. Training will include survey recruitment approaches, interview techniques, and data analyses. We will also discuss key findings from the South African study conducted this past year.

PARALLEL SESSION TRACK 2: AFRICAN UNIVERSITIES GENDER EQUALITY AND WOMEN EMPOWERMENT
VENUE: KIFARU HALL

14H20 - 15H20

EVALUATING THE PLACE OF EDUCATION, GENDER AND CHILD RIGHTS IN THE ATTAINMENT OF THE MDGs & SDGs IN ADO-ODO/OTA LGA OF OGUN STATE, NIGERIA: A COVENANT UNIVERSITY INITIATIVE

Prof. Taiwo ABIOYE, Dr. Kehinde OYESOMI, Segun OMIDIORA and Esther AJIBOYE

THE ROLE OF TECHNOLOGY IN EMPOWERING WOMEN. GLOBAL PERSPECTIVE

John BOIT, CHANGACH and Andrew KANDIE

SESSION CHAIR: Dr. Corcoran ANDREAS | A.J, Jordan University College, Tanzania

- 09H40 - 10H40** **CONTRIBUTIONS OF MMUST IN ACHIEVEMENT OF MDGS THROUGH PARTNERSHIPS**
Elizabeth ABENGA | Masinde Muliro University, Kenya
- MANAGING INSTITUTIONAL PARTNERSHIPS AND MAPPING COLLABORATIONS TO SECURE THE MDGS**
Ms Shamin GAFFOOR | Postgraduate & International Office, Stellenbosch University
- INTERNATIONALIZATION AND KNOWLEDGE CREATION: INSIGHTS FROM THE FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGERIA**
A. O. OSUNDE | Federal University of Technology, Minna, Nigeria
- SESSION CHAIR: Zainab RUHWANYA, Open University of Tanzania
- 11H00 - 12H00** **PUBLIC PRIVATE PARTNERSHIPS (PPP) MODEL: IS IT A PANACEA TO UNIVERSITY EDUCATION IN DEVELOPING COUNTRIES?**
Daniel Kipkirong TARUS | Department of Accounting and Finance: Moi University
- HIGHER EDUCATION AS A DRIVER TOWARDS THE MDGS IN NIGERIA**
Prince AMADICHUKWU | Organization: Our Soil Africa Foundation
- SESSION CHAIR: Simon NGALOMBA | University of Dar Es Salaam, Tanzania
- 12H10 - 13H10** **FOSTERING GLOBAL HIGHER EDUCATION PARTNERSHIPS FOR LOCALLY RELEVANT IMPACT IN SUB-SAHARAN AFRICA: CHALLENGES AND PROSPECTS**
Johnson M ISHENGOMA | PhD, University of Dar es Salaam
- INTERNATIONAL HIGHER EDUCATION AND CHARACTER FORMATION: ROLE OF MENTORSHIP PROGRAMS IN UNIVERSITIES**
Dr. Florence M. ITEGI | Kenyatta University Kenya
- SESSION CHAIR: Prof. Jackson TOO | Moi University, Kenya
- 14H20 - 15H20** **THE ROLE OF HIGHER EDUCATION INTERNATIONALIZATION IN CAPACITY BUILDING OF TEACHERS IN LAGOS STATE**
Dr. A. N. MADUEKWE, Dr. G. O. ESIOBU | Faculty of Education: University of Lagos, Akoka, Nigeria
- INTERNATIONALIZATION AND HUMAN RESOURCE DEVELOPMENT; MULTICULTURALISM AND EMOTIONAL INTELLIGENCE PERFORMANCE**
Erick Nyakundi ONSONGO, Dr. Christopher NGACHO, Mr. Julius MENGE | Kisii University, Kenya
- SESSION CHAIR: Harieth HELLAR | Open University of Tanzania

- 09H40 - 10H40** **CURRICULUM INNOVATIONS IN NIGERIAN UNIVERSITIES: TOWARDS THE ATTAINMENT OF THE SUSTAINABLE DEVELOPMENT GOALS**
Simon Daniel TULA | Federal College of Education Technical, Gombe State, Nigeria.
- TEACHER CAPACITIES SUPPORTING THE INTEGRATIVE APPROACH TO EARLY CHILDHOOD DEVELOPMENT EDUCATION: THE ROLE OF INTERNATIONAL EDUCATION**
Chepsiror PHILOMENA, Betty TONU | Department of Curriculum Instruction and Educational Media, Moi University, Kenya)
- TOWARDS UTILIZING NEW DIGITAL MEDIA TECHNOLOGIES FOR THE PROMOTION OF PEACE EDUCATION IN AFRICA**
Yohanna TAGANS and Umar Abba ADAMS | Federal College of Education (Technical) Potiskum, Yobe State, Nigeria.
- SESSION CHAIR: Pius CHERUIYOT | Moi University
- 11H00 - 12H00** **ACHIEVING THE MDGS: THE JOURNEY SO FAR**
Martha Nkechinyere AMADI | Department of Educational Administration; Faculty of Education; University of Lagos, Akoka, Nigeria
- CURRICULUM INNOVATIONS IN UNIVERSITIES: A COMPARATIVE ANALYSIS OF CURRENT PHYSICAL EDUCATION CURRICULUM IN AND OUTSIDE KENYAN UNIVERSITIES**
Kidiga Gidariry MUGILURI | Department of Educational Foundations, Moi University.
- SESSION CHAIR: Ms Grace Watondoha MBWETE | Open University of Tanzania
- 12H10 - 13H10** **REDESIGNING HIGHER EDUCATION CURRICULUM FOR SUSTAINABLE DEVELOPMENT**
Kipkoech Lydia CHERUTO, Koross Rachel CHEPCHUMBA, and Joseph Tuitoek ROTUMOI | University of Eldoret
- INTEGRATION OF MDG'S AND SDGS IN THE CURRICULUM OF UPCOMING UNIVERSITIES IN UGANDA**
Leticia NAKIMULI and Dan MUGALU | St. Lawrence University Kampala
- INCLUSIVE EDUCATION IN TEACHER PREPARATION: THE CHALLENGE OF BOLD AND CLOSER INTEGRATION FOR THE ENDS OF GREATER DEVELOPMENT**
Hellen SANG, Cajetan SYALLOW & Joseph BII | University of Kabianga
- SESSION CHAIR: Ms Kachollom BEST | University of Jos, Nigeria
- 14H20 - 15H20** **DISCUSSION SESSION: SWITZERLAND AND AFRICA RESEARCH COOPERATION-ACHIEVEMENTS AND FURTHER STEPS**
Erich THALER | University of Basel, Switzerland
- SESSION CHAIR: Prof. Hossea RWEGOSHORA | Open University of Tanzania

SPEAKER BIOGRAPHIES

IN ALPHABETIC ORDER, BY SURNAME OF SPEAKER



Mr Umar ABDULLAHI

Mr Abdullahi is currently a lecturer in the Department of Curriculum and Instructional Technology of Federal college of Education (Technical), Gombe, Nigeria. He obtained his B.Ed (Tech) Electrical/Electronic Technology Degree from the Federal University of Technology Minna, Nigeria in 1999 and a Masters of Technology Degree in Industrial Technology Education from Modibbo Asama University of Technology, Yola, Nigeria in 2014.



Prof. Elizabeth ABENGA

Prof. Abenga is the Director of International Relations and Academic Linkages at Masinde Muliro University of Science and Technology, Kenya. She is a senior lecturer in the Department of Curriculum and Instructional Technology with teaching experience of 25 years. She received her Ph.D degree from Moi University, Kenya. She is a Curriculum and Educational Technology Specialist.



Dr Osman ALHASSAN

Dr Alhassan is a Senior Research Fellow at the Institute of African Studies, and the Centre for Migration Studies both at the University of Ghana. He holds a PhD in Human Geography from the University of Ghana. Dr Alhassan teaches courses in research methods, appropriate technologies for development Ghana and risk accumulation processes.



Ms Martha AMADI

Ms Amadi is a lecturer in the Department of Educational Administration, Faculty of Education, University of Lagos, Akoka, Nigeria. Her area of interests is in using ICT to Improve teacher education. She has published several articles in local, national and international reputable journals and has authored three books.



Ms Jennifer AMPONSAH

Ms Amponsah is the Assistant Registrar/Project Manager for the Carnegie funded University of Ghana, Next Generation of Academics in Africa Project. She holds an MBA in project management, a BA in French and Philosophy and a Certificate in Leadership and Entrepreneurship from Lehigh University, Pennsylvania.



Mr Edward ANDERSON

Mr Anderson is a Senior Disaster Risk Management Specialist on Technology and Innovation at the World Bank. He has been based in Dar es Salaam, Tanzania, since August 2014 where he leads work on supporting the government's Open Data Initiative by designing government modernization projects in internet connectivity, UAV mapping, citizen data, micro work and smart sensors.



Mr Erik AUDENSEN

Mr Audensen was educated at the University of Oslo, Norway. Since 2008 he has worked on recognition-matters at the Norwegian Agency for Quality Assurance in Education, Norway.



Mr Tarekegn AYALEW

Mr Ayalew is a lecturer based in the Department of Disaster Risk Management and Sustainable Development (DRMSD) at Bahir Dar University (BDU) and serves as a secretary of the Association for Disaster Risk Management. A disaster risk management expert by training, he received his MSc. degree in Risk, Crisis and Disaster Management from University of Leicester, UK.



Dr Philip AYOO

Dr Ayoo is in charge of ICT at the Inter-University Council for East Africa (IUCEA), based in Kampala, Uganda. He holds a Bachelor of Science (1995) and Master of Philosophy degrees (2001) in Information Sciences from Moi University, Kenya. He is currently a PhD candidate in Information Systems at Makerere University, Uganda.



Ms Christiana BADOO

Ms Badoo is the Executive-Director of Development Enhancement Network, an NGO that promotes quality education and a Gender-Mainstreaming Consultant with UNICEF. She produces research in gender equality and serves on boards championing women empowerment. She holds an MPhil-International Affairs degree from the University of Ghana, currently pursuing a PhD in the same discipline.



Prof. Peter BARASA

Prof. Barasa is a Professor of Language Education in the School of Education, Moi University and former Dean of the School. He holds a Ph.D., M. Ed., B. Phil. (Hull University, UK) and Diploma in Education (English and Literature- Siriba T.T.C.). He is the Liaison Officer OSSREA Kenya-Chapter and President of ASELER.



Dr Jo BEALL

Dr Beall is the Director: Education and Society (Executive Board, British Council). She has published numerous books and academic articles covering gender and social policy, urban governance and development, cities and conflict and state fragility.



Prof. Djilali BENOUAR

Prof. Benouar is the Director of the Built Environment Research Laboratory at the University of Science and Technology Houari Boumediene, Algeria. He has published more than 30 journal articles, serves as editorial board member of the International Journal of Disaster Risk Reduction, and is a specialist in Earthquake Engineering and Disaster Risk Management. He has also received the 2005 UNESCO-GADR and 2011 Thomson Reuters Scientific awards.



Ms Kachollom BEST

Ms Best is a Senior Lecturer in the Department of Sociology at the University of Jos, where she teaches Anthropology, Rural Sociology and Gender Studies. She also works in the research management office of the University as an Assistant Director, Office of Research and Development, in charge of the Post-Award Unit. She is currently pursuing her PhD on 'Gender and HIV Prevention in Plateau State, Nigeria' at the University of Jos.



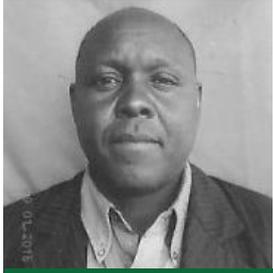
Prof. Eliffas BISANDA

Prof. Bisanda is the new Vice Chancellor of the Open University of Tanzania. He holds a PhD in Materials Science from the University of Bath, UK (1991), an M.Sc. in Metallurgical Engineering from Cranfield University UK (1984), and a B.Sc. in Mechanical Engineering from the University of Dar es Salaam (1981). He is also a Registered Professional Engineer and a Fellow of the Institution of Engineers Tanzania.



Mr John BOIT

Mr Boit has taught as a primary school teacher then proceeded to Moi University for Bachelor of Education, Arts. He enrolled for a Masters degree in History at Moi University and is currently a PhD candidate in the same institution. He is a lecturer at Kibabii University College fulfilling various roles.



Mr Kipkorir CHERUIYOT

Mr Cheruiyot is a Kenyan Citizen from Nandi County. He is a graduate of Moi University School of Arts and social sciences, department of history government administration and political science and currently working on Master's thesis. Research is a field where prosperity and development is a pillar to a meaning full towards sustainable development in a country.



Dr Jepkomboi CHOGE

Dr Choge is a lecturer in the Department of Curriculum Instruction and Educational Management at Maasai Mara University, Narok, Kenya. She is also the Director of the Board of Postgraduate Studies and previously served as the Coordinator, Bomet Campus. She holds a Doctor of Philosophy in Educational Administration from Moi University. Prior to joining Maasai Mara University she held various leadership and lecturing positions in Bungoma and Nandi County.



Prof. Mateugue DIACK

Prof Diack holds a PhD in Soil Science from Purdue University, USA. He is the Coordinator of the Periperi U Project at Gaston Berger University (GBU), Senegal. Since 2010, he and a multi-disciplinary team have implemented a DRR programme (academic training, short courses and research activities) with a focus on Food Security. Currently he is the Dean of the Faculty of Agronomy, Aquaculture and Food Technology at GBU.



Ms Marit EGNER

Ms Egner is a Board member of the European Association for International Education (EAIE) and a Senior Advisor: International Relations and Research Support at the University of Oslo (UiO), Norway.



Ms Amy FISHBURN

Ms Fishburn lives and works in the MENA region with more than 30 years' experience in teaching and Higher Education administration. She has an MA in Administration & Curriculum from Gonzaga University, Washington. In 1996, she launched the Office of International Programs of Al Akhawayn University in Ifrane, Morocco. She is involved in professional associations for international education and resource development for leaders in internationalization of Higher Education.



Ms Shamin GAFFOOR

Ms Gaffoor has been working in international education since 2009. She is currently responsible for Information Management within the Unit for International Academic Networks at Stellenbosch University's Postgraduate & International Office. She holds a Master of Commerce degree from Stellenbosch University with specialisation in Public and Development Management.



Dr Mtinkheni GONDWE

Dr Gondwe is Senior Policy Officer at the Netherlands Organisation for Internationalisation of Education (EP-Nuffic), and the account manager for the EP-Nuffic portfolio on "Internationalisation of Primary Education". Formerly, she focused on capacity building of higher education systems in developing countries. Trained as an Atmospheric scientist, she spent 15 years as project leader and researcher at research councils in South Africa and The Netherlands.



Prof. Edwin IGUISI

Prof. Igusi is the pioneer Director of the Centre for Disaster Risk Management and Development Studies at Ahmadu Bello University, Nigeria. With specialisation in Environmental Management, he teaches on: Geomorphology, Hydrology, Climatology, Remote Sensing, Geographic Information Systems (GIS) and Environmental and Disaster Management.



Dr Florence ITEGI

Dr Itegi is a lecturer in Education Administration and Planning, at Kenyatta University, Kenya. She has facilitated various workshops, seminars and development of various programmes. She studied at Kenyatta University, University of Nairobi and Catholic University of Eastern Africa and takes pride in empowerment of women and youth mentorship.



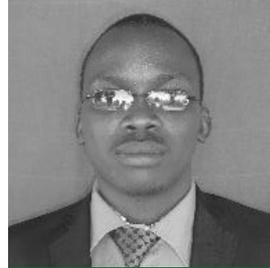
Dr Julius KABUBI

Dr Kabubi is a hydro-climatologist. He has lectured on Water Resources Management at the WMO Regional Institute for Meteorological Training and Research, a constituent of the Department of Meteorology of the University of Nairobi. Under UNISDR, he has served as the Disaster Risk Reduction Advisor to the East African Community. He is currently a Senior Analyst, UNISDR.



Dr Justus KABYEMERA

Dr Kabyemera is the Coordinator of the ClimDev Africa Special Fund (CDSF) at the African Development Bank. At AfDB, he held numerous positions in the departments of Agriculture and Agro-Industry, and Quality Assurance and Results. He holds a PhD in Social and Economic Development and an MBA in Leadership. His recent book is entitled "Leadership Skills for the 21st Century - A Guide for Top Managers".



Mr Andrew KANDIE

Mr Kandie is a Tutorial Fellow in the School of Education, Moi University. He has been a research officer at ANIE and has worked as a teacher at St. Catherine Girls Secondary School. He holds a Bachelor of Education (Science) and a Masters in Comparative Education from Moi University. During his coursework at Masters Level, he became a pioneer student in a Pilot Exchange Programme between Moi University and Nipissing University, Canada.



Ms Monicah KANYESIGYE

Ms Kanyesigye is currently pursuing a PhD in Public Administration with specialization in Institutional leadership and management at the Uganda Management Institute. Her research is on task shifting and job burnout among health workers in Uganda. She holds a Masters degree in Human Resources Management from Makerere University with a background in Social Sciences.



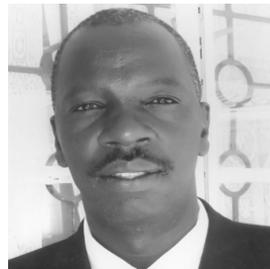
Dr Loveness KAUNDA

Dr Kaunda is Deputy Vice Chancellor at Mzuzu University in Malawi. She has a PhD from the University of East Anglia, UK. She has published widely on internationalisation and served on numerous committees, professional associations and Ministerial Task Teams, including as a member of the Internationalisation at Home (IaH) Special Interest Group with the EAIE, as Chair of the Directors Forum of (IEASA) and affiliation with UCT and HESA in South Africa.



Ms Nyambiri KIMACHA

Ms Kimacha is a Project Manager for the Tanzania Red Cross Society's Flood Resilience Project. Previously, she worked for the Serengeti District Council and Bagamaoyo District Council as a Community Development Officer. She has a Master's Degree in Disaster Risk Management from Ardhi University and a Bachelor of Arts in Political Science and Sociology from the University of Dar es Salaam.



Mr Kosgei KIPCHUMBA

Mr Kipchumba holds a Master of Philosophy in Sociology of Education, School of Education and a Bachelor of Education (Arts) In Mathematics and Geography from the School of Education, Moi University. He works with the Department of Educational Foundations as a coordinator In charge of Misplaced Marks.



Ms Grace KOTENG

Ms Koteng is a Senior Lecturer at Masinde Muliro University of Science and Technology in the Department of Curriculum and Instructional Technology. She is actively engaged in several community development programmes and a volunteer inspiration mentor to secondary school girls within Western Kenya and Nyanza regions.



Prof. Shuaib LWASA

Prof. Lwasa is Associate Professor in the Geography Department at Makerere University. He has published on topics of cities and adaptation to climate change, property rights and resource efficiency. He coordinates the Habitat University (UNI) climate change and disaster Hub and serves on committees of the Integrated Research on Disaster Risk (IRDR) and the Urbanization and Global Environmental Change (UGEC) of Future Earth.



Mr Garikai MAGAYA

Mr Magaya is the Project Manager for Agro-Ecology and Resilience for ActionAid International. He has over 10 years' international experience in global development and humanitarian assistance. He is actively involved in humanitarian emergency crisis responses, among which the Sahel Drought Crisis (2011 to present), Ebola Crisis (2014-2015) in West Africa and Horn of Africa Humanitarian Crisis (2011-2013).



Mr Benedict MALELE

Mr Malele is a Senior Planning Officer in the Directorate of Planning and Development. He also serves as Project Assistant to the USAID funded Periperi U initiative at Ardhi University. He is currently finalising his PhD research which explores the mismatch between planning and disaster risk reduction at settlement level. He holds a Masters Degree in Urban Planning and Management.



Prof. Tolly MBWETE

Prof. Mbwete is a Professor of Environmental Engineering, Science and Technology at OUT. He is the Chairman: Technical Committee on National Applied Science, Engineering and Technology (NASSET) and serves as the President of the Pan African University (PAU) Council.



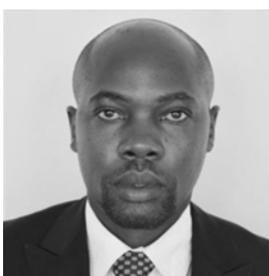
Dr Diana MENYA

Dr Menya is a graduate of the University of Nairobi, Kenya and holds a Master of Science degree in Clinical Epidemiology from McMaster University, Ontario, Canada. She is currently a Senior Lecturer in the Department of Epidemiology and Biostatistics, School of Public Health, Moi University, Kenya where she is also the Program Manager of the USAID funded Periperi U initiative.



Dr Emmanuel MHACHE

Dr Mhache is the Associate Dean: Faculty of Arts and Social Sciences and academic member of the Geography Department at the Open University of Tanzania. He holds a Bachelor of Arts (Land Use Planning and Environmental Studies); an MA in Geography and Environmental Management and a PhD in Geography.



Mr Charles MSANGI

Mr Msangi is an economist and DRR Focal Point in the Disaster Management Department of the Prime Minister's Office, Tanzania. He holds an MSc in Economics and is currently studying for a Master in Disaster Risk Management at Ardhi University. He has worked in the DRR field for more than six years. This includes planning, coordinating and contributing to DRR programmes that strengthen local community resilience.



Dr John MSINDAI

Dr John Msindai holds an MSc (Geology) Lumumba, Moscow and a PhD (Geology) Imperial College, London. He is the Head of the Geography Department and Senior Lecturer in Geography at the Open University of Tanzania.



Ms Hamida MSOFE

Ms Msofe is a certified Public Accountant and currently a lecturer in the Institute of Tax Administration Tanzania. She was educated at Liverpool John Moore University, UK (MSc. Management consultancy) in 2007, University of Wales Institute Cardiff, UK (MBA) in 2006 and the Institute of Finance Management, Tanzania (Advanced Diploma in Accountancy).



Mr Godefroid MUDAHERANWA

Mr Mudaheranwa is an assistant lecturer at the Open University of Tanzania, Head of the Department of Professional and Continuing Education, and a PhD candidate at the same university. He holds an MA in Development Studies, and a Bachelor degree in Education with Sciences from the University of Dar es Salaam. He tutors and advises students on issues related to education and professional development.



Ms Leticia NAKIMULI

Ms Nakimuli is the Dean: Faculty of Business and Management Studies at St. Lawrence University and adjunct lecturer at Kyambogo University, Uganda. She is currently a PhD student at the Uganda Management Institute, and holds a Masters of Business Administration degree in Human Resource Management, with more than 10 years' experience in Education Management and Research.



Mr Simon NGALOMBA

Mr Ngalomba teaches Educational courses in the Department of Educational Foundations, Management and Life Long Learning (EFMLL), School of Education, University of Dar es Salaam. He has been engaged in research on Internationalization of Higher Education and the changing leadership roles of Deans in African Universities funded by CODESRIA. He is an active member of ANIE and East African Quality Assurance Network (EAQAN)



Dr Benedita NHAMBIU

Dr Nhambiu is a Disaster Risk Researcher and Periperi U Project Manager at the Technical University of Mozambique. She is also a trainer in industrial safety and risk control for industrial and WASH practitioners. In the early 1980s, she was assistant lecturer at Universidade Eduardo Mondlane, followed by a twenty-year tenure first as Chief Chemist and later as Industrial Engineer Manager in the rubber industry.



Ms Jeanne NIEMANN

Ms Niemann is a Senior Officer in the Office for International Affairs (OIA) at the University of the Free State, and is currently the acting head of department. She has been working in the OIA for 15 years, with her specialization in Immigration, study Visas, passports, and international student advising.



Dr Veronica NYAHENDE

Dr Nyahende is a Manager, Planning and Research at the Higher Education Students' Loans Board in Tanzania. A Graduate with ADA, a registered ACPA (T) and holds an MBA (Finance) from the University of Dar es salaam, a PhD (Financial Management) from DUFE (Republic of China), and is also a certified member of the IODT.



Dr Jackline NYERERE

Dr Nyerere (PhD) is a lecturer of Educational Planning and Economics in the Faculty of Education at Kenyatta University, Kenya. She earned her PhD in Educational Planning and Economics of Education in 2009 and a Master of Education in 2005, from Kenyatta University. She has professional training on Higher Education Leadership and Management Strategies and Cost Analysis in Education from highly regarded international institutes.



Dr Pamela OCHIENG

Dr Ochieng is a senior lecturer at Mount Kenya University. She is the Deputy Director of Academic Affairs at MKU Kitale campus. She has written several publications in varied areas, from Education and Sustainable Development to Gender and Early Childhood Development. She has been a lecturer in Masinde Muliro University of Science and Technology and Moi University. She holds a PhD in Management and Policy Studies from Moi University.



Prof. Oluwatoyin ODEKU

Prof. Odeku is a Professor of Pharmaceuticals and the Director, Office of International Programmes of the University of Ibadan, Nigeria. She is a member of the Pharmaceutical Society of Nigeria, Fellow of the West African Postgraduate College of Pharmacists and West African Research Council. She is also a fellow of the Alexander von Humboldt Foundation and the German Academic Exchange Service (DAAD), Germany.



Dr Carolyn OMULANDO

Dr Omulando is currently a Senior Lecturer at Moi University, School of Education. She is an English language educator, curriculum developer and drama practitioner with research interests in: language teaching and learning, language teacher education, communication studies and higher education. She is also the Executive Director: Association of English Language Educators and Researchers.



Prof. Orpha ONGITI

Prof. Ongiti is a Professor in Educational Administration and Policy Studies, holding a PhD from the State University of New York at Albany and degrees from Kenyatta University and the University of Nairobi, Kenya. She is the Director of Nairobi CBD Campus, Africa Nazarene University, Kenya. She teaches, supervises and examines students at PhD and Masters Levels. She has published widely, presented papers and participated in various forums.



Mr Erick ONSONGO

Mr Onsongo is a lecturer in Department of Business Administration, Faculty of Commerce; Kisii University. He Holds a Masters of Science degree in Human Resource Development from Moi University, Kenya. He is currently pursuing his Doctoral Studies in Human Resource Management and has published articles and academic papers in internationally peer reviewed journals, in amongst others: Human Resource Management fields and Industrial Relations.



Prof. Garimoi ORACH

Prof. Orach is currently the Deputy Dean and Chair of the Department of Community Health and Behavioural Sciences at Makerere University's School of Public Health. He is also a member of the Regional Advisory Panel of the East African Public Health Laboratory Network, based in Arusha, Tanzania.



Prof. Mahefasoa RANDRIANALJAONA

Prof. Randrianalijaona is an economist with 19 years' professional experience and 13 years' lecturing experience in the Department of Economics of the University of Antananarivo, Madagascar. He is in charge of the Disaster Risk Science and Sustainable Development research activities. Since July 2008, he has been an Approved Expert of the Global Facility for Disaster reduction and recovery GFDRR/World Bank Quick response Team (QRT).



Mr Tony REILLY

Mr Reilly has worked for the British Council for over 25 years in various senior roles. He is currently Country Director Kenya and previously led British Council operations in Sri Lanka, Iraq and Ireland. He has also worked in South Africa, Turkey, Kuwait and Oman. While in Iraq, he developed and implemented an €8m EC funded education project and later a £3.5m DfID funded Higher Education Programme. He was awarded an OBE for services to education and cultural relations in 2010.



Dr Joseph ROTUMOI

Dr Rotumoi is currently a lecturer, University of Kabianga, and Department of Curriculum, Instruction and Educational Media. He holds a DPhil in Educational Communication and Technology (Literature) School of Education from Moi University. His research interests range from Teacher Education, curriculum, literature education and integration of emerging issues in language education.



Ms Zainub RUHWANYA

Ms Ruhwanya is assistant lecturer at the Dept. of Information and Communication Technology of the Open University of Tanzania. She worked as ICT Consultancy Manager for the Institute of Educational and Management Technologies and as Dept. Head of Information and Communication. She served as co-chair of Association for Computing Machinery (ACM), Kansas State University. As an active member of ANIE she has published, among other topics, on Open Education Resources.



Dr Ebrima SALL

Dr Sall is the Executive Secretary: Council for the Development of Social Science Research in Africa (CODESRIA). He holds a PhD in Sociology (The University of Paris 1 Panthéon-Sorbonne), France and held a postdoctoral fellow at Yale University.



Dr Jennifer SCHWARZ

Dr Schwarz holds a PhD in humanitarian logistics from the Berlin University of Technology, Germany. She was awarded the Scientific Prize for her PhD Thesis by BVL International (German Association for Logistics). Since 2012, she has been working as the Regional Director for Humanitarian Logistics of the Kuehne Foundation (Switzerland), based in Tanzania and South Africa.



Dr Juma SHABANI

Dr Shabani has 17 years' experience at UNESCO-development and coordination of Higher Education Programmes.

He is the Current President-High Panel of the Pan African University. Juma also works as the President of the International Conferences on Quality assurance in Higher Education, Africa.



Prof. Jacob SONGSORE

Prof. Songsore is currently the Assistant Honorary Secretary of Ghana Academy of Arts and Sciences and Chairman of Council, Wa Polytechnic; Member, New York Academy of Sciences. He was formerly the Dean: School of Research and Graduate Studies and also Head of the Department of Geography and Resource Development at the University of Ghana.



Dr Karna SORO

Dr Soro is the head of Humanitarian Diplomacy and Permanent Representative to the African Union and International Organizations for the International Federation of Red Cross and Red Crescent Societies. He held strategic leadership positions in technical, operational, political and humanitarian fields. He holds a PhD in Anthropology from the Universities of Abidjan and Geneva, and qualifications from acclaimed institutes in Geneva and Austria.



Dr Moffat TARUSIKIRWA

Dr Tarusikirwa is a Senior Lecturer and Departmental Chairperson at Zimbabwe Open University (ZOU), where he also serves as the Acting Dean of the Faculty of Arts and Education. He earned a PhD from the University of the Western Cape in South Africa and degrees from Universities in Bristol and Zimbabwe (UZ). He has served as lecturer and Regional Programmes Coordinator for UZ and later ZOU for over 10 years. He has presented and published widely at local and international platforms.



Mr Erich THALER

Mr Thaler is the WUN Coordinator (Worldwide Universities Network) at Uni Basel, heading its Networks and Global Partnerships unit. He coordinates the Swiss-African research programme (SARECO), the leadership and continuous development of the Global Perspectives Programme (GPP) with US Universities and the contract negotiation and management of institutional cooperation agreements. He is a member of the EAIE Special Interest Group EDC with focus on North-South Cooperation.



Prof. Jackson TOO

Prof. Too is an Associate Professor of Instructional Media, Pedagogy and Technology. He teaches Research Design and Methodology in Moi University where he served for 20 years in various capacities. He has supervised over 60 Masters and Doctoral students. He has presented papers at international conferences and published over 15 papers in refereed journals. He has also been involved in the development of a Teacher Education Diploma Program for Refugees in Dadaab.



Mr Simon TULA

Mr Tula was born in Tula Kaltungo Local Government Area Gombe State Nigeria. He attended LEA primary school Tula, Government secondary school KafiN-Madaki, College of Education, Azare and University of Jos for his B.Ed (Social Studies). He is presently undergoing his M.Ed (Social Studies). Tula lectures at Federal College of Education (Technical), Gombe, Nigeria.



Mr Jaap VAN VOORST

Mr van Voorst is the Director: Institute of Archimedes in the Netherlands from November 2012 to present. The Institute has a leading role in the Netherlands on blended learning regarding the number of courses that have been developed in a digital environment and the research that has been initiated. To improve the success of blended learning the Institute developed a, what we call, Next Generation Digital Learning.



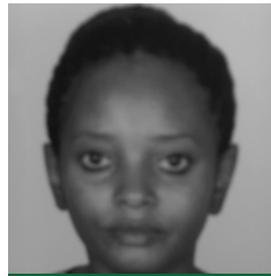
Mr Daniel WANANDA

Mr Wananda is an entrepreneur. He holds a Master of Science in Entrepreneurship, a Bachelors of International Business Management and Higher Diploma in Marketing. He is currently the Director of Entrepreneurship and small business centre at St. Lawrence University. He is a presenter, mentor, international speaker and author, having published two books on Entrepreneurship. He is also the Executive Director of "Vencha Uganda".



Dr Josephine YAMBI

Dr Yambi is a linguist and educationist. She earned a bachelor's degree in Linguistics and Education; and Master's degree in Linguistics from the University of Dar es Salaam, Tanzania; and a master's degree in Linguistics and a PhD in Education from the University of Illinois at Urbana-Champaign, USA. She currently teaches at the Open University of Tanzania in the Department of Curriculum and Instruction.



Ms Tumaini YARUMBA

Ms Yarumba has worked as trainer, researcher and facilitator at the Moshi Co-operative University (MOCU) headquarters. She holds a Masters degree in Disaster Risk Management from Ardhi University, and a Postgraduate Diploma in Insurance and Risk management from the Institute of Finance Management with her publications including "Insuring Disaster Risks in Tanzania: Challenges and Opportunities."



Ms Elizabeth YEGON

Ms Yegon is Deputy University Librarian at Africa Nazarene University, Nairobi and teaches Information Literacy. She trained in education, Library and Information Science at Kenyatta University. Her area of interest is access to education and information resources by students with special needs. She is currently pursuing a doctorate degree at Moi University.

PAPER ABSTRACTS

KEYNOTE PRESENTATIONS

KEYNOTE 1: HIGHER EDUCATION IN AFRICA: FROM THE MDGs TO THE SDGs

PROF. TOLLY MBWETTE | THURSDAY 8 OCTOBER 2015

The paper will give a brief history of higher education in Africa and the role that higher education has played in Africa's development. It will argue that higher education provides the necessary conditions to stimulate development. This will be linked to the role that African universities could have contributed towards the achievement of the MDGs. The international dimension of higher education will then be discussed as one of the way through which African universities could respond to the MDGs. Some continental, regional and institutional initiatives will be highlighted. It will highlight the gaps still remaining by 2015 and how in the move to the Sustainable Development Goals (SDGs), higher education should have a central role.

KEYNOTE 2: THE POST 2015 DEBATES ON THE SDGs: WHY WE MUST INCLUDE THE INTERNATIONAL DIMENSION OF EDUCATION

PROF. JO BEALL | THURSDAY 8 OCTOBER 2015

For many years and certainly since the introduction of the Millennium Development Goals in 2000, the international development focus on education was almost exclusively on primary education. The rationale for this was that in terms of poverty reduction the return on investment in primary education yielded the best direct results. In the context of debates around the Sustainable Development Goals the British Council and others have made an argument in favour of looking at 'education in the round' and there is now acceptance that secondary education deserves greater attention. The jury remained out for longer on the contribution of higher education to international development, which is now accepted under the rubric of 'life-long learning' and with a significant focus on tertiary education as a route to skills acquisition, employability and entrepreneurship. This presentation welcomes these developments but spells out the importance of higher education, including science and research, to the development of national and regional economies, politics and societies. It makes the case that such developments are also critical to achieving the sustainable development goals, particularly if the commitment to universalism and achieving a more level playing field globally is to be realised. The presentation concludes with the implications for universities in Africa."

KEYNOTE 3: CHALLENGES AND OPPORTUNITIES OF HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT IN AFRICA

DR JUMA SHABANI | FRIDAY 9 OCTOBER 2015

During the past decade, Africa has achieved several results in the development of its higher education system. These include expansion of access to higher education; establishment of national quality assurance agencies; development of regional/continental quality assurance and accreditation frameworks; and promotion of research networks in particular through the creation of the Pan African University. However, despite these results Africa is still facing major challenges that have hampered the contribution of higher education to the achievement of Millennium Development Goals (MDGs) that are implemented at the national level through Poverty Reduction and Growth Strategies. Some of the current and future challenges for higher education were identified through the African Union 2063 Vision and the African Higher Education Summit held in March 2015 in Dakar, Senegal. They include: depreciating quality of higher education teachers; research capacity deficit; infrastructural/facilities inadequacies; governance and management inefficiencies; implementation of sub-regional and continental reforms and programmes; radical expansion of higher education to achieve a participation rate of 50% within 50 years; improvement of graduate employability; support for emerging research universities; and training of all academic staff at the PhD level by 2063. In order to take up these challenges, higher education institutions will hopefully benefit from several opportunities available at the continental and global levels. They include strong political commitment to higher education; a rapidly increasing use of ICTs and networking in teaching, learning and research; and support that could be provided to higher education and research institutions in the implementation of the sustainable development goals (SDGs) that will be adopted in September 2015 to replace the MDGs. Based on an analysis of the achievements, challenges and opportunities of higher education in Africa over the last decade, this presentation suggests strategies that could enable higher education institutions to contribute more effectively to the achievement of SDGs in Africa.

KEYNOTE 4: HIGHER EDUCATION PARTNERSHIPS FOR THE SDGs: PROSPECTS BEYOND THE MDGs

MS MARIT ENGER | FRIDAY 9 OCTOBER 2015

North South partnerships have often taken as a starting point that the northern partner should help the southern partner in solving the southern problems by northern solutions. What has been confirmed in the SDGs is that the grand challenges are our common problems and that we will need to solve them together. We are in the same boat, floating or sinking. Seen from a European perspective, which trends and initiatives in higher education internationalisation are giving hopes for joint solutions? How can we get more people involved in the joint efforts to reach the SDGs.

PAPER ABSTRACTS

PARALLEL SESSIONS

PARALLEL SESSIONS | THURSDAY 8 OCTOBER 2015

TRACK 1: EXTENDING CONNECTIONS: REINFORCING RESILIENCE
MOBILISING HIGHER EDUCATION IN AFRICA – A PARTNERSHIP FOR CHANGE

THEME BACKGROUND AND RATIONALE

The past decade is reflected in rising awareness of the links between disaster risk and development. This has increasingly acknowledged that development decisions substantially shape risk accumulation processes, while recurrent as well as severe disaster occurrences can disrupt and reverse crucial development gains. With the Sendai Framework for Disaster Risk Reduction and post-2015 Development Agenda both underlining risk reduction and resilience building, there are far-reaching implications for development planning, action and partnership.

Building capacity to strengthen local and global resilience calls for the purposive engagement of diverse groups. The higher education enterprise represents one such constituency, with unique capabilities to advance risk knowledge and practice across sectors, communities and scales. In Africa, Periperi U is a university partnership committed to innovating in disaster risk scholarship to advance development. This pan-African consortium of 11 universities has already introduced new disaster risk-related academic programmes and carried out local risk research to inform risk management policy and practice.

This day-long session profiles the opportunities that characterise purposeful African Higher Education Institutions (HEI) engagement in the global disaster risk domain, underlining the value of grounded, contextually relevant risk scholarship and diverse, local-to-global partnerships.

PROGRAMME OBJECTIVES

The session specifically seeks to:

- Clarify the scope of the Sendai Framework for Disaster Risk Reduction and its relevance to higher education institutions in Africa.
- Foreground the value of diverse partnerships in advancing risk knowledge and new curricula.
- Demonstrate the benefits of African risk scholarship and engagement in framing continental and global processes.

OVERVIEW OF SENDAI FRAMEWORK AS IT APPLIES TO AFRICA AND ROLE OF AFRICAN HEIS

Mr Julius KABUBI | United Nations International Strategy For Disaster Risk Reduction (Unisdr)

The Sendai Framework for Disaster Risk Reduction builds on the knowledge and experience of all stakeholders across public and private sectors and on 10 years of work with Hyogo Framework for Action and nearly three years of consultations. Today we have a concise, practical, forward looking and action oriented framework that will guide our actions for the next 15 years. The framework comes with four priorities and put great emphasis on the role of stakeholders such as academia, youth, NGOs and on science and technology. It specifically mentions Africa as a continent needing support in Disaster Risk Reduction (DRR) capacity and technology transfers.

The Higher Education Institutions (HEIs) can support the implementation of Sendai Framework through monitoring and forecasting, development of scenarios and options to manage risk; climate change adaptation studies, resilient and sustainable development pathways. Specifically, they are able to carry out assessment, synthesis, scientific advisories, monitoring and review of disaster risk management principles.

For HEIs to achieve, they need an effective communication strategies and engagement with stakeholders to facilitate evidenced-based decision making process across all levels. Additionally, continuous capacity building programmes to promote risk literacy through development of DRR/M curriculum, and professional training is a key ingredient to success.

THE AFRICAN DEVELOPMENT BANK ON CAPACITY BUILDING FOR RESILIENCE

Dr Justus KABYEMERA | African Development Bank (AfDB)

The African Development Bank (AfDB) has, over the years, increased its attention to disaster management both at ex-ante and ex-post levels. A range of policies, frameworks, and strategies with the aid of different funding modalities and tools has guided these disaster risk management/reduction activities. The Emergency Relief Assistance Policy Guidelines were established in 1998 to guide the Bank's emergency assistance interventions. Emergency relief assistance interventions were structured to include both short-term and long-term relief assistance operations. The short-term relief assistance, typically humanitarian, funded through the Special Relief Fund and designed to support prompt remedial actions to save and protect lives in the aftermath of a disaster. The long-term relief assistance operations are funded through the Bank's regular financing instruments and developed to support rehabilitation and reconstruction that aim at repairing damage caused by disasters, with the view of reviving economic activities and social services.

The Bank adopted Climate Risk Management and Adaptation Strategy (CRMA) in 2009. The strategy recognizes the link between increased climate variability and natural disasters such as floods and droughts. In order to implement the CRMA, the AfDB adopted the Climate Change Action Plan (CCAP). To build long-term capacity within its Regional Member Countries for climate resilience the Bank in collaboration with its partners; namely the African Union Commission (AUC) and the United Nations Economic Commission for Africa (UNECA) established the ClimDev Africa Programme and with support from developing partners i.e. the European Commission, Swedish International Development Agency (SIDA) and the Nordic Development Fund (NDF) established the ClimDev Africa Special Fund within the African Development Bank as its funding arm. Recent capacity building initiatives include support to Regional and National Climate Centres to augment their capacity for weather data and information collection and dissemination; training of National Met Officers in new meteorological technologies; facilitation to the weather and climate data harmonization/unification to facilitate the smooth exchange of data and information. Going forward plans are underway to leverage ClimDev Special Fund resources with those of other partners; the World Bank, the EU and the World Meteorological Organization (WMO) to support national hydro and meteorological centres in terms of instrumentation (hardware), climate data technology (software) and institutional support, including training (orgware).

All these initiatives are being undertaken within the auspices of the African Chapter of the new Sendai Framework for Disaster and Risk Reduction (SFDRR) – 2015-2030.

INSURING DISASTER RISKS IN TANZANIA: CHALLENGES AND OPPORTUNITIES

Ms Tumaini YARUMBA | Moshi Co-operative University (MOCU)

Despite the fact that Tanzania is repeatedly affected by numerous disasters and has robust insurance industry, the practice of insurance against disasters is practically still in its infancy. Although many separate studies have been carried out on both insurance issues and disaster issues in Tanzania, no studies linking disaster issues and insurance issues in Tanzania have been reported. As a result, it is not clear why despite its growth and international scope; the insurance industry in Tanzania has not made much progress towards covering disaster risks.

The study aimed to identify and analyze challenges and opportunities pertinent to insuring disaster related risks in Tanzania. Ten insurance companies both local and foreign in Dar es Salaam region were involved in the study. The study used case study approach and employed both qualitative and quantitative methods of data analysis. The study covered the 2004 to 2012 period.

The study found that despite the fact that from the historical development of the insurance industry globally and in the country disasters were not insured as they were and are still considered as uninsurable because of the catastrophic nature and the significant cost they impose to a particular company when they are realized.

STRENGTHENING PARTNERSHIPS FOR LOCAL RISK REDUCTION

Dr Karna SORO | International Federation Of Red Cross And Red Crescent Societies (IFRC)

Documenting community based resilience strengthening initiatives. Exploring collaborative paths between the African Red Cross and Red Crescent societies role in disaster risk reduction with Higher Education Institutes in Africa.

STRENGTHENING HUMANITARIAN LOGISTICS CAPABILITIES THROUGH HIGHER EDUCATION

Dr Jennifer SCHWARZ | Kuehne Foundation

The presentation will highlight how to increase efficiency and effectiveness in humanitarian operations through knowledge transfer: Training, education, and consulting for humanitarian organisations are main components of the Kuehne Foundations' HELP portfolio.

The Swiss based Kuehne Foundation aims to provide sustainable solutions to the humanitarian sector, to enhance the disaster management cycle. Driven by increasing needs for humanitarian relief and aid, due to the growing number of complex disaster over the last 10 years, the HELP program aims to reduce vulnerability of the population potentially affected by a disaster and focusing on preparedness strategies for humanitarian organisation.

ADVANCING AGRO-ECOLOGICAL RESILIENCE: PROSPECTS FOR HEI-NGO PARTNERSHIPS

Mr Garikai MAGAYA | Actionaid

Actionaid International and its partners are involved in a multi-year project seeking to improve the welfare of poor and vulnerable communities in the Gambia and Senegal who have been negatively impacted by the prolonged Sahel Drought crisis in West Africa and increasing their resilience to natural disasters related shocks and stress. The project's central aim is to secure improved livelihoods for poor and vulnerable communities in the face of climate related hazards through using locally-appropriate analysis, capacity building and trainings. The project has a special focus on women's leadership development, promotion of climate resilient sustainable agriculture and disaster risk reduction.

Our activities aim at promoting of gender-sensitive resilience systems at community level, strengthening of networks between communities, government and civil society to establish viable early warning systems and sustainable information systems, promotion of Knowledge, Attitude and Practices aimed at Climate Resilient Sustainable Agriculture to enhance food security through engaging in activities using viable farming systems with minimal carbon imprints.

Through these initiative we hope to contribute to the Sustainable Development Goals and advance resilience-premised development through ending poverty in all its forms everywhere, ending hunger, achieving food security and improved nutrition and promote sustainable agriculture, achieving gender equality and empower all women and girls. Additionally the project aims to protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss among other issues.

INNOVATIONS IN E-LEARNING FOR FOOD SECURITY

Dr Benedita NHAMBIU | Universidade Técnica De Moçambique (UDM)

E-learning has emerged as a powerful leveraging tool for additional learning opportunities, and for career advancement. The manifold advantages it offers include flexibility, time and money savings as well as an outreach beyond face-to-face learning.

Most risk management learners in LDC contexts are mid-career persons, who wish to improve their knowledge on the subject as a way to enhance their professional skills. With this constituency in mind, the Technical University of Mozambique (UDM) is developing series on Risk Management (RM) modules to be delivered via e-learning. The modules will include topics like RM in Education, RM in Oil and Gas Industry, RM in Urban Settings, RM in Economic Development RM in Health and Climate Change & Environmental Risks.

In the field of agriculture, as a way to bridge the knowledge gap in production, marketing, financial, institutional and policy related risks at the farm level as well as across the agricultural value chain and up to the macro level with a holistic approach, in developing country context, UDM has collaborated with FAO in designing an Agricultural Risk Assessment course to be delivered electronically. We are presenting a set of specific modules, lessons and sub-topics in this curriculum outline.

CLIMATE CHANGE INDUCED VULNERABILITY TO FOOD INSECURITY: APPLYING LIVELIHOOD VULNERABILITY INDEX IN AFAR PASTORALISTS, ETHIOPIA

Mr Tarekegn AYALEW | Bahir Dar University

This paper assesses climate change-induced vulnerability to food insecurity for pastoral and agro-pastoral communities in Ethiopia by adopted a Livelihood Vulnerability Index (LVI) and vulnerability spider diagram. In this paper, climate change-induced vulnerability to food insecurity was assessed as a function of exposure, sensitivity, and adaptive capacity. The sensitivity assessment was based on food, health, water and pasture. Exposure was expressed by the livelihood exposure index, supported by temperature and precipitation changes, while the adaptive capacity includes socio-demographic characteristics, livelihood strategies, institutions and social networks.

According to the livelihoods vulnerability index, socio-demographic characteristics of the respondents; livelihood diversification strategy; animal health components and water/pasture conflict make on community more vulnerable than other.

This research emphasises that food security and climate change adaptation programs should consider the unique vulnerability context of pastoral livelihoods and efforts should focus on improving access to water and pasture as well as supporting viable livelihood diversification to reduce the risk of increasing exposure to climate-induced food insecurity shocks.

IDENTIFICATION AND PROMOTING LOCAL RISK KNOWLEDGE AND CAPACITY FOR COMMUNITY RESILIENCE

Mr Charles MSANGI | Prime Minister's Office, Disaster Management Department (Tanzania)

The government of Tanzania through Disaster Management Department and other stakeholders understand that communities have been dealing with natural hazards for a long period of time through local knowledge and practices. It is well understood that traditional knowledge and practise are also vital in managing natural resources, environment, infrastructure and development planning.

In order to ensure local communities, future generations and local government are benefited; Disaster Management Department through various programs has been promoting the identification and use of local risk knowledge, capacities and practises in risk management. In that, regards, local knowledge and capacity should be enriched, sustained and improved over time by succeeding generations.

In general, understanding local risks and capacities are known to enhance resilience and reduce disaster risks to communities' livelihood resources. Promoting the use of local risk knowledge and capacity can enable local communities and their institutions to prepare mitigation strategies, develop and implement plans and actions for resilience.

RAMANI HURIA – HARNESSING LOCAL KNOWLEDGE THROUGH PARTICIPATORY AND CITIZEN MAPPING

Mr Edward ANDERSON | World Bank, Dar Es Salaam

The Ramani Huria (Open Map) project works in Dar es Saalam, Tanzania, to harness a participatory process of community mapping for flood risk assessment and management. Dar es Salaam is one of the fastest growing cities in the world and most of this development in occurring in watershed areas – unplanned.

A lack of basic services for waste water and solid waste management contributes to the poor drainage and causes of flooding and also compounds the flood hazard mixing hazardous waste with flood waters. A lack of data is a critical starting point, but so too is a lack of citizen trust and engagement in the local level risk reduction planning. By involving local residents in the digitization of unplanned and at risk wards, hyper local data can be represented on the map, as well as temporal issues regarding the consequences of flooding at neighbourhood level such as disease, business impacts, crime, which can also be geocoded on the map. The engagement of communities in this mapping process is expected to not only raise risk awareness levels, but also drive broader participation in risk reduction planning dialogue. The project uses urban planning students, deployed with low cost mapping tools such as GPS, mobile phones, and aerial drones, to work with communities and local government in co-creating their risk maps and response strategies. Ramani Huria is a partnership between the Tanzania Commission for Science and Technology, The Red Cross, Tanzanian Disaster Management Department, Ardhi and Dar es Salaam Universities, City of Dar es Salaam and World Bank. Funding support provided by the Global Facility for Disaster Reduction and Recovery.

PROFILE AND CHARACTERISTICS OF A HYDROMETEOROLOGICAL SHOCK RESILIENT COMMUNITY: CASE STUDY OF SOUTH-EASTERN MADAGASCAR

Prof. Mahefasoa RANDRIANALJAONA | University Of Antananarivo

The concept of resilience has become more and more famous, especially following the adaptation of the Hygo Framework for Action (HFA) in 2005. Scholars, practitioners, NGOs and government are, correctly or not, using this concept so extensively that it becomes difficult to have a clear understanding of its meaning. Moreover, trying to implement projects or programmes aiming at its reinforcement at community level and assess how successful are these programmes is appearing a huge and very difficult task. Furthermore, considering that there is still little research tackling documenting how to measure resilience and how it is related to natural or man-made shocks, this paper aims at contributing to fill this gap and also trying to define the profile and characteristics of a resilient community by considering the case of a flood prone community in South-Eastern Madagascar.

REFORMING PUBLIC HEALTH CURRICULA TO BE “FIT FOR PURPOSE”: OPPORTUNITIES AND CHALLENGES - THE CASE OF MAKERERE UNIVERSITY UGANDA

Prof. Garimoi ORACH | Makerere University

Africa is prone to several natural and human induced hazards and disasters. The continent requires skilled human resource and scientific knowledge to provide effective disaster risk management. In Uganda, over a period of 5 years, 2008-2014, Makerere University School of Public Health undertook the development of a new graduate programme focusing on public health disaster management.

Our experience bears testament to the fact that the professionalization of disaster risk management (DRM) trainings, a relatively new initiative is taking place in several countries in Africa. The main benefits and opportunities being the cost effectiveness of these disaster risk management trainings in the countries, region and continent facing several hazards. However, several challenges abound including long institutional approval processes – bureaucracy including at departmental, school, college, senate council levels and by the national council of higher education. In addition, there are disciplinary challenges e.g. focus and breadth of the curriculum - public health and DRM being broad fields that require multi skilled and multi disciplinary actors.

Therefore, efforts to minimize the bureaucratic and disciplinary challenges are required to enhance capacity development and promote DRM interventions using well trained personnel to work in a trans-disciplinary manner in the continent.

OPTIMISING OPPORTUNITIES FOR INTERNATIONAL ENGAGEMENT WITH DISASTER RISK SCIENCE

Prof. Shuaib LWASSA | Makerere University

The ISDR GAR15 report as well as the concluded Sendai Framework 2015 conclude that despite increasing investment in risk management, loss and damage from disasters is on the increase. This is coupled with the assessment of climate change futures, which though with uncertainty show that climate-induced risks will increase globally but affect regions like Africa most. Yet several of the UN Sustainable Development Goals such as 9, 13 and 16 specifically raise the importance of building resilience to various risks. This tripartite connection of the Sendai Framework, UNFCCC discussions and SDG's is spurring up rethinking understanding risk and reducing risk that would transcend managing disasters without negating emergence response and preparedness. Funding streams and mechanisms are starting to emerge triggering international scientific collaborations and consortia. This paper will dwell into the existing and emerging mechanisms of international scientific collaborations and how African Universities and Research institutes can position strategically to advance understanding risk, reduction of risk, investing in reduction and building back better while engaging all stakeholders for new partnerships in risk reduction. The role of science is stressed in the Sendai four foci areas and given the risk profile in Africa, African institutions operating under financial constraints will have to rethink and re-strategize to internationalize research and build risk knowledge to inform the implementation of the Sendai Framework.

ASSESSMENT OF SOCIAL VULNERABILITY AND ADAPTIVE CAPACITY TO FLOODS: THE CASE OF KILOSA, MOROGORO

Ms Nyambiri KIMACHA | Tanzania Red Cross Society

The main objective of the study was to assess social vulnerability and adaptive capacity to flood hazard in Kilosa district. A total of 414 households from ten wards were randomly sampled, household survey was conducted to collect data through in-depth interviews with heads of households and government officials. Secondary data were collected through literature review and mapping.

Results show that socioeconomic and demographic characteristics particularly children aged 0-5 years, the elderly aged 65 years and above, disabled people, women, uneducated population, unemployed population, renters, low household income, poor membership to social groups and poor participation in community decision making process were the key contributing factors to vulnerability construction. The calculated Social Vulnerability Index shows that Mbumi is the most vulnerable ward with a 0.93 score of while Mkwatani was the least vulnerable with a 0.37 score. The social vulnerability spatial pattern shows moderate variation of levels of vulnerability among communities due to similar socioeconomic circumstances. Results also indicate low adaptive capacity to flood hazard evident in poor disaster preparedness, response and recovery. Adaptive capacity was household centred and most communities lacked plans and institutions for enhancing adaptive capacity. Despite of being vulnerable Kilosa communities have potential for enhancing adaptive capacity. Public awareness creation and community instead of individual approach are recommended for enhancing adaptive capacity.

WOMEN'S ACCESS TO HIGHER EDUCATION: IMPACTS ON MDGS AND SUSTAINABILITY

Ms Christiana BADOO | UNICEF: Ghana and Ms Jennifer AMPONSAH | University of Ghana

The field of Education is concerned with issues of social change, and therefore has far reaching effects which requires the attention of all key stakeholders. Higher education is increasingly recognized to be at the heart of every development process. Internationalization is a major phenomenon in higher education worldwide. To ensure quality in higher education, international cooperation and exchange, public Universities in Ghana have over the years strived to improve the levels of education and research, its international reputation and recognition. The Millennium Development Goal 3 unequivocally advocates for the elimination of gender disparity in all levels of education no later than 2015. Education facilitates empowerment essential for the participation of women in all aspects of the development process. This research ascertains at first hand the level of students and University administrators knowledge of internationalization of higher education strategies that Ghanaian public Universities have put in place to attract more females, factors that impede enrolment and thus the achievement of Millennium Development Goal 3, produce pertinent results that can be used constructively to engage government, policy makers and other regional bodies and enable such actors to champion the focus of funding and create real impact for women education in Ghana.

DOES THE PROVISION OF HIGHER EDUCATION STUDENT LOANS IN TANZANIA ENHANCE WOMEN EMPOWERMENT AND GENDER EQUALITY?

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Gender equity and Women empowerment are the key factors in achieving Millennium Development Goals (MDGs), that is to say the achievements of MDGS is depending on how other goals addresses the gender based constraints. This study is aiming at assessing on whether the higher education students' loans provision in Tanzania is supporting the MDGs on Women Empowerment and Gender Equality through addressing the following objectives: (i) To examine the number of women enrollment in higher learning institutions (ii) To determine the number of women who were given students' loans (iii) To examine on how the gender equality and women empowerment has been covered with the loan provision policies (iv) To examine the females' educational attainment in terms of graduation rates compared to males. According to the analyzed data, the study revealed that Women enrollment in higher learning institutions (HLIs) and the women students who were given students' loans has been increasing for 5years consecutively (2010/2011 – 2014/2015). Further concluded that gender-factor is not designed/captured in the loans issuance formula and the students' loans provision policy at large. Female graduation rate for the period were found to be increasing. Recommended that HESLB policy and University enrollment to include gender equality and Women empowerment.

THE RIGHTS OF THE GIRL CHILD, CULTURE, THE EXTENDED FAMILY VIS-À-VIS WOMEN'S EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES IN ZIMBABWE

Dr Chitapa TARUSIKIRWA | Department of Teacher Development: Zimbabwe Open University

The rights of women are intricately linked to culture and in patriarchal societies, the behaviour of boys and girls is shaped along cultural norms from an early age and their self-concept is affected by adult manipulation (Giroux, 1992; Mama, 2005). In the Zimbabwean cultural context women are viewed as the private property of men as originating from the social institution of lobola. With lobola, the wife acquires the duty of obedience to the husband (Enslin, 2003). In the views of Mupotsa (2008), only men's interests are served when money is transferred between men and the power of men is legitimated. As a result of the patriarchal nature of the Zimbabwean society and customary law, women traditionally played subordinate roles to men within the family. Women had to submit to the wishes of their husbands or male relatives in the extended family in order to survive (Ncube, 1987; Schmidt, 1990). The extended family plays a big role in social formation. As a result, the rights of girl children are greatly compromised. This is still very much the case, particularly with Zimbabwe's poor and rural families. In this research paper, the author will discuss the social and cultural factors that impact on the rights of Zimbabwean women with respect to opportunities of education and employment. The study employed a qualitative research methodology. Furthermore, a descriptive case study design was used. A purposive sample of 20 women academics was used. Semi-structured interview technique was used to gather the data. Interpretive content analysis was used for data analysis. The results indicate that culture plays an important role in the curtailment of women's' rights to education and employment opportunities. Moreover, the results indicate that the extended family has a role to play in the making of such choices and opportunities taking.

GENDER MAINSTREAMING IN AFRICAN UNIVERSITIES AND SUSTAINABLE DEVELOPMENT GOALS; REFLECTIONS ON DEVELOPMENTS IN KENYA

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The purpose of this study was to analyse the impact of gender mainstreaming on the development of Universities in Africa with a focus on Kenyan public and private Universities. The objectives included;- to analyze the approaches to gender mainstreaming in Universities in Kenya, to establish the challenges in relation to gender mainstreaming in Universities in Kenya and to determine the contribution of gender mainstreaming to sustainable development goals of Universities in Kenya. The study utilized an eclectic approach with a focus on descriptive survey design. The sample comprised four Universities in Western Kenya. The study participants comprised eight Deans of schools, twenty four heads of sections and 200 students. The study findings revealed that gender mainstreaming can lower barriers with regard to both socio-cultural and economic and political decision making in Universities in Africa but still requires empowerment, amendments and strengthening of structures. Similarly, the study has emphasized the link between economic development and women's education. The study findings are significant to educators, policy developers and policy implementers with regard to gender mainstreaming in higher education institutions in Kenya, Africa and worldwide.

A GENDER ANALYSIS OF HIGHER EDUCATION AT THE UNIVERSITY OF JOS AND THE MDGS GOALS IN NIGERIA

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The MDGs seek to create a more equitable world through addressing and combating poverty issues, inequalities between the global North and South as well as between genders in order to create a more inclusive world for all to foster development. Thus MDG goal no. 2 seeks to end gender inequality and has thus identified education as a means of reducing illiteracy. The expansion in higher education in Nigeria to meet International Best Standards that are competitive in both teaching and cutting-edge research for development has provided opportunities for Universities in Nigeria to attract international support towards addressing the MDG-related goals. The introduction of a Gender Policy with support from the University of Jos - Carnegie Partnership Committee (JCPC) was designed to address the gender disparities in educational opportunities and provide the enabling environments for study and work to both students and staff of the University. This paper employs data from the Staff Training and Development (STD) Unit of the University of Jos to examine the impact of the internationalisation of higher education on efforts made towards achieving the MDGs in Nigeria. A gender analysis of the opportunities for training up to Ph.Ds. fellowships, conferences and workshops both internally and externally for academic staff shows that higher education is adding value as the conditions for accessing such opportunities is improving. Basic challenges identified are addressed when the higher education sector proactively set implementation machinery to ensure adherence to its gender policies, sustain international networks and fund higher education amongst others in order to achieve the goal of MDGs on gender equality for development.

LIBERATIVE ROLE OF EDUCATION IN TRANSFORMING SOCIETY

Prof. John CHANG'ACH, Mr John BOIT, Andrew KANDIE | Moi University, Kenya

In 1963 the Kenyan government promised free primary education to its citizens. In the early 70s primary school fees were abolished but in the mid-80s cost sharing measures between the government and its citizens led to the re-introduction of minor fee charges by primary schools. As the trend continued with schools requiring parents to pay fees such as PTA, Harambee, textbooks, uniforms, caution fees, exam fees and extra-curricular activity fees, most parents became overburdened and unable to raise such fees. Those who could not afford the money to pay for their children's school fees often had their children drop out of the school. Many children were also forced to drop out of school. To pressurize parents to pay fees, schools often sent children home during the final exams. The illiteracy rate in Kenya now stands at 40%. Kenya used to have one of the highest literacy rates in all of Africa. So, this high illiteracy rate basically means that parents do not have money for school fees. Then of course, even if you've been attending school sporadically there comes a point where, if you miss out on the basics, you will not be able to do well on national exams and it creates this vicious cycle. This paper sets out to examine salient factors that promote illiteracy among the Kalenjin community. The paper will recommend practical solutions to mitigate the problem.

PROSPECTS AND CHALLENGES IN THE MAINSTREAMING OF GENDER ISSUES AT THE OPEN UNIVERSITY OF TANZANIA

Sydney MKUCHU , Josephine YAMBI | Open University of Tanzania

The paper will trace how issues of gender at the Open University of Tanzania have been handled from the inception of the OUT. It was from the realization of gender imbalances in various areas at the institution that various strategies have been put in place with the thrust of mainstreaming gender issues in the carrying out of its activities. The deliberate efforts by OUT management have included among other strategies: the formation of the Gender Unit for overseeing the implementation of gender responsive activities; the formation of the '2008 Gender Policy' guiding gender concerns at the OUT; incorporating gender issues in the '2009 Students' Affairs Policy and Operational Procedures'; incorporating gender issues in the OUT rolling Strategic Plans which the present one will be rolling up to 2018 when the Sustainable Development Goals will already be in place. The strategic objective in rolling plans has been 'improved gender balance and mainstreaming'. The supportive OUT management on mainstreaming gender can be taken as prospects of implementing the 3rd MDG. The way forward to the implementation of gender related Sustainable Development Goals will be well addressed by taking into consideration the challenges which have been encountered at OUT in the process of mainstreaming gender issues in its activities using the above narrated strategies.

BUSINESS INNOVATORS FOR EMPLOYMENT CREATION: THE ROLE OF GENDER IN THE PERFORMANCE OF SMALL AND MEDIUM ENTERPRISES IN KILIBWONI DIVISION, NANDI CENTRAL DISTRICT, KENYA

John BOIT , Pius CHERUIYOT | Moi University, Kenya

Entrepreneurship development is increasingly becoming important in economic growth in many countries. The majority of workers in the developing World cluster in small and micro enterprises in the private sectors. Entrepreneurship and investment influences the rate and linkages which develop in an economy, the labour demanded and the human capital investment meeting these labour demands. Rapid growth can contribute to poverty reduction. Social norms strongly influence men's and women's work and working environments. Some tasks and jobs are considered more appropriate for men or women and covert screening filters out applicants who defy these norms. These gender norms frequently underpin sex-segmented labour markets typically confine women workers to low-wage, low productivity employment and can limit the responsiveness of labor to new demands for high skilled workers. Sluggish labor markets can impede adjustment, distort human capital investment and inhibit a firm's ability to switch to new activities and compete in a dynamics and globalizing market. Development occurs within an institutional and economics environment that is similarly shaped by customers, social norms, implicit and explicit codes and conduct. The study sought to establish the impact of gender on micro-enterprises performance. The main objective was to establish the differences in the constraint facing female and male owned micro-enterprises respectively in Kilibwoni Division in Nandi Central District, Nandi County. Data from a survey of 180 micro-enterprises were used in the modified ordinary least square (OLS).the study concluded that the impact of education on performance is more pronounced in female-owned businesses than in male owned ones. The study therefore recommends the promotion of micro-finance institutions that target financing of non-farm economic activities with a deliberate bias towards providing credit to women entrepreneurs.

LANGUAGE AS A TOOL FOR PROMOTING GENDER EQUALITY: : MOVING FROM THE MDGS TO THE SDGS IN THE NIGERIAN CONTEXT

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All over the world, there is the perceived stereotyped male chauvinism whereby the women folk are not accorded their rightful position in the society. There are differences in the roles, responsibilities and opportunities for men and women. These perceived differences affect the ability of both sexes to gain access to power and control over resources in a given society or community. Most of these disparities are perpetrated in the communicative process. It is on this background that this paper examines the roles of language in promoting gender equality in attaining the objectives of the Millennium Development Goals (MDGS). The study goes further to link this to the SDGs. The study was guided by four research questions. The design of the study was survey method and the population consisted of 100 men and 100 women randomly selected in suleja Local Government Area of Niger State of Nigeria. The instrument used to generate the data was questionnaire and the data was analyzed using mean score. The findings of the paper show that language can serve as a veritable tool in promoting gender equality since communication cannot take place in the absence of language. Besides, recommendations were made as to the process of using language as a weapon in advocating gender equality.

THE CONTRIBUTION OF AFRICAN UNIVERSITIES IN GENDER EQUALITY AND WOMEN EMPOWERMENT: THE CASE OF THE OPEN UNIVERSITY OF TANZANIA

Dr Emmanuel Patroba MHACHE and Dr John MSINDAI, Department of Geography, The Open University of Tanzania,

Universities are expected to holistically develop learner's competencies. Gender equality between men and women has not been achieved in some countries due to differences in culture, beliefs, religion, political systems and discrimination. Thus, this article aimed at investigating factors hindering achievement of gender equality and suggests ways or efforts of women empowerment in all aspects. The target of many countries is to achieve fifty-fifty mean equal men and women in all areas. Education as a social institution is an instrument which facilitates gender equality and gender empowerment. The article responds to two questions: (i) How and through what mechanisms can gender equality be achieved? (ii) What role can African Universities play in the process of gender empowerment?

WOMEN AND ENTREPRENEURSHIP IN NIGERIA: PROSPECTS FOR THE SDGS

Odunayo Paul SALAU | Nigeria.

Entrepreneurship in the recent times has become the driving force and backbone for contesting against high degree of unemployment, slavery, imprisonment, undue exploitation, high poverty level, structural oppression and lack of creative freedoms for both men and women, but despite its effectiveness, a quite number of people especially the women operating their own business continue to face huge obstacles that stunt the growth of their businesses. Therefore, this paper aimed to unravel the unique dynamics involved in operating a business on a smaller and medium scale. The review of literatures provided valuable insight into the identification of aspects influencing women entrepreneurship. Survey method was adopted through a structured questionnaires and in-depth interview on business structure, sources of finance, challenges and prospects. Data collected was statistically analyzed using correlation and regression methods. The findings indicated that most of the women-owned businesses that participated in this study operated as sole proprietorships and in different levels. It was observed that women are leaving the workforce in troops to become successful job-making entrepreneurs. The study revealed that lack of education and finance are the predominant constraints to the growth of female-owned enterprises. While other factors were family stress, lack of proper mentoring, fear of uncertainty and risk, strict social constraints, and limited time and skill.

THE ROLE OF HIGHER EDUCATION IN POLICY TRANSFORMATION IN THE POST-2015 DEVELOPMENT AGENDA: OPPORTUNITIES AND CHALLENGES IN A CHANGING WORLD

Jepkemboi CHOGE | School of Education, Maasai Mara University.

Conversations with people on their experiences about how significantly the world has changed since the Millennium Declaration was adopted in 2000 also showed awareness on how much more the world will change by 2030. It will be more urban, more middle class, and older, more connected, more interdependent, more vulnerable and more constrained in its resources and still working to ensure that globalization brings maximum benefits to all. For many, the world today feels more uncertain than it did in 2000. In developed countries, the financial crisis has taken belief that every generation will be better off than the last. Developing countries, for their part, are full of optimism and confidence as a result of a decade-long growth spurt, but many also fear that slow progress in reforming global trade and stabilizing the world financial system may harm their prospects. Half the world's extreme poor live in conflict-affected countries, while many others are suffering the effects of natural disasters that have cost \$2.5 trillion so far this century. In today's world, no country, however powerful or rich, can sustain its prosperity without working in partnership to find integrated solutions. This is a world of challenges, but these challenges can also present opportunities, if they kindle a new spirit of solidarity, mutual respect and mutual benefit, based on common humanity and the Rio principles. However higher and international Education can provide leadership in enhancing policy transformation in the post 2015 agenda.

GENDER EQUALITY AND WOMEN EMPOWERMENT IN AFRICAN UNIVERSITIES: SETTING GROUNDS FOR THE SDGS

Hamida MSOFE, Institute of Tax Administration, Tanzania

The Millennium Development Goals (MDGs) have made enormous progress but the poverty has not yet been ended. The World Bank measure of poverty revealed, 1 billion people still live on less than USD 1.25 a day and more than 800,000 million do not have enough food. Women are still fighting for their rights and still dying in child labour. The sustainable Development Goals (SDGs) have been defined as part of a new agenda to finalize the job started by MDGS. This paper explains, the achievement of gender equality and women empowerment in the Universities and its contribution towards the MDGs in Tanzania; the challenges faced in the achieved gender equality and women empowerment in primary, secondary and tertiary education; the achievement and challenges of gender equality and women empowerment in nonagricultural employment sectors; the gender equality and women empowerment in the leadership and the still existing challenges to achieve the SDGs. This paper recommends the following measures in minimizing the aforesaid challenges: Priorities girls' education; increase budget in education; revised women's right laws ; increase per capital income to all society's level; government's Loan priorities to female students and proper inspection of private Universities

THE LEGACY OF TANZANIAN AND SCANDINAVIAN RESEARCH PARTNERSHIPS IN POPULAR EDUCATION: CHALLENGES AND PROSPECTS

Dr Elinami Veraeli SWAI | Faculty of Education, Open University of Tanzania.

The aim of this paper is to show that many years of collaborative research between Tanzania and Scandinavian countries produced massive benefits whose legacies are still enduring to this day. Using popular education as an entry point and for illustration, the paper seeks to show how aid from Scandinavia allowed the Government of President Julius Nyerere to embark on popular projects that helped the country to exist without reliance on imperialist donor support that came with strings attached. This paper is part of larger collaborative research project between Linköping University and the Open University of Tanzania. Popular education is one of the areas in which partnerships between Tanzania and Scandinavian countries thrived. Many Scandinavian countries invested in many forms of popular education in Tanzania. There were massive activities from agriculture and health to water development in which the people were involved. Many of the projects benefitted from research projects that had heavy dose of popular participation and participant observation by researchers. Through popular education, there were so many exchanges of tested models of folk colleges and frameworks such as grassroots participation which promoted all kinds of dialogues at state and individual level. This paper will show how Tanzania partnered with Scandinavian countries, especially Sweden in promoting research in areas such as cooperative movement and popular education. The partnership made Tanzania one of the countries with one of the highest literacy levels on the African continent and most politically stable. Education made the country cohesive and policy dissemination was effective in many ways. Using social change and social capital theory, the paper will demonstrate that popular education that emerged in Tanzania was a domesticated hybrid that allowed the country to be where it is today.

GRASSROOTS TEACHER TRAINING: SUSTAINING THE GAINS OF THE MDGS

Mwanakombo MOHAMED | Moi University Coast Campus.

The Millennium Development Goal 2's main mandate was to, 'achieve Universal primary education for all by the year 2015'. This is no mean feat and Kenya as a country, has tried to achieve this by offering free primary education since 2002. However, providing a full course of primary education for every child, in every county, within the republic will not be attained by the target date of 2015 due to various reasons. Enrolments in Mombasa County have been dropping and this has been further reduced by the security situation within the Coastal region. The global number of primary school aged children not in school fell during the years by 33 million (UNICEF, 2010). This paper highlights the role played by teachers in primary school towards the attainment of this goal. It is an indicator of efforts and work done within the school of education to train teachers of early childhood and primary education to cover the education sector within the coastal region. Various study themes will be discussed and showcased to reveal the results. The paper concludes with a call to the global education body, UNICEF not to disregard MDG 2 after 2015, as the target, as shown here, has not been met. It is also a call for new and concerted efforts to be put in place to further enhance the education question in the United Nations agenda beyond 2015. The paper will also discuss how these achievements can be sustained within the newly formulated SDGs.

BEYOND ENROLLMENT AND RETENTION, ARE THE CHILDREN LEARNING? ASSESSING THE HUMAN RESOURCE EFFECTIVENESS IN ACHIEVING MDG 2. THE CASE OF UNIVERSAL PRIMARY EDUCATION IN UGANDA.

Monicah Rullonga KANYESIGYE | Uganda Management Institute

The Millennium development goal two focuses on children completing a full course of primary school by 2015. In Uganda, the focus is on providing quality education to school going age children ensuring that those who enter school stay in school through Primary seven. A number of challenges have been registered in the effort to address this goal on the sub Saharan African continent including budgetary constraints that have seen many schools without infrastructure struggle to retain the children in school for a complete course. While the enrollment and retention levels have gone high since the start of Universal Primary Education (UPE) in Uganda, the quality issue remains unaddressed. This paper focuses on teacher-pupil ratios and the quality of the human resources that are assumed to ably deliver a quality education for the children. This paper highlights key challenges in human resource availability for the advancement of UPE in meeting the MDG goal on Education. It employs a Herzberg's two factor theory of motivation to look at issues that have contributed to satisfaction and dissatisfaction of teachers in giving the quality of education that is anticipated in UPE. Review of article's and research findings are explored on UPE in Uganda with a comparative analysis of the global trends on the effectiveness of the human resources to deliver that anticipated quality education to the learners. Recommendations are made to the policy makers and implementers to focus on quality post MDG in order to supplement the enrollment and retention with quality output.

ASSESSING POTENTIALS OF EDUCATION FOR SUSTAINABLE DEVELOPMENT IN TANZANIA: A CASE OF OPEN UNIVERSITY OF TANZANIA

Mr. Godefroid MUDAHERANWA | Institute of Continuing Education, The Open University of Tanzania.

Education for Sustainable Development (ESD) is a global educational initiative proposed by UNESCO, following recommendations from various international conferences on environment and sustainable development (Wals and Kieft, 2010). Education for Sustainable Development is one among the initiatives useful to achieve the Millennium Development Goals (MDGs), especially the goals of environmental sustainability and poverty alleviation. This study aimed at examining extent to which CYP and FED programmes offered in the Open University of Tanzania, are committed to ESD; assessing level of knowledge and awareness of ESD among CYP and FED students; and determining challenges and opportunities linked to implementation of ESD in Tanzania. The study used descriptive design and qualitative approach. The sample size consisted of 10 lecturers and 40 students. Data were collected using face to face or telephone interviews and questionnaires for primary data; as well as documentary review for secondary data. Respondents recognized the great potentials of ESD in Tanzania as a way of conserving the rich environment that exists in Tanzania and promoting social and economic development. The study recommends curriculum innovation for greater adoption and practice of Education for Sustainable Development to achieve SDGs.

UNIVERSITIES MEETING THE LOCAL NEEDS

Sakari KAINULAINEN | Senior Specialist, Riikka HÄLIKÄ | Head of International Affairs, Riikka HALONEN | International Affairs Specialist and Kyösti VOIMA | Senior Lecturer International Affairs, Diaconia University of Applied Sciences, Finland

Diaconia University of Applied Sciences (Diak), the largest education provider in the field of social services in Finland, has implemented an integrated model of international activities since 2007. The model promotes sustainable, long-term partnerships with higher education institutions and civic society organizations in African partner countries by integrating capacity building and development cooperation into student and staff mobility, curriculum development activities and research and development work. The key stakeholders are not only Universities (administration, academic staff, students), but also communities in the surroundings of Universities. By implementing the model Diak seeks to enhance the capacity of the Universities in regional development, Community development interventions and related research in close collaboration with local people. Local needs are the driving force in curriculum development, teaching and research activities. The Universities in partnership with local NGOs and other civic society generate and disseminate information relevant and imperative to sustainable social development to stakeholders and decision makers involved to support them in the work towards the attainment of the MDGs. Examples of good practice and results of the collaboration with Universities and other organizations from Swaziland and Kenya are presented.

GLOBAL PARTNERSHIPS IN HIGHER EDUCATION AND ITS IMPLICATION ON UNIVERSITIES IN DEVELOPING COUNTRIES

Prof. Orpha ONGITI | Department of Education, Africa Nazarene University

The concept of global partnership in higher education in relation to Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) is a debatable topic in the 21st century. Though the problems, especially extreme poverty, purported to affect humankind worldwide, led to the genesis of the MDGs and SDGs, their universality and magnitude is disparate across the globe. Yet, global partnership in higher education is supposed to be a means to achieving MDGs. Likewise, higher education institutions are thought to be a home for a nation's top thinkers and researchers, who are best positioned to address the MDGs and SDGs. Conversely, given the complexity and diversity of global universities in terms of resources, academic programs, students, policy priorities; coherent implementation of global partnership among accredited universities is critical. This study sought to answer the following questions: What kind of global partnerships exist in some selected accredited Universities in East Africa--EA (Kenya, Uganda, Tanzania, Rwanda, and Burundi)? What are the implications of these partnerships in relation to the MDGs and SDGs among the East African Community (EAC)? The study took a desk research approach, whereby a few accredited universities, mainly members of the IUCEA, were randomly selected and data mining was done from their websites. The study revealed that there is no substantive EAC global partnership policy responsive to MDGs; therefore global partnerships vary depending on individual University priorities. It was further revealed that most partnerships in EA Universities are in: information and communications technologies (ICT), postgraduate training and research, hosting international conferences, student exchange programs, joint degrees and capacity building. These partnerships are mainly between EA Universities and Universities from the US, Europe and Asia. Partnerships within the EAC or Africa are minimal. Again, most of the partnerships are based on academic programs, which benefit the matriculating students. Based on the aforementioned findings, it is implied that although economic circumstances are beginning to improve in some areas, the kind of global partnerships in the selected EA Universities is yet to respond to the MDGs, due to institutional imbalances and priorities. Areas of partnerships that are directly addressing the MDGs are not clear. In order to achieve MDGs and SDGs, the EA Universities in liaison with IUCEA and other stakeholders should make a deliberate effort in the prioritization, expansion and implementation of global partnerships.

THE ROLE OF ONLINE HIGHER EDUCATION IN NIGERIA: IMPACTS ON MDGS AND PROSPECTS FOR SDGS

Samuel FABOYEDE | Covenant University, Nigeria, Obiamaka NWOBU, Adekemi FABOYEDE | Crawford University, Nigeria, Adebola AKANDE | Department of Business Admin, Intercontinental University, Porto Novo, Republic of Benin.

Investing in education is the single most effective way of reducing poverty. Online education is growing in popularity with the passage of time as even countries in Africa are now making smarter moves in implementing online courses for remote students. The role of Higher Education, especially the international dimension, is given little importance in the discourse on achieving the Millennium Development Goals (MDGs) in Africa. The potential of higher education's contribution to Africa's development remains unrealized and often misunderstood in today's globalized world. This paper, using the secondary data approach, evaluates the role of online higher education at fostering global partnerships which enable the achievement of the Millennium Development Goals in Africa. It considers the state of online development and recent attempts at promoting e-learning in Nigeria. Through empirical secondary data research case studies, it addresses how international higher education programmes and policies in African universities can address MDG priorities of promoting the establishment of global partnerships for development through academic mobility, joint research initiatives, curriculum innovation and policy development. The paper recommends that all stakeholders of higher education in Nigeria must embrace innovations and implementations that would give virtual learners a new set of expectations to meet their development goals with ease.

UNIVERSITIES AND COMMUNITY BUSINESSES INITIATIVES FOR SUSTAINABILITY: "BODA BODA" OPERATIONS IN BOMET COUNTY, KENYA

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Sustainable Development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. SDGs require that we see the world as a system that connects space and time. They are proposed set of targets relating to future international development, poverty eradication is the greatest global challenge facing the world today and an indispensable requirement for the SDGs. This paper tries to explain the role played by Boda Boda phenomena in curbing poverty. The main factors influencing the operations, operators and users of the industry in Bomet County, Kenya. This paper analyses the benefits of boda boda services to the poor and unemployed youth and draw some conclusions. While the poorest make occasional use of boda boda, due to low income and high cost constraints, for many they provide identifiable ways of enhancing income by extending the range and intensity of productive activities. Their greatest impact on the poor is through the employment provided. With an estimated national fleet of 100,000 bodaboda, about 2 million or 7% of the Kenyan population depend for part of their livelihood on the industry. The livelihoods of a further 200,000 are supported from the repair and maintenance services of the industry needs.

SUSTAINING THE MDGS BEYOND 2015: THE CONTRIBUTION OF UNIVERSITIES IN ATTENUATING POVERTY, HUNGER AND DISEASE IN AFRICA

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The Millennium Development Goals conceived in 2000 and to be achieved by the year 2015 were eight simple but meaningful and achievable International Development targets subscribed to by all 189 United Nations member-states at the time to improve human well-being within these distillates: Economic development, Environmental sustainability and Social inclusion. Crucially, there is need to sustain the MDGs beyond 2015 because of the sacrosanctity and inevitability of these goals to the survival and quality of life of members of the human race. In Africa, the contribution of its universities in the attenuation of poverty, hunger and disease, particularly, has become an imperative. Through entrepreneurship education, for instance, African universities can partner with their governments and other stakeholders within the society to raise the next generation of job creators and not job seekers and at the same time reach out to the poor and disadvantaged within their host communities to arm them with entrepreneurial skills that can give them an income, improve their living standards and deliver many of these people from extreme poverty and diseases. This paper has focused on explicating this initiative and how African universities can play frontal roles in attenuating poverty, hunger and disease in Africa.

THE ROLE OF INTERNATIONALIZATION IN UNIVERSITIES IN COMMUNITY DEVELOPMENT: BALANCING BETWEEN GLOBAL AND LOCAL NEEDS

Simon Peter NGALOMBA | School of Education, University of Dar es Salaam, Tanzania and Shirley Ehru ONYEOGUZORO | Faculty of Education, University of Lagos, Nigeria.

The study focus on the role of Universities in addressing community needs in the global world. Producing degree-holders every academic year alone is not sufficient core function of University's existence; instead every University has indirect responsibility to provide to its local community although such contribution is often underestimated. Using stakeholders' theory and corporate social responsibility model the study argues that public universities should move from its conventional mandate of teaching and research and be more innovative and responsive to the needs of its local community. It further argued that African Universities should play an active role in the achievement and translation of global initiatives to the local level.

UNIVERSITIES AND COMMUNITY DEVELOPMENT: PROSPECTS FOR SUSTAINABILITY

Dr Felicitia NJUGUNA | Kenyatta University.

The world is experiencing a very high advancement in technology and development. Development, together with modernity comes with its challenges. Some of these challenges include change in climatic conditions due to emission from green houses, the many motor vehicles and industry, terminal sicknesses such as cancer, hunger, land degradation, misguided youths, immorality, and excessive love for riches especially money at which citizens will stop at nothing including corruption to forge their agenda. Values are changing at a fast rate and the old values cannot be recognized in the current populace. Already, there is a problem in relationships in families as women take up responsibilities in heading their families even where there is a father figure. If the situation is not arrested, the problems will escalate. The question that begs to be answered is, is there anything that can be done by combined forces of Universities and communities to get sustainable values that will ensure that the community does not destroy itself? Is it possible for Universities to partner with communities in research with a view to getting solution to community problems? This paper will review the usefulness of collaboration among Universities and communities in providing a solution to problems sustainably. It will endeavour to discuss the advantages of collaborations, identify the challenges that affect them and give recommendations.

FOSTERING GLOBAL PARTNERSHIP FOR POST MILLENNIUM DEVELOPMENT GOALS FOR PEOPLE WITH DISABILITIES

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Disabilities organisations represent about 650 million, as long as they are not included as equal partners in policy debates and development programmes, global partnerships for development remain nothing than a dream. To realize the MDGS, donors should cooperate within the framework of the UN convention and integrate disability as a key element for poverty alleviation in all development policies and programmes. This paper focuses on the inclusion of people with disabilities into mainstream development goals with specific interventions where necessary.

CHILDREN'S HOLISTIC LEARNING IN VIOLENT CONFLICTS PRONE REGIONS OF NORTH RIFT, KENYA: CHALLENGES AND POSSIBILITIES, TOWARDS POST 2015 ACCESS TO EDUCATION

Betty TONUI | Moi University, Kenya

Early Childhood Development and Education (ECDE) is a preliminary gait for Primary Education, a basis for the child's general development and the foundation of any education system. For quality and sustainability in education, teachers have to be very meticulous in the choice of teaching and learning approaches. The integrative approach is a great idea for children under the age of five because it is a guarantee for holistic development as children become more engaged in different activities and combine different skills. This is a more balanced approach as opposed to learning an isolated subject. This paper makes an appraisal of teacher capacities supporting the integrative approach for teaching in ECDE. It begins with a review of the integrative concept as applied to ECDE. The paper moves on to identify weak spots in the existing provisions and finally suggests ways to make teaching in ECDE more effective by taking a more multi-disciplinary approach, being a pre-requisite for learning at all other areas of education and for achievement at later levels, a sure path to sustainable development.

RETRAINING NEEDS OF TECHNICAL TEACHERS IN COMPUTER TECHNOLOGY FOR INSTRUCTION IN GOMBE STATE TOWARD THE MDGs FOR INTERNATIONAL EFFECTIVENESS

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The Sustainable Development Goals are principally aimed at ending poverty and hunger, as well as ensuring that as people, all human beings can equally and respectfully fulfil their potential in a hygienic atmosphere. This is demonstrated in the 17 Sustainable Development Goals and 169 targets which are the drive of the new Universal Agenda that strives to build on and complete what the Millennium Development Goals did not achieve. One of the identified strategies is that by 2020, there should be an expansion globally in the number of scholarships available to underprivileged countries for enrolment in higher education. Teachers in Nigerian technical colleges are saddled with the responsibility of preparing students for transition from the secondary to the tertiary level of education. The Universities and Colleges of education on the other hand plays the significant role of training the technical teachers for the job. Some of the highlighted areas by the SDGs document are the promotion of vocational training, information and communications technology, technical, engineering and scientific programmes. The need for the retraining of technical teachers by the universities in computer technology, will go a long way in ensuring that the students had a strong background knowledge that can guarantee their smooth transition to the higher level of education as well as in competing favourably in the world of work. The purpose of this study was to determine the retraining needs of technical teachers in computer technology for instruction in Gombe state technical colleges toward the achievement of the SDGs. Data were collected from 74 technical teachers using a structured questionnaire. Data were analysed using mean and standard deviation. Result indicated that trainings are needed by technical teachers in all the identified skill areas. The result recommended that School administrators should be prepared to arrange for retraining of their technical teachers in the areas of computer technology skills to be able to demonstrate ability to access, process, select and utilize computers towards the achievement of the SDGs for teacher effectiveness.

Interrogating the Role of Higher Education Institutions in Fostering Curriculum Innovation in the attainment of Millennium Development Goals

Prof. Peter BARASA and Dr. Carolyn OMULANDO | Moi University.

In this paper we re-state the existing understanding that an education system and the curriculum of a developing nation must be responsive and tailored towards the achievement of the nation's development goals. Given the global push to attain 'people focused' approaches to development through Millennium Development Goals (MDGs), in this paper we pursue answers to the questions: who has the responsibility of educating the society and interpreting the MDGs in the context of national development? How do newly trained and educated graduates use their knowledge as interventions in the realization of MDGs in a nation? Therefore, in this paper we explore how the body of knowledge provided by curricula in Institutions of Higher Education (IHE) serves as intervention for the realization of the 8 MDGs. It also highlights where the IHE have in effect played a positive role in achieving MDGs in Africa, through the curriculum offered and the nature of research being conducted. Given that research is normally the core business of IHE, while society is the consumer, unless the two are matched, then MDGs may not be achieved. This scenario provides space to examine the challenges facing IHE in creating a platform and vehicle for integrating MDGs in the innovations in the curriculum as they strive to provide relevance of curricula to national development.

ENTREPRENEURSHIP CURRICULUM AND INNOVATION PEDAGOGY: STRATEGIES FOR ACHIEVING MILLENNIUM DEVELOPMENT GOALS (MDGs) IN NIGERIA

Love Moses CHINONYE | Covenant University, Nigeria and Maxwell Prosper Onochie | Crawford University, Igbesa, Ogun State, Nigeria

Entrepreneurship is globally recognized as an engine for economic development hence its inclusion in educational curricula. Entrepreneurship curriculum contains information on how students can identify and shape business opportunities and grow new enterprises successfully. Entrepreneurship education which relies on individual competence and innovation has been seen as an activity for enhancing students' life for future achievement. The complexity of the world and continuous quest of information require that entrepreneurship education should be taught innovatively. Entrepreneurship pedagogy as the study of the methods and styles of teaching entrepreneurship demands innovation which enhances competencies, knowledge, skills and attitudes for entrepreneurial life style. This study focused on examining entrepreneurship curriculum and innovation pedagogy as strategies for achieving Millennium Development Goals (MDGs). The paper is based on conceptual framework and review of related literature.

THE KENYAN EDUCATION CURRICULUM: FROM DEVELOPMENT TO SUSTAINABILITY

Grace KOTENG | Kisii University, Kisumu Campus, Kenya.

Education for sustainable development translates to acquisition of knowledge and skills to support growth. Sustainability adds value to the acquired learning in education; and this, then translates to the growth and development of the individual, the community, and country at large. Curriculum should therefore be designed and implemented in ways that link teaching and learning to sustainable development. Currently, the Kenya curriculum has exhibited gaps in this aspect. Most of the secondary schools and University graduates find themselves idle unless employed in organizations and companies. When they fail to get employed, they despair and venture into business, most of which are not in line with what they learnt, such as motor bike riders, taxi drivers, sales, and poultry keeping, among many others. This paper will consider the curriculum offered, its implementation, and relations with sustainable development. Gaps will be identified and the way forward suggested. A random survey and Interviews, targeting 10% of the various stakeholders including secondary school teachers, University lecturers, Secondary school and University graduates, will be conducted. The study will be conducted in Western Kenya. The results will be analysed by percentage, and conclusions drawn. Recommendations will be suggested from the conclusions.

INSTITUTIONALIZING PEACE AND SECURITY EDUCATION IN NIGERIA'S EDUCATIONAL CURRICULUM: SECURING THE SDGS

Ndulue Loreta CHINYERE | College of Education, Azare, Bauchi State, Nigeria.

Recent security challenges in Nigeria have made it virtually impossible for the country to attain the newly proposed Sustainable Development Goals (SDGs). Most affected are the North - Eastern parts of the country, especially, Borno, Adamawa, and Yobe states, where the insurgent Islamic group, Boko Haram, has continued to lay siege, and the Niger - Delta region, where kidnapers and militants abound. It is not an understatement that there cannot be any meaningful socio - economic, political, cultural and educational development where insecurity reigns supreme. The country's education curriculum, especially, at the primary school level needs some overhauling in which children who are still in their adolescent age are imbibed with the culture of peaceful living and co - existence irrespective of religious, regional or ethnic inclination. It is therefore imperative that for the Sustainable Development Goals to be attained and sustained in Nigeria. This paper intends to establish that peace and security education can still be made use of in reviving the Nigerian spirit of brotherliness because when they are taught at a tender age, they would also strive for the unity of Nigeria, which will further enhance the sustenance of the SDGs

AN ASSESSMENT OF PRIMARY SCHOOL TEACHERS' APPLICATION OF LEARNING DOMAINS IN CLASSROOM INSTRUCTION IN WEST POKOT COUNTY, KENYA

Prof. Jackson K. TOO and Joseph KATAM | Moi University, Kenya

Desire to excel in National Examinations in primary school is posing a challenge to classroom process, actual learning and eventual attainment of national goals of education in all domains of learning. Proper application of learning domains in classroom instruction is however very essential in determining the extent to which holistic learning has taken place. The purpose of the study was to assess primary school teachers' application of learning domains in classroom instruction in primary schools in West Pokot County. Objectives of the study were to determine teachers' understanding of learning domains, determine the extent to which learning domains were addressed in the classroom process in primary schools in West Pokot County and examine teachers' use of Table of Specifications in primary schools in West Pokot County. The study was guided by principles embedded in Daniel Stufflebeam's Context, Input, Process and Product (CIPP) Evaluation Model which is a model for guiding formative and summative evaluation of a program. A Conceptual framework was also used to show the interplay between the variables under study. The study employed a descriptive survey design and adapted mixed methods approach in collection of data in a pragmatist philosophical paradigm. The study used multi stage cluster sampling technique which combined both simple random and stratified proportionate sampling. A structured questionnaire with close ended questions was the main instrument of collecting quantitative data. Classroom observation, interviews and document analysis were used to collect qualitative data. The study found that teachers did not understand what learning domains are and therefore did not apply them adequately in the learning process. The study concluded that application of learning domains in public primary schools in West Pokot influences learning achievements of pupils. The study recommended that supervision of schools be intensified to ensure that there is more teaching and learning.

NEXT GENERATION DIGITAL LEARNING ENVIRONMENT (NGDLE): CONTRIBUTIONS TO CURRICULUM INNOVATIONS IN AFRICAN UNIVERSITIES

Jaap VAN VOORST | HU Utrecht, Netherlands.

Blended Learning is seen as an opportunity to improve student education: one that offers both flexibility as well as a connection to modern-day society. This paper discusses how Blended Learning can be implemented at the teacher trainer college of the African Universities and how the Next Generation Digital Learning Environment (NGDLE), developed by Hogeschool Utrecht, University of applied sciences, can contribute to curriculum innovations. To ensure the success of blended learning it is highly essential that teachers developing blended learning courses are properly trained in its various essential aspects, particularly in relation to applied methodology. To understand how best to implement blended learning at the teacher trainer college extensive research was carried out with Tpack as exit point. The findings of this research were made available to the University's teachers in the form of a content-based, yet hands-on blended training programme. The student results showed a marked improvement of a blended learning course when developed by teachers who were trained in the programme as compared to those who were not. In addition, the results of the blended courses (which were developed by trained teachers) showed a vast improvement of the non-blended courses, so called 'regular course'.

LIBRARY AS A BRIDGE OF CURRICULUM INNOVATION FROM MILLENNIUM DEVELOPMENT GOALS (MDGS) TO THE FUTURE VIA SUSTAINABLE DEVELOPMENT GOALS (SDGS)

Mwalughelo LUSEKELO | Open University of Tanzania.

This presentation aims at proving the role of library (house of knowledge and information) not only for curriculum innovations but also the bridge which can link the Millenniums development Goals (MDGs) and Sustainable Development goals (SDGs). It is important to link curriculum innovation with MDGs, SDGs and the library because it is the corner-stone of development, if this link will not be well cemented it will create the graduates who are not only unemployable, less creative but also less innovative. Ways which are used to identify instructional improvement and innovation to enhance students learning should also improve the teaching process too. Hence create good give and take between the learners and the teachers. To plan for the future (SDGs 2030) one must understand and analyze the SWOT of past and present (MDGs) which are all stored inside library walls. MDGs and SDGs needs to be well understood by decision makers, teacher, and curriculum developers to the extent that it can be easy for them to present it in a simple language and action, example, Combat HIV/AIDS, malaria, and other diseases. Eradicate extreme poverty and hunger, achieve Universal primary education, Promote gender equality and empower women. While 2015 will mark the target year for the United Nations Millennium Development Goals (MDGs) a set of eight development objectives set by world leaders as a commitment to reduce extreme poverty worldwide, few understands the role of library in cementing and bridging MDGs to SDGs in curriculum innovation. Library will repackage, store, disseminate make the SDGs available to all hence attain sustainable development.

STUDENTS PERCEPTION OF LIBRARY ON THE ATTAINMENT SUSTAINABLE DEVELOPMENT GOALS (SDGS) IN THE FEDERAL CAPITAL TERRITORY COLLEGE OF EDUCATION ZUBA, ABUJA, NIGERIA

Oguike MARTINS | College Library, Federal Capital Territory, College Of Education (FCT) Abuja Nigeria.

This paper examined student's perception of library on the attainment of millennium Development Goals (MDGS) in Federal capital Territory College of Education Zuba, Abuja Nigeria. The study was guided by four research questions. The design of the study is survey method and the population consisted of 200 students who were randomly selected from the five schools in the institution. The instrument used to generate data was questionnaire and the data was analyzed using mean score. The results show that the college library contributed adequately in the attainment of Universal Basic Education (UBE) through provisions of information resources and services geared towards production of effective teachers for primary and post-primary schools in Nigeria. The major services rendered by library include internet access, textbooks, reference services, current awareness services (CAS), Selective Dissemination of Information (SDI) and among others. It was equally found that inadequate staff, lack of training and retraining, mutilation of resources, poor power supply, inadequate funding were some of the problems associated with library's attainment of Millennium Development Goals (MDGS) in Federal Capital Territory College of Education Zuba, Abuja Nigeria. Recommendations were proffered such as recruitment of qualified staff, adequate funding, and installation of Close Circuit Television (CCTV) cameras in and around the library, organization of workshops and seminars for staff, adequate library orientation for students among others.

SUSTAINABLE DEVELOPMENT GOALS AND THE NEED FOR INNOVATIVE KISWAHILI CURRICULUM IN THE EAST AFRICAN COMMUNITY

Kenneth Inyani SIMALA | East African Kiswahili Commission, Arusha

This paper discusses top priorities, new initiatives and projects that Kiswahili programmes in East African Community need to consider so as to enhance their preparation of professionals with the capacity to effectively and efficiently deal with the demands and expectations of Sustainable Development Goals (SDGs). It argues that to have a great impact, Universities need to undertake curriculum innovations that take into account the unique linguistic resource that is Kiswahili.

UNIVERSITY PARTNERSHIPS FOR RESEARCH AND SUSTAINABLE DEVELOPMENT

Prof. Oluwatoyin A. ODEKU | Department of Pharmaceutics & Industrial Pharmacy And Director, Office of International Programmes, University of Ibadan, Ibadan, Nigeria.

The Development Goals of African Universities should be focused on strengthening the capacity of research through strategic partnership with local and international institutions that would help in building on the strengths of partnering institutions research community. Sustainable development in research is achieved where partners are encouraged to make significant investments in learning infrastructure and joint projects with positive measurable outcomes. Adequate mechanism should be put in place to ensure that benefits accruing from partnership would contribute immensely to the research capacity of partnering institutions and guarantee sustainability of the development process. To foster educational collaboration among African Universities geared towards quality higher education in research and learning, there is a need for Universities in Africa to come together as one to engage in critical reflection (thinking) and build consensus on issues affecting higher education for sustainable development. Through partnership among African Universities, new ideas, innovations and best practices are shared among institutions especially in the area of research innovations which will eventually bring about economic, social and technological development that are sustainable. Using the experience of a leading African University this paper examines contemporary issues in Higher Education institutions research partnerships and explores ways such engagement could be better exploited towards achieving sustainable development.

INTERNATIONALIZATION OF HIGHER EDUCATION IN TANZANIA: REVIEWING THE GAINS MADE FOR A SUSTAINABLE FUTURE

Simon Peter NGALOMBA | University of Dar es Salaam.

Internationalization of higher education in Africa can be traced back during colonial time, first as an instrument for colonization and later for decolonization. Global and regional collaboration in higher education (HE) has been partly related to the attainment of most of African countries independence, hence new nations, the unprecedented progress of internationalization and establishment of bodies to oversee further stimulate internationalization and regionalization of higher education as evidenced by cross-border students mobility, academic staff exchange, new HE destinations and players emerging. Despite its importance in the development of HE, internationalization was not captured in the MDGs and has no central role in the SDGs. Therefore, this study reviews the events, current trends and future prospects of global and regional collaborations in HE associated with international dimensions. Further, identifies critical issues that impede international strategy implementation within an institutional context. These issues include resource allocation, communication, operational process, cooperation and coordination, organizational culture, resistance to change, student support and external environment. Findings revealed that despite Universities practise internationalization activities, however, this is by default since there is no institutional policy guiding internationalization. It is therefore, recommended that policy should be established at institutional level and internationalization of HE captured in the post-2015 development agenda.

TOWARDS A FRAMEWORK FOR RESEARCH AND INNOVATION MANAGEMENT AND COORDINATION IN EAST AFRICA

Philip O AYOO | Principal Innovation and Outreach Officer, Inter-University Council for east Africa.

The key feature of East Africa's institutional landscape constitutes weak links and poor feedback mechanisms between and among research and innovation (R&I) institutions on the one hand, and with industry and consumers of research products and innovation on the other. This missing link would be better addressed through innovation and business clusters that are now emerging in the region, but which lack the supportive framework within specifically designated research and innovation hubs. For this reason, it is considered imperative to establish a research and innovation programme based on business clusters that are linked to existing R&I institutions to be specifically designated as regional research and innovation hubs. To this end, the Inter-University Council for East Africa (IUCEA) has embarked on the process of establishing partnership with a number of similar institutions within the East African Community (EAC) framework in order to develop an R&I programme aimed at creating and expanding the research and innovation space in East Africa by enhancing the capacity of the academia to generate knowledge and innovation, and industry to absorb knowledge and innovation generated by research. The programme seeks to intervene in three key areas: establishment of a robust research and innovation coordination framework for East Africa; capacity building for research; and enhancement of linkages between the academia, the public sector, and the private sector. The programme is expected to create and expand research and innovation space in East Africa by designating some existing academic and research institutions as adequately resourced regional research and innovation hubs linked to business and industry clusters. These would then be supported through public and private venture capital, and provided with business advice and technical assistance for expansion of the space for innovation, growth and development.

RECOGNITION UNDER THE LISBON RECOGNITION CONVENTION – USING NORWAY AS AN EXAMPLE

Erik AUDENSEN | Adviser Department of Foreign Education; Norwegian Agency for Quality Assurance in Education (NOKUT), Norwegian ENIC-NARIC.

A quick overview of the implementation of the Lisbon Recognition convention in European Higher Education Area with a special look at Norway; the consequences for recognition of foreign higher education and academic mobility in an international environment.

The Introduction will focus on various central aspects of recognition; quality assurance in other countries, qualification frameworks, with consideration of mobility in an ever more interconnected world. Why is recognition important? How are the roles in recognition laid out? Which other processes in education and society makes an impact on recognition? How to streamline the recognition process, both for the competent authority and for the applicant? A look at balancing the roles of both competent recognition authority and information center. The aim of the session is to give input to African stakeholders on how working under a regional recognition convention can help combating educational inequality as well as open up for greater strides in fulfilling goal 4 in the SDGs. We'll look at how lessons learned in Europa show that Quality Assurance Frameworks, qualification frameworks and recognition should be seen as one of the central building elements in this work.

TRENDS IN HIGHER EDUCATION IN THE EAST AFRICA REGION: QUALITY ASSURANCE PERSPECTIVES

Peter AYIRO | Director Quality Assurance, Moi University

Quality assurance is the process of verifying whether products or services meet or exceed customer expectations. It is a process-driven approach with specific steps to help define and attain goals. Quality assurance in higher education has risen to the top of the policy agenda in partner states of the East African Community. Postsecondary education in the region has to prepare graduates with new skills, a broad knowledge base and a range of competencies to enter a more complex and interdependent world. Quality Assurance Agencies in the region are struggling to define these goals in terms that can be understood and shared across borders and cultures within the partner states. Globalization, regional integration, and the ever-increasing mobility of students and scholars in the EAC has made the need for internationally recognized standards among and between the partner states more urgent. The explosive growth of both traditional institutions and new Universities in the region raises new questions in regard to standards of quality. Quite naturally, "consumers" of education (students, parents, employers) are demanding some kind of certification of institutions and the qualifications they award. The mechanisms for establishing regional comparability of the quality of teaching, research and extension are still new and largely untested. The overall conclusion is that quality assurance must be mainstreamed in institutional management and planning across all the Universities in the partner states of the East African Community. The partner states can emulate the European Association for Quality Assurance in Higher Education who in 2000 brought together many of the national quality assurance agencies in the region and created an important forum to engage member countries in transnational quality assurance projects.

THE ROCKEFELLER FOUNDATION AND A CENTURY OF FUNDING RESEARCH IN HIGHER EDUCATION IN EAST AFRICA: RETROSPECTION -

Prof. Maurice N. AMUTABI | Deputy Vice-Chancellor (Academic and Student Affairs): Kisii University, Kenya.

This paper seeks to examine the dynamics of research funding in East Africa and how this have affected research outcomes and influence on policy in East Africa. The paper will focus on the work of the Rockefeller Foundation, which is perhaps one of the oldest foundations to engage in funding of research in higher education institutions in East Africa from 1912 to the present. The paper is based on research work carried out at the archives of the Rockefeller Foundation Centre in Tarrytown, New York by the author, through two grants. The paper will show how the Foundation's funding of research in Kenya led to great breakthroughs and discoveries such as that of yellow fever vaccine as well as improved wheat varieties, among other discoveries. The paper will look at the ways in which funds from the Rockefeller Foundation helped in creating opportunities for scholars in East Africa to engage in cutting edge research that led to outstanding findings that improved the livelihoods of people. The Foundation funded research in health, agriculture, education and other sectors. The birth of the now world-famous International Centre for Insect Physiology and Ecology (ICIPE) came from seed funding from the Rockefeller Foundation. The major argument is that African governments and private philanthropists need to invest more in research. Leading industrial nations commit at least 2.5% of their Gross Domestic Product (GDP) to research compared to many countries in Africa which invest little in Research and Development. The paper will demonstrate how investment in research promotes discovery, innovation and invention through which new patents and trademarks are generated. Using data collected through primary and secondary sources, the paper will show how funding for research is one of the biggest problems that confront higher education in Africa. Using political economy theoretical framework, the paper demonstrates how little research translates into little or mediocre development. There is need to assess how collaborative research between African scholars and funding agencies such as the Rockefeller Foundation has played a leading role in the region and lessons we can draw from this. Why are African governments not investing in research? Why are there no indigenous philanthropists in Africa funding research on the continent despite having many billionaires? These are some of the questions that this paper will grapple with.

THE INSTRUMENTALITY OF STUDENT MOBILITY TO SDG

Prof. Chika SEHOOLE and Olaide AGBENIGA | University of Pretoria, South Africa

The end of the Millennium Development Goals (MDGs) is set to usher in the Sustainable Development Goals (SDGs). The latter were developed to achieve the unfinished business of the former. The role of higher education to the development of every nation cannot be overemphasised. Most of the challenges facing developing countries such as poor healthcare, food shortages and diminishing economic growth can be tackled using the skills acquired by the people through effective higher education system. In view of this, goal four of the SDGs sets out to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The purpose of this paper is to examine the role student mobility can play, in promoting the fourth goal of the SDGs. This goal encompasses primary, secondary, vocational, technical and tertiary education. The focus of this paper is on tertiary education or otherwise, higher education in Africa.

THE ROLE OF PARTNERSHIPS IN SUSTAINABLE DEVELOPMENT: THE CASE OF MOI UNIVERSITY, KENYA

Nathan Oyori OGECHI | Deputy Vice Chancellor Students Affairs, Moi University, Kenya

The paper attempts to show how Moi University has embraced partnerships in her teaching, research and extension mandates to bring sustainable development. The 31 years old university has persistently engaged in partnerships since her inception. These partners are viewed as being local, regional and international individuals or corporates. The paper will argue that the university's mobilization through partnerships, over the years, has been attempting to address the United Nations' social priorities though the Millennium Development Goals (MDGs) came into being 15 years ago and the Sustainable Development Goals (SDGs) have just been ushered in. Therefore the argument being developed is that the university's partnerships approach, though with a few challenges, smoothly fits into the SDGs. A historical exploration is undertaken based on various themes of partnerships ranging from the conception and inception of the university through infrastructural development; staff development and exchange of students; research and innovation; and community engagement including peace initiatives.

DEMYSTIFYING THE LINKAGES BETWEEN POLICY INSTITUTIONS AND SUSTAINABILITY THE CHALLENGE TO HIGHER EDUCATION IN TANZANIA

Dr. Eliza MWAKASANGULA | School of Public Administration and Management, Mzumbe University, Tanzania.

Higher education is vested with functions of training, researching and creating external linkages. One among the main purposes for research and external linkages is to influence policy and streamline it towards development for communities. Since 2000 when the MDGs were adopted higher education focused its research and extension to informing policy making institutions on the credible means towards that end at global level and the developing world in particular. However the role of higher education research in development policy process, the mechanisms for influencing development policy and the linkage to policy process domain remains unclear. This paper dwells on higher education in Tanzania, its structure, its capacity for research and extension, its linkages with the policy making institutions, its influence in adoption, implementation and achievement of the MDGs and the way forward towards SDGs in Tanzania. However, with respect to the role of higher education in development, there is little evidence of effective policy coordination between these three agencies to enhance the role of higher education in development (Bailey et al; 2007). Therefore this paper tries to assess on how higher education in Tanzania demystifying the linkages with policy institutions in relation to MDGs and SDGs.

EMERGENCE OF PRIVATE UNIVERSITIES IN NIGERIA; CONSEQUENCES FOR NATIONAL DEVELOPMENT

Oyedayo Sharon OYEWOLE, Folashade OWOLABI and Oluwajide Michael OYEWO | Covenant University, Ota, Nigeria

This paper examines ownership of University education in Nigeria, identifying government owned and private owned universities, with the aim to determine the relative changes in National development during the era of full government ownership of universities and the period where there are private Universities. Secondary data would be gathered from The National Universities Commission from 1990 - 2012. National Development is measured by Gross Domestic Product of the country from 1990 – 2012; while University ownership is measured by the percentage of government owned universities in the country and the percentage of private owned universities listed in the country. The data would be analysed using time series analysis. This research seeks answers to questions such as: Do private universities contribute more to economic development? What are the factors responsible of better contribution of an ownership type?; How much proprietor interest is in government owned Universities? This work is expected to contribute to existing arguments on the fate of government owned Universities in Nigeria and the favourable standard of education.

EVALUATING THE PLACE OF EDUCATION, GENDER AND CHILD RIGHTS IN THE ATTAINMENT OF THE MDGS & SDGS IN ADO-ODO/OTA LGA OF OGUN STATE, NIGERIA: A COVENANT UNIVERSITY INITIATIVE

Prof. Taiwo ABIOYE, Dr Kehinde OYESOMI, Segun OMIDIORA and Esther AJIBOYE

Primary Education is the foundation upon which subsequent levels of higher education are built. In recognition of this fact, the Millennium Development Goals (MDGs), as adopted by world leaders and endorsed by the United Nations General Assembly as Goal 2 "Achieve Universal Primary Education" for both boys and girls alike by 2015. It is however alarming seeing many school age children roaming the streets of our cities during school hours today. The findings revealed the present state of education, significant achievements of the MDGs, the existing challenges and the contribution of Covenant University, Nigeria towards the success of the MDGs. It also suggests how these challenges can be addressed by the newly adopted Sustainable Development Goals (SDGs) in the LGA.

THE ROLE OF TECHNOLOGY IN EMPOWERING WOMEN. GLOBAL PERSPECTIVE

John BOIT, Prof CHANGACH, Andrew KANDIE

Technology has become a strong force in transforming social, economic, and political life globally. The paper sought to establish why most women are in the deepest part of the divide further removed from the technology age than the men whose poverty they share. If access to and use of these technologies is directly linked to social and economic development, then it is imperative to ensure that women in understanding the significance of these technologies utilize them. If not, they will become further marginalized from the mainstream of their countries and the rest of the world. The paper looks into reasons why many people dismiss the concern for gender and technology on the basis that development should deal with basic needs first. Technology can be an important tool in meeting women's basic needs and can provide the access resources to lead women out of poverty. This paper highlights that Women, Gender, and Technology is an interdisciplinary volume, which contributes new insight into the ways in which issues of gender and technology infuse career structures, the use and adoption of technology, and the construction of commercial and business forces in the knowledge economy. The paper shows that the intersection of gender and technology has significant implications not only for women's careers, but also for the greater realm of science policy, operations, and achievement.

CONTRIBUTIONS OF MMUST IN ACHIEVEMENT OF MDGS THROUGH PARTNERSHIPS

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The role of education in the achievement of any development agenda cannot be over-emphasised. In September 2000, one hundred and eighty nine countries meeting in the UN in New York endorsed the Millennium Declaration that translated into a roadmap that set out the eight Millennium Development Goals to be achieved by 2015. These MDGs set out to build a safer, more prosperous and equitable world. Higher Education is recognised for its role in facilitating Africa's development process and has an important role to play in meeting these MDGs (NEPAD 2005). Universities have become the main catalyst for Africa's development. Achievement of Millennium Development Goals requires concerted efforts of stake holders and strategic partnerships in order to attract and pool required resources. Partnerships at all levels both national and international provide a platform through synergetic engagements to realise predetermined goals. It is in view of this that internationalisation and partnerships form a key element through which Universities contribute towards development needs, the MDGs now escalated to SDGs. Kenya's road map towards achieving MDGs was crafted in line with Vision 2030. Masinde Muliro University of Science and Technology (MMUST), has established partnerships with other institutions and organisations since its inception. This paper presents the contributions MMUST has made towards realisation of the goals through these partnerships in line with the nations interpretation into vision 2030. The scope is on the University's core business, including research, curriculum and community engagement as well within the three pillars of vision 2030.

MANAGING INSTITUTIONAL PARTNERSHIPS AND MAPPING COLLABORATIONS TO SECURE THE MDGS

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In line with the MDG's, and imbedded in Stellenbosch University's core functions (teaching and learning; research; and community interaction), the University adopted its HOPE project which aims to develop sustainable solutions to some of South Africa and the greater African continent's most demanding challenges. The need for Universities to partner with institutions abroad has long been a driving force of internationalisation at Universities. The MDG call to develop global partnerships has been a key driver of internationalisation at Stellenbosch University which is aligned to its Hope Project and thus the international development agenda. However, engaging in partnership agreements haphazardly can become an administrative burden and result in the inadequate application of resources. To avoid such pitfalls, universities are required to actively manage partnership agreements so as to harness the multiple benefits that these types of agreements can offer. Effective management of agreements require a systematic approach and the efficient use of resources in order to develop partnerships that add value and are mutually beneficial to both institutions. Stellenbosch University has over the past few years undertaken to implement measures in an endeavour to exercise control over its international partnership agreements. This involves a process of monitoring and evaluating the status of existing agreements and making informed decisions about engaging in potential partnership agreements. Decision making in this regard is aided by various tools, including a database which captures the institution's international collaborative activities. In developing global partnerships and through the collection of data for its collaboration projects database, Stellenbosch University has to some extent contributed to the MDG of developing global partnerships for development. Through using ICTs, Stellenbosch University has contributed to supporting decision making, developing capacity and furthering collaboration among partners across the continent and beyond. However, numerous shortcomings still exist in that these advances in mapping collaboration and facilitating partnerships must be shared and circulated for the better good of the continent. Although measures are being taken to make these tools and information accessible to more institutions and society in general, the advent of the SDGs provides an opportune platform to boost the realisation of this goal. Specifically, the SDG to "Strengthen the means of implementation and revitalize the global partnership for sustainable development" is a key motivating objective which will ultimately also pave the way toward achieving another SDG which is "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

INTERNATIONALIZATION AND KNOWLEDGE CREATION: INSIGHTS FROM THE FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGERIA

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The influence of Internationalization on a University as an important role player in knowledge creation and transfer has necessitated the drive for collaboration and partnership engagement amongst Universities for shared knowledge acquisition in addressing societal challenges. The Federal University of Technology, Minna, is a specialized University of technology owned by the Federal Government of Nigeria. In January 2008, a Directorate for Collaboration, Affiliation and Linkages was created under the office of the Vice Chancellor with the mandate of providing the platform for the University to seek, cultivate and administer opportunities for collaboration, affiliation and linkages with other institutions, agencies, and corporate bodies in both national and international context. This is geared towards achieving the university's goal of becoming more global in its reach and outlook. This paper presents an overview of the basic and specific strategies of the university's Internationalization policy, the role of the Directorate for Collaboration, Affiliation and Linkages in driving the policy, the various collaboration and linkages established with international Institutions and organizations and the impact of some of these partnerships to the University on research, capacity building and knowledge transfer.

PUBLIC PRIVATE PARTNERSHIPS (PPP) MODEL: IS IT A PANACEA TO UNIVERSITY EDUCATION IN DEVELOPING COUNTRIES?

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The concept of Public Private Partnership (PPP) has attracted worldwide attention and acquired a new resonance in the context of both developed and developing countries. PPPs are increasingly heralded as an innovative model for remedying the lack of financial and technical resources in public service delivery, particularly in infrastructural projects. However, PPPs have now been applied in financing University education. Indeed, the reliance on public sector to finance University education has been on the decline in the recent past and therefore PPPs are now being recommended to circumvent financing constraints. This paper sheds light on the PPP concept and the rationale for invoking private participation in University education in developing countries. It also identifies critical success factors and policy requirements for successful implementation of PPPs in Universities. Finally, the paper reviews potentials, using working models the potential for financing University education.

HIGHER EDUCATION AS A DRIVER TOWARDS THE MDGS IN NIGERIA

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Nigeria is a signatory to the Millennium Development Goals (MDGs) declaration which was adopted by world leaders in September 2000, the MDGs consist of eight goals with 18 specific targets to achieve these goals but Nigeria has not made enough milestones in actualizing these human development goals. In spite of the coordinated efforts towards mobilizing those in the higher education system to partially address its implementation challenges, serious gaps still exist in the implementation drive and a dearth of information and research on the topic and this was arguably already reflected in the 'massification' of higher education. Consequently, Universities had a significant role to play in promoting the MDGs at a number of levels in higher education. Against this backdrop, this paper explores the relevance and role of higher education curriculum to the actualization of the Millennium Development Goals in Nigeria within the 2015 time frame. In conclusion, it shall highlight the implications that exist if higher education is not reposition to make a significant and much-needed contribution towards making the world a better place by 2015.

Keywords: Higher Education, MDGs, Government, Development, Drive.

FOSTERING GLOBAL HIGHER EDUCATION PARTNERSHIPS FOR LOCALLY RELEVANT IMPACT IN SUB-SAHARAN AFRICA: CHALLENGES AND PROSPECTS

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Government cuts in research and development (R & D) funding for higher education institutions—particularly public Universities—in Sub Saharan Africa has compelled these institutions to establish and develop extensive global partnerships and links with Universities, technology and research centers world-wide—apparently as a survival strategy rather than establishing partnerships which can create locally relevant impact and outcomes. Whether or not these partnerships and links and other related initiatives have had significant impact in terms of creating locally relevant impact in African universities remain a critical and debatable question to be answered through extensive research. The Furthermore, the challenges related to fostering global higher education partnerships which can create locally relevant local impact remain also unexplored. To what extent are UDSM's worldwide partnerships and links capable of creating locally relevant impact in terms of capacity building and social and economic development? This paper, using the University of Dar es Salaam (UDSM)—Tanzania's oldest public University—attempts to shed light on the answers to the above questions. The tentative thesis of this paper is that global higher education partnerships in African public Universities have not significantly created relevant impact because of the challenges of inherent structural imbalances and inequalities embedded in the partnerships. However, there are prospects for these partnerships to create locally relevant impact if they are mutually negotiated and African higher education institutions are treated as equal partners.

INTERNATIONAL HIGHER EDUCATION AND CHARACTER FORMATION: ROLE OF MENTORSHIP PROGRAMS IN UNIVERSITIES

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Universities as the epitome of learning should have character development as one of their main goals. Universities bring fraternity of top cream students together from different backgrounds who later take top positions in various sectors of the economy. This notwithstanding, there is high level of carelessness, disorder and lack of focus among many youths in this institutions of higher learning. In the spirit of comradeship concerns for responsible behavior have been observed to disappear as students give up their moral responsibility and consciousness and surrender to public control. There is prevailing belief among the youth and public that all what is needed is the pursuit of an academic education to obtain a white collar job. Unfortunately, the academic pursuit of some of the youth is aborted before they graduate. This paper focuses on the role of Universities in developing mentorship programs to complement career tailored training and initiate a sense of responsibility, relationship of encouragement in which they exchange information and share experiences with experts for individual career growth and sustainable development of the society.

THE ROLE OF HIGHER EDUCATION INTERNATIONALIZATION IN CAPACITY BUILDING OF TEACHERS IN LAGOS STATE

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Education is the basic instrument for economic growth and advancement of any society. It is the antidote to poverty and ignorance and the key to unlocking natural resources. Consequently, Nigerian government has committed immense resources towards ensuring the provision of qualitative training for its teachers at large. Quality education connotes that teachers must be equipped with the necessary knowledge, skills and competencies to function effectively in a competitive global world and be able to face the reality of the educational system. This paper therefore, assesses the role of higher education in the development, capacity building and knowledge sharing of teachers for the attainment of the MDGs in Lagos State. Furthermore, this study reports the Nigeria success story and the challenges towards the implementation deadline. Recommendations involve the way forward in consolidation of (SDGs) for futuristic goals.

INTERNATIONALIZATION AND HUMAN RESOURCE DEVELOPMENT; MULTICULTURALISM AND EMOTIONAL INTELLIGENCE PERFORMANCE

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Today, in a globalizing world, Human Resource Development plays a critical role on the development of multiculturalism and emotional intelligence, other than the high degree of knowledge, experience, education, and skills, employers generally know that work efficiency of an employee is closely related to emotional intelligence of a person. Cultural differences between multinational human resources in today's globalised economy are believed to affect employees' attitudes and behaviours in the workplace, as well as influence their ability to work well with other employees or even with serving clients and customers or dealing with suppliers. Therefore, multinational organisations rest largely on their ability to be open to the differences associated with different cultures. Prejudice, or negative affective response to dissimilar others, is a significant barrier that such organisations must deal with. This is because the emotional aspects such as high self-confidence, adaptability when faced with problems and obstacles in the workplace, motivate themselves to achieve common goals, work effectively in teamwork and have the skills to deal with the conflicts is needed in the environment of work and improving the performance of a job and adapt with work environment. The value of a multicultural workforce in multinational organisation is heterogeneity, which in turn is a source of creativity and innovation and offers much richer learning opportunities than homogeneity. This is because emotional intelligence is an important element for creating a productive working condition. It is not only good for others, but also to deal with People in a fully constructive way when a problem arises. The issues of employee today such as exposed to stress, not creative, less motivated in their careers cause the organization to decrease in the productivity. All of this requires mental, emotional, and physical strength. Human Resource Development builds up an employee who can control their own actions, having resilience to achieve their goal in life, which can manage their negative feelings and build friendship with others.

CURRICULUM INNOVATIONS IN NIGERIAN UNIVERSITIES: TOWARDS THE ATTAINMENT OF THE SUSTAINABLE DEVELOPMENT GOALS

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Contemporarily, there is a great awakening in the interest of the general public and indeed employers of labour in education. However, the general public and the employers of labour have been complaining about the dwindling standard of education which no longer makes the beneficiaries employable after completion of programs of study. This explains why the call for curriculum innovations vis-a-vis the Nigerian attempt at internalization of University education to achieving the sustainable development goals (SDGs) in the educational sub-sector. From the foregoing, this paper takes a look at the concept curriculum innovations, University education, an overview of MDGs, the contribution of curriculum innovations in general towards higher education and highlights of the 17 sustainable development goals. The challenges of curriculum innovations were also discussed and the paper recommends that funding of Nigerian Universities as well as improved manpower development should be given highest priority among others.

TEACHER CAPACITIES SUPPORTING THE INTEGRATIVE APPROACH TO EARLY CHILDHOOD DEVELOPMENT EDUCATION: THE ROLE OF INTERNATIONAL EDUCATION

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Early Childhood Development and Education (ECDE) is a preliminary gait for Primary Education, a basis for the child's general development and the foundation of any education system. For quality and sustainability in education, teachers have to be very meticulous in the choice of teaching and learning approaches. The integrative approach is a great idea for children under the age of five because it is a guarantee for holistic development as children become more engaged in different activities and combine different skills. This is a more balanced approach as opposed to learning an isolated subject. This paper makes an appraisal of teacher capacities supporting the integrative approach for teaching in ECDE. It begins with a review of the integrative concept as applied to ECDE. The paper moves on to identify weak spots in the existing provisions and finally suggests ways to make teaching in ECDE more effective by taking a more multi-disciplinary approach, being a pre-requisite for learning at all other areas of education and for achievement at later levels, a sure path to sustainable development.

TOWARDS UTILIZING NEW DIGITAL MEDIA TECHNOLOGIES FOR THE PROMOTION OF PEACE EDUCATION IN AFRICA

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Recent events in Africa have shown that a country cannot move forward without considering peace education in primary, secondary and tertiary institutions. To make this realistic, it is crucial, if a wider audience is to be reached, that new digital media technologies are utilized in the processes of peace education teaching and learning. This article examines the possibilities of utilizing digital media technologies in promoting peace education in Africa based on primary and secondary sources of literature relevant to the issues. With the help of new digital media technologies, peace education will improve the public's sense of security in Africa. The study advocates for immediate use of new digital media in peace education teaching and learning. The argument this article presents is that using new digital media in peace education must be seen as a core national project and therefore taken seriously by stakeholders because peace is synonymous with development.

ACHIEVING THE MDGS: THE JOURNEY SO FAR

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Several years have passed since the historic moment in April 2000, when the International Community met in Dakar, Senegal, and set itself a global challenge with the potential to transform the lives of millions of children, youth and adults around the world. The study therefore, examined the extent to which African Universities has helped to address the curriculum towards improving quality education and to promote learning and life skills for young people and adults. It was found that there has been considerable progress toward the MDG goals of Universal primary enrolment at all levels of education in Nigeria except in the north east of the country troubled with Boko Haram insurgency. The study highlights the importance of different pedagogical approaches, content of curricula and its relevance to different contexts for quality education. More so, it was found that most public schools do not have the necessary reading materials to enable and ensure quality teaching and learning. Many private schools employed unqualified teachers and such teachers' lack adequate training and this is having a negative impact on the quality of education. The study observed crowded and dilapidated classrooms, and insufficient instructional materials to aid learning. It was recommended that qualified teachers to be recruited before Post 2015. The Post 2015 agenda will need to focus on teacher education and curriculum relevance and other aspects of our education. Universities to address the pre-service and in-service education teacher's received, teachers with the newest knowledge on ICT application in education, and institutions to publish the program and awards they are offering.

CURRICULUM INNOVATIONS IN UNIVERSITIES: A COMPARATIVE ANALYSIS OF CURRENT PHYSICAL EDUCATION CURRICULUM IN AND OUTSIDE KENYAN UNIVERSITIES

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The main functions of education are to develop the total human abilities and behaviour that are deemed good for the society. Education has also been considered a basic human right and included so in the United Nations declaration of human right. In July 2002, the Secretary General of the United Nations convened an inter-agency task force to review activities involving sports within the United Nations system. Their findings showed that, well designed sports based curriculum were practical and cost effective tools were in need to achieve the systems objectives. Using selected Universities in and outside Kenya, the main objective of this study was to investigate whether the current physical Education curriculum needs innovations so as to meet the stipulated Millennium Development Goals. The study used resources dependence theory and social development theory within descriptive research design to explore how physical education learning resources have been developed in other countries to help learners achieve stipulated Millennium Development Goals. Through interviews, questionnaires, schedules and observations, the study took a comparative perspective to analyse this. The study revealed that there is a need to innovate the current physical education curriculum in the Kenyan Universities so as to achieve the stipulated Millennium Development Goals.

REDESIGNING HIGHER EDUCATION CURRICULUM FOR SUSTAINABLE DEVELOPMENT

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Kenya's Higher Education has grown tremendously in the recent past. Today, there is virtually a university campus or an institution collaborating with a university in most urban centres. Following the promulgation of the new constitution in 2010, education is a basic human right. Consequently, it has continued to receive support from both the government and the private sector. Higher education has been commercialized as seen in the craze for establishment of some university campuses without sufficient learning and research facilities. On the other hand parents are willing to go to all lengths to ensure that their children get degrees with the hope of uplifting their living standards. The Kenyan Universities are graduating students in their thousands each year to the job market hence, the huge numbers of unemployed graduates. In the midst of all this, there is need for redesigning of the University curriculum to be more innovative and focus on meeting the government's development agenda as envisioned in Vision 2030 and a move towards achieving the MDG on poverty eradication. The University of the Future, ought to be on the forefront by providing sustainable solutions to the many challenges facing humanity. This paper discusses the various strategies that institutions of higher learning can adopt in a bid to be agents of sustainable development.

INTEGRATION OF MDG'S AND SDGS IN THE CURRICULUM OF UPCOMING UNIVERSITIES IN UGANDA

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This article explores the integration of MDGs and SDGs in the curriculum. The liberalization of the economy led to the establishment of some Universities in Uganda by private individuals who have different intentions that are expressed in Missions and Vision statements. This paper examines the contribution of these Universities in integrating Millennium Development Goals (MDG's) in their curricular. The study addressed three major questions; (i) Have the universities included the MDG's in their curriculum? (ii) Are the students and staff aware of the MDGs and SDGs? (iii) What can be done to incorporate SDGs in the curriculum?. Data was collected from five private Universities i.e St. Lawrence University, Muteesa 1 Royal University, International University of East Africa, Cavendish University and St .Augustine University. The study was done in fifteen faculties, schools and institutes in these Universities. It was found out that only 20% of the students in the faculties of arts and humanities and 5% of business management and science had information on the Millennium Development Goals. It was also discovered that the lecturers in the faculties of arts and humanities were disseminating information on the MDGs like promoting gender equality, environmental sustainability and combat of communicable diseases though sometimes this was being done without intention. This was partly attributed to the gaps in the curriculum, hence the need for policy makers like National Council of Higher Education to compel Universities to integrate MDGs and SDGs in their curriculum.

INCLUSIVE EDUCATION IN TEACHER PREPARATION: THE CHALLENGE OF BOLD AND CLOSER INTEGRATION FOR THE ENDS OF GREATER DEVELOPMENT

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One of the central concerns of teacher training programmes is to prepare teachers for professional life in an increasingly complex and heterogeneous society such as the one in which we now live. Social, economic and political changes pose exacting challenges across all professions, and no less do these challenges weigh on the education sector. Numerous reports have highlighted the need for teacher training curricula to focus more on the necessity to prepare teachers to teach in environments characterized by certain apparently exclusivist norms, but few have addressed the ways to enable them to effect positive and constructive change in such climes. The overarching intent of this paper is to highlight the practical relevance and beneficial consequences of the relationship between the broad themes of "Unity in diversity" and "closer integration for greater development" from the perspective of teacher preparation. In this regard, the paper identifies the cultural and other obstacles of diversity and integration, highlights the pitfalls of typical approaches towards fostering inclusivity, and offers a modest proposal through which the role of the teacher in a complex and ever-changing environment can best be used to the advantage of better achieving greater development.

SWITZERLAND AND AFRICA RESEARCH COOPERATION-ACHIEVEMENTS AND FURTHER STEPS

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At the beginning of the new millennium, Switzerland started talks with countries outside the European Higher Education and Research Area in order to assess possibilities of bilateral research cooperation. A first test run was started with India, followed South Africa, Russia and China. For the implementation of such cooperation programmes, the Swiss State Secretariat for Education, Research and Innovation mandated research universities in Switzerland with the best proof of record in terms of science cooperation with selected countries and a proven history of joint engagement. This initiative included a number of African countries. The session Switzerland – Africa will inform participants about current projects and institutions involved in Switzerland and African countries, share information about the application process and present an overview of the larger framework of funding instruments offered for cooperation with Swiss Institutions of Higher Education and Research. It is expected that participants of session prepare an overview of own research interests and ideas and are committed to share the respective research profiles of their home institution with fellow participants. By way of engaging in this session actively, fields of possible common interest can be identified and will help advance science by bringing together partners in all countries involved.

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THANK YOU FOR ATTENDING THE 6TH ANIE ANNUAL CONFERENCE
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