LEARNING TOGETHER FOR CHANGE

ADVANCING EDUCATION FOR ALL THROUGH HIGHER EDUCATION

CONFERENCE REPORT 27–29 APRIL 2015

NELSON MANDELA AFRICAN INSTITUTION OF SCIENCE & TECHNOLOGY
ARUSHA, THE UNITED REPUBLIC OF TANZANIA

www.learningforchange2015.com

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Foreword

This report gives a summary of the conference Learning Together For Change – Advancing Education for All through Higher Education, which was organized in Arusha, Tanzania 27–29 April 2015.

As the Secretary General of the organisation responsible for the conference, the Association of Swedish Higher Education (SUHF), I would like to express my sincere gratitude to the many people who worked hard to make the meeting possible. The Steering Committee and the program committees were very devoted to their tasks and without all their efforts the conference would not have taken place. A sincere thanks should also go to all the participants who shared their knowledge and experiences and contributed to making the meeting a success. Financially the conference was supported by SUHF and by Sida (The Swedish International Development Cooperation Agency).

The hospitality of the hosting institutions: the University of Dar es Salaam, and the Nelson Mandela African Institute of Science and Technology created the perfect setting for constructive discussions.

Most of the Higher Education Institutes in Sweden are members of SUHF and SUHF is in turn a member of the International Association of Universities (IAU). One important reason for the conference was SUHF's wish to contribute to IAU's very important work and involvement in the UNESCO led Education for All movement. The efforts of IAU aims to showcase and promote the important role of Higher Education and research in the process of achieving the goals of EFA.

Learning Together for Change provided an interesting and engaging forum for discussion and formulation of strategies, which we believe will advance the involvement of Higher Education and research in relation to Education for All.

One of the most important goals of the conference was to document conclusions from the meeting and feed them forward to the UNESCO World Education Forum in Incheon, Republic of Korea, May 2015, where the post-2015 education agenda was discussed. This was achieved by agreeing on a declaration – the Arusha Declaration on Higher Education for Education for All. This declaration is of course found in this report.

The report also includes the outcomes of the eight workshops – each dealing with one of four themes, which took place during the conference. For each workshop the overall task was to identify gaps and constraints to advance the theme, clarify the role of Higher Education by examples and practice, and finally specify three actions that are important for the global agenda.

Many other things were discussed during the workshops and although it is very difficult to put everything on paper some of these discussions are also described in the summaries presented.

I hope this report will provide an informative summary of the conference held in Arusha, and that it will give some feeling of the strong commitment and engagement of all of those who took part.

Marianne Granfelt

The Conference In Short

❯❯ Learning Together for Change took place **27–29 April 2015**, at The Nelson Mandela Institution of Science and Technology (NM-AIST) in **Arusha, Tanzania**. The conference gathered some 160 participants from 20 different countries. Among these researchers and leaders from **15 Swedish and 24 African universities** were represented, along with a variety of relevant stakeholders, including teachers, students, policy-makers, politicians, and NGO representatives.

❯❯ The conference was initiated by **The Association of Swedish Higher Education** (SUHF), with the support from The International Association of Universities (IAU), and the Swedish International Development Cooperation Agency (Sida).

❯❯ The three days were locally hosted in collaboration with **NM-AIST** and **The University of Dar es Salaam**, who put together an excellent conference team, and made a great effort to make the conference a successful event.

❯❯ The conference was opened by the **Vice President of The United Republic of Tanzania**, H.E. Dr. Mohamed Gharib Bilal, an event which attracted **national TV coverage**. The welcome address was followed by a series of keynotes, including **Zulmira Rodrigues, Merle McOmbring-Hodges** and **Catherine A. Odora Hoppers**. They gave important insight into the many different aspects of Education for All – the progress that has been accomplished so far and the challenges that remains in achieving the **Education for All** (EFA) goals, with a particular focus on Africa.

❯❯ Eight different **workshops** were brought out during the conference. They were given plenty of time in the programme, and constituted the main activity of the conference. The workshops played an important role in **formulating strategies**, which could advance the involvement of Higher Education and research into the EFA agenda, and offered **networking opportunities** that could secure continued progress after the conference ending. **Four different themes** served as inspiration to the workshops.

❯❯ The conference concluded in a **conference declaration** – The Arusha Declaration on Higher Education for Education for All. It includes some of the most important **action points** that were brought forward in Arusha, and expresses the **commitment** of the conference participants to advocate the essential role of higher education in achieving the missions and goals of Education for All and the Sustainable Development Goals.

❯❯ The declaration was approved and signed by the conference steering committee, the local university hosts and the VCs of the participating Swedish and African universities, and was **successfully forwarded to the UNESCO World Education Forum** in Incheon, Korea, which took place 19–22 May 2015. We are most grateful to Isabelle Turmaine, Director for Information Projects and Services at IAU, who made this possible.

Vice President of The United Republic of Tanzania, H.E. Dr. Mohamed Gharib Bilal, during the welcome address.

Said about the Conference

WE ARE VERY impressed and honoured that so many took the time to come here. By coming here we have made a commitment to make a difference both locally and globally and continue reflect on how education can provide learning for a sustainable society.

– Cecilia Christersson, Deputy Vice Chancellor, Malmö University

I'M HAPPY ABOUT all the networking opportunities, and we really had to engage ourselves to come up with strategies, goals and action points in the workshops. I'm going back with these to see how we can implement them in a small scale through my university and office.

– Steve van Kamassah, University of Education Winneba, Ghana

I'VE HAD A fantastic conference – interesting meetings, lovely people, big challenges, big steps forward. My only worry is that when we leave tomorrow this will be over. It's really important that we think about how we can look after and sustain all the positive initiatives that have been seen here.

– Margareta Nordstrand, Excecutive Director, Lund University

I'M HAPPY TO say that some of the outcomes of the conference definitely proved that people thought about the topics quite seriously. I've attended a number of the workshops, and in those workshops the speakers identified gaps, constraints and leadership qualities. If we apply these we could begin to turn around the current tide of disenfranchisement, poverty and inequality.

– Merle McOmbring-Hodges, Cape Peninsula University of Technology, South Africa

Goals

- Identify factors for success for advancing Education for All through Higher Education and research
- Improve the awareness of and involvement in Education for All among Higher Education representatives
- Promote mutual learning between Swedish and African partner universities
- Establish new collaborations and strengthen already existing collaborations
- Forward conclusions and suggestions to the UNESCO World Education Forum in Korea, May 2015

Themes

- Sustainability and Change
- Learning, Technology and Globalization
- Rights, Equality and Gender
- Quality

Learn more

- You can find the **conference programme & speaker bios** in the annex on page 30.
- You can find the **live-stream** of the welcome address, keynotes, and final panel on the conference website.

Background

The Education for All movement is a global commitment to provide quality basic education for all children, youth and adults. The movement was launched at the World Conference on Education for All in 1990 by UNESCO, UNDP, UNICEF and the World Bank. Since then, education has increasingly become a major issue at both national and international levels. The message is clear – in order to achieve sustainable development on a global scale, education need to be made a priority.

In 2000, six goals were formalized at the World Education Forum in Dakar, with the aim to promote education as a fundamental human right. A deadline to reach those targets of 2015 was set.

In 2005, the International Association of Universities (IAU) set out to investigate how universities could contribute to achieving these targets through collaboration. The HEEFA project was born – Higher Education for Education for All.

At the same time the United Nations has been mobilizing the world to define the post-2015 development agenda. In this process a wide array of stakeholders have been working together to reflect on education beyond 2015.

Higher Education has, however, so far played a minor role in UNESCO's efforts towards Education for All – a fact that makes the efforts of IAU and the establishment of HEEFA crucial. Under the HEEFA framework, a series of workshops on Higher Education and Education for All has been organized, with the aim to "think outside the box."

As a IAU member organisation The Association of Swedish Higher Education (SUHF) felt a wish to contribute to the work of HEEFA. Early 2014, SUHF took the initiative by investigating the interest among a number of Swedish universities.

A very positive response led to the establishment of an international steering committee, in October 2014. At the same time it was decided that a good way forward would be to take advantage of, and strengthen, the many well-established Swedish–African partnerships that existed among the interested universities.

During the months leading up to the conference, Swedish and African university partners, brought together by common interests, engaged in intensive collaboration around the four themes of the conference. The result – eight workshops – become the core of the conference, a long side a range of interesting keynotes and panels. ∎
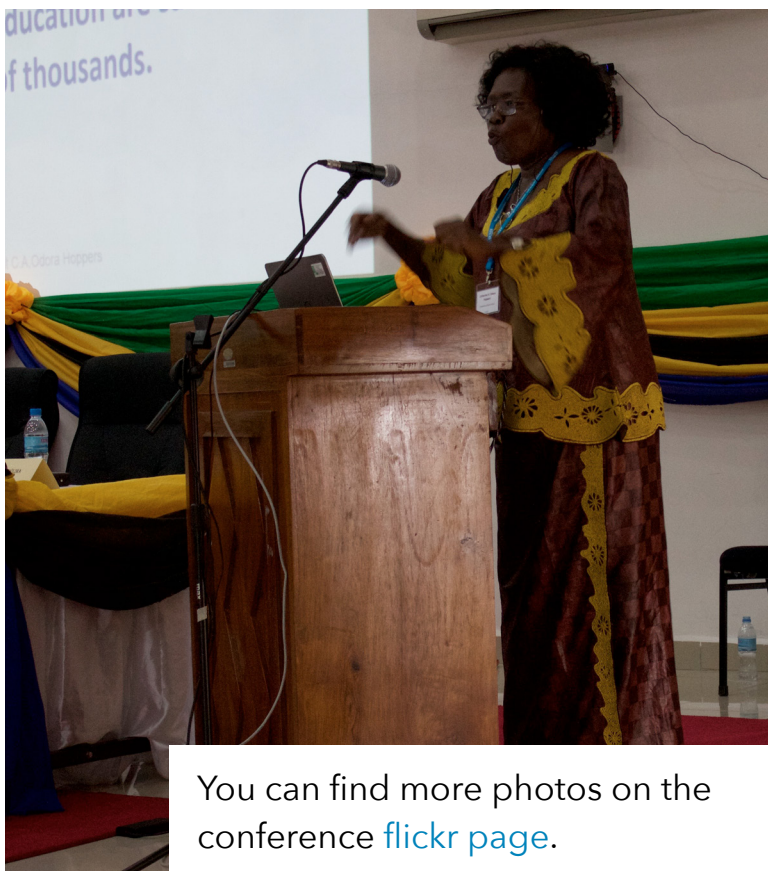

Discussions during one of the workshops.

The *Education for All* movement is a global commitment to provide quality basic education for all children, youth and adults.

You can find more photos on the conference flickr page.

Report from The UNESCO World Education Forum: "It was Challenging, but we Achieved Results!"

As the Director for Information Projects and Services at the International Association of Universities (IAU), and person in charge of the Higher Education for Education For All (HEEFA) Project, Isabelle Turmaine took on the task to advocate for the Arusha Declaration and higher education at the UNESCO World Education Forum. The forum took place 19-22 May 2015 in Incheon, Korea. It proved to be a challenge, but positive achievements were nonetheless made.

"It was difficult, but I think we did manage well in a group of over 300 NGOs at the NGO Forum, and then amongst some 1,500 participants where 120 countries were represented," said Isabelle at the return from Korea.

"We distributed the Arusha statement to people we thought might support our views, and reference to it was included in IAU's President statement that was sent to the drafting committee of the Incheon Declaration," she continues.

Successful results included:

- In the NGO Forum Declaration: 'We reaffirm the right to progressively free and public quality **higher education** and vocational training'
- In the Incheon Declaration (Ministerial) 'We commit to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and **higher education and research**, with due attention to quality assurance'

IAU is furthermore planning to organise a meeting in October 2015, to review the results of the efforts that have been made to include higher education among the upcoming Sustainable Development Goals (SDGs). The aim is to provide a Higher Education response for consideration in the Framework of Action on the Education Target that UNESCO will adopt at its next General Conference in November 2015.

"We are nearly but not yet at the end of the long process that will set the educational priorities for the next 15 years, and I am convinced that the Arusha Declaration helped and will still be useful in getting higher education cited and involved in the international education agenda and its related programmes," concludes Isabelle. ∎

Read more:

- Incheon Declaration
- NGO Forum Declaration

"We are nearly but not yet at the end of the long process that will set the educational priorities for the next 15 years"

Isabelle Turmaine during the closing remark in Arusha.

Conference Outcomes per Theme

The conference was structured around four themes. Each of the themes housed two workshops, which gave a total of eight workshops. Each workshop consisted of two half-day long sessions of three hours each, amounting to a total of six hours. Conference participants were able to register with preference and participate in two workshops.

Each theme was encouraged to answer three questions, identified by the conference steering committee:

a) **Identify gaps and constraints to advance the theme**
b) **Clarify the role of higher education by examples and practice**
c) **Specify three actions that are important for the global agenda**

A rapporteur was appointed to each of the different themes. He or she made a short presentation of the main outcomes of the workshops during the concluding session on 29 April, including answers to the above questions. These answers and proposals were incorporated in the Arusha Declaration (see page 23), which was forwarded to the UNESCO World Education Forum 19–22 May 2015.

Theme 1: Sustainability and Change

Outcomes from the following workshops:
• 1 a) Learning for a Sustainable Society
• 1 b) Preparing Students to Become Change-Makers

The above sessions started with keynote speakers addressing important and relevant issues related to the theme. During the following round table discussions contributions on experiences and lessons learned from the participants provided breadth and depth to the discussions. The workshops ended with a conclusive presentation from each group together with a common discussion and summary. Below key questions addressed are used as headlines and outcomes are listed in bullet points.

Workshop 1a. Learning for a Sustainable Society

Identify Gaps/Constraints to Advance Sustainability and Change as well as the Education for All
• Lack of commitment towards sustainability on a national and international level.
• Lack of proper environment for education (infrastructure, overcrowding, lack of funding).
• Challenges related to curriculum (imported knowledge and materials that don´t necessarily work for some settings).
• Disconnect between universities and society ("ivory tower", lack of understanding of what ordinary people go through every day).
• Limited collaboration between universities and government and civil society.

Clarify the Role of Higher Education in the Advancement of Sustainable Development and Education for All
• To link universities to the broader society (in order to fully understand needs and challenges in the society and develop graduates who can address these).
• Conduct relevant research that is easily available and communicated to policy makers and ordinary people.

- Conduct research that influences policy making related to sustainable development and EFA.
- Effective community engagement including both students and staff.
- University has a role to develop primary and secondary school teachers and provide them with continuous capacity building.

Specify three Actions Related to Sustainability and Education for All that are Important for the Global Arena

- Higher education to engage in advocacy for sustainable development and EFA.
- Ensure that quality is one of the primary aims of all EFA planning by following the curriculums approved by the universities.
- Ensure graduates possess critical thinking skills and basic knowledge of the world.

Workshop 1b. Learning Students to become Change-Makers

What Attributes will a Change-Making Leader Need 2050?

- **Leadership**: integrity; good listener; humble; selfless; self-aware; accountable; open; inclusive; collaborative; trust & bridge-building; a risk taker; strategic.
- **Clear Values & Principles:** people-loving; committed to equality; compassionate & empathetic; respectful of the environment and diversity & cultural difference.
- **Critical Thinking:** inquiry-focused; analytical; innovative; problem-solving; long-term perspective; understand the socio-economic environment & privilege and power; life-long learner.
- **Flexible Skills:** pragmatic & flexible; cross-disciplinary aptitude; can link local to global and global to local; able to join the dots between the social, economic, environmental and political drivers.

Main Gaps/Constraints that Prevent `Us´ from Producing Graduates with these Attributes

- Lack of good leadership in a dominant political and hierarchical culture.
- "One-way teaching" - Lack of interaction and production of critical thinkers.
- Lack of common vision for the social purpose of higher education institutions.
- Lack of long-term thinking/commitment in all levels of society.
- We need to identify and set goals that are value-based: what type of students do we want to produce?

Practical Examples of How to Overcome these Constraints/Gaps.

- Revise curriculum to encourage transdisciplinary critical thinkers and train academic leadership.
- Create the conditions conducive for the empowerment of potential young leaders. Mentoring and dialogue–creating platforms for questioning.
- Develop social entrepreneurs with the ability to connect the social, economic and environmental drivers for change.
- Build opportunities and platforms for local and global partnerships and networks to deepen understanding of context and provide experiential learning, exploiting new ICT to facilitate cultural interactions.

Three Actions that will be Important for the Global Agenda.

- We need to be more systematic in evaluating who our students are and use that information to improve our pedagogies, practices, and interventions.
- We need to develop and implement values-sensitive curricula, necessary life skills, and participatory learning practices that are responsive to the SDG´s.
- We need to develop more effective, open, and two-way communication processes between those who in a position of power (e.g., teachers, parents) and those who are the recipients of our actions (e.g., students, children). ∎

Theme 2: Learning, Technology and Globalization

Outcomes from the following workshops:
- 2 a) Technology Approaching Pedagogy and Learning
- 2 b) Democracy in Education – ICT for Sustainable Development

General Outcomes

Focus on developing and strengthen Pedagogical Learning Environments (PLE) with ICT and technology at all educational levels in HE. A Pedagogical Learning Environment, PLE, can be defined as a physical or virtual classroom where teachers and students are connected with the surrounding community, the scientific community in its area and has access to global information and can share and collaborate remotely with other like-minded.

Pedagogical Learning Environments – Demands and Identified Gaps:

1. **Connectivity and Infrastructure Issues.**
   Stable and wide covering internet access is a crucial issue. This means joint action on all levels from intercontinental backbone, country backbone, and regional and on-campus university level – and all to the end user at home or on mobile devices. Another important issue is stable and reliable electricity supply. Universities are large enough to make a strong impact, especially if they get together and organize demands on politicians and the market as ISP providers. Sustainable and environmental friendly solution for electricity should be prioritized.

2. **Find the Effective Pedagogical ICT Tools for Sustainable PLE in an Ever Changing Digital World.**
   Select pedagogical IT resources based on well-thought criteria's selected by well-compiled user groups and technical expertise. Implementing these IT resources in a way that is well established among the users. Create support organisations at universities to support and drive user driven local design processes within pedagogy. This to strongly connect pedagogy and technology on teacher–student level and to make use of their knowledge and established use of everyday ICT. Create networks for universities to exchange knowledge and evaluate user driven PLE experiences.

3. **The Changed Pedagogical Role of Teachers in a PLE.**
   Support teacher's transition from lecturing to a collaborative engaging teaching style. Train teachers together with technical staff in pedagogical ICT systems to enhance teaching skills.

4. **The Transition from the Physical Classroom to PLE.**
   Streaming media technology in the concept of convergence pedagogy can serve as a soft transition from a physical classroom to enable a virtual collaborative assets for PLE. Advanced live video production can support and enhance PLE in mixed teaching situation where teachers and students meet in in-situ and online. ■

Theme 3: Rights, Equality, and Gender

Outcomes from the following workshops:
- 3 a) Education for All and Higher Education in a CRC Context
- 3 b) Gender, Physical Education, Physical Activity, and Sports for All

## 3 a) Education for All and Higher Education in a CRC Context

This workshop enhanced the content of the Convention of the Rights of a Child and the guiding headlines of the work for change that is the rights to, in and through education. Knowledge and understanding of Education for All and MDG´s targets, relevant international concepts such as child-friendly school, inclusive education and education for democracy and human rights (EDHR) were on the agenda. It also summed up the experiences from participatory rights-based, learner-friendly and gender-sensitive approaches to teaching and learning.

The expected Outcomes were identified as follows:

- Understanding the 3 P's (provision, protection and participation) as a way of categorizing the Child Rights Convention and also a tool for implementation of EFA Goals
- Understand the gap between Education For All and Higher Education in a CRC context
- Identification of key areas in education in reducing the gap.

In the same regard, it was observed that Higher Education institutions were not implementing the EFA Goals and the Convention of the Rights of the Child. There was no systemic coordination of moving forward the agenda of EFA goals in Higher Education. The workshop observed that Higher Education was doing very well in Training and Research and of course not as desirable in Community service/engagement.

The current situation in Higher Education Institutions shows the following scenario of gaps noted below:
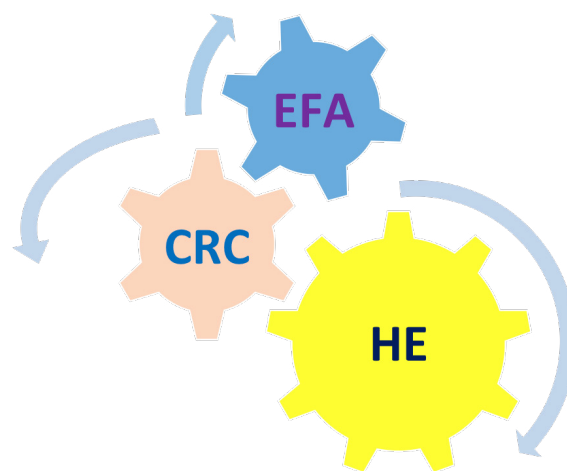
This scenario shows that the three bodies were delinked, making it difficult to achieve the EFA goals in Higher Education as demonstrated clearly on the figure above.

EFA:
- EFA goals have not been looked at seriously in HE and this poses a big challenge in achieving the set targets

HE:
- Currently, HE is detached to community matters in a number of areas and EFA and CRC are such areas where HE has not really paid attention, and this has created a gap in the realization of goals enunciated within the framework of EFA and CRC.

CRC: Education has to Consider
- Issues of CRC such as Protection, Provision and Participation have not been given serious attention in HE and this has really acted as an impediment to achieving EFA

Bridging the Gap
It was realized that to bridge the current gap in HE, there was a need for the three entities to link/talk together as shown in the figure below.

HE: To encourage Teaching, Research and Community Engagement that will achieve the CRC and EFA goals

T: Teaching that is linked to the needs of research and community

R: Research that is evidence based to address community challenges

CE: Community engagement that brings the theory and practice together so that there is mutual benefit between the HE and the community.

The Convention on the Rights of the Child is a holistic model that can be implemented in HE to enable educators to bridge the identified current gaps. The CRC framework gives emphasize on the use of the 3 Ps (Provision, Protection and Participation) in practice and theory.
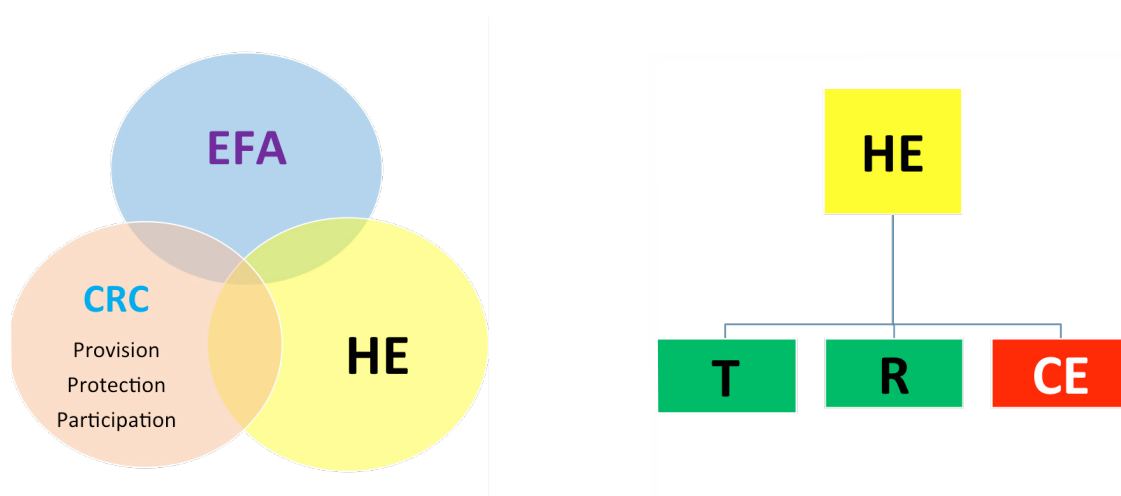
With the lessons learnt from the workshop, the participants came up with action points to strengthen community engagement in order to have quality education in High Learning Institutions as reflected below

COMMUNITY ENGAGEMENT
- Community Dialogue
- Encouraging students and staff to provide service to the community
- Joint creation of knowledge between University and Community

ACTION POINTS
- Strengthening University-Community engagement
- Advocacy jointly with civil society
  – Funding and support for the achievement of EFA goals
- Create awareness of CRC among the various stakeholders in order to change mindset for positive action.

3 b) Gender, Physical Education, Physical Activity, and Sports for All

Identified Actions

1. Raise awareness about PE, PA, Sport and gender and the connection between PA and health on different levels in the society (politicians, planners, schools, parents and youth); and PA impact on learning of other subjects (today PA, PE have low status in many countries).

2. Research and research dissemination to create a common understanding – work together for change.

3. PE as a compulsory (examined) subject at all levels (incl. university). Strengthen PE teachers and PETE and include sport for all issues. Programs for strengthening coaches and peer education in sport for all.

4. Outreach programs for sport for all – and assessment of these (learning outside of the school environment)

5. PE, Sport, PA conference regarding sport for all issues in Dar es Salaam University (the harbour of peace) or…? ∎

Theme 4: Quality

Outcomes from the following workshops:
- Advancement of Quality in Higher Education
- Advancement of Teaching and Learning in Higher Education

Summary

This report summarizes the outcome of the above sessions. During the rich and explorative sessions two interconnected messages surfaced as the most important to bring into next generation of EFA-agenda:

- The need to be context sensitive and context specific
- That education has to provide cognitive justice for all

Introduction and Outline

This report is a short version of a longer report (), and does not fully describe the richness and complexity of all issues these sessions deliberated upon but it reports in condensed format the main points.

The presenters of the workshop were asked to, in addition to their presentations, also articulate some key issues for the outbreak sessions. These questions are presented below.

The provided issues for deliberation were further expanded by the application of the three questions posed by the steering group (). This working model with 12 key questions for deliberation and three perspectives (A-C) to be applied on each question produced a rich outcome.

How do we Ensure Quality in Mass HE?

Identify Gaps/Constrains to Advance the Theme
- Costs which will need national resourcing
- Quality of teaching cost money but will lead to higher throughput of students, which will lead to more income
- Curricula are discipline focused and we need to move towards multi or interdisciplinarity
- Higher numbers of students in larger classes must be met by splitting the class. This can dealt with by teaching teams.
- Involving society to take up positions of administration, so that academic staff can have more time to teach and do research
- Capacity of universities both in human resources, financing and in research and teaching staff.
- Academic careers are not attractive in comparison to other careers, particularly professional. Salaries of teaching and research staff are low, whilst those in professional sector are high.

Clarify the Role of Higher Education by Examples/Practice
- Splitting large classes as in University of Dar es Salaam. Instead of having an obligatory class of 1200 the class is now split into smaller groups.
- Universities need to work on improving methods of teaching: there are different methods, e.g. Teaching in Higher Education Courses for lecturers, which should be obligatory for teaching staff. Another example is Research Circles, more informal ways of working with lecturers to raise competence (developed at the University of Malmo.

- There are a number of new technologies which can enable better students learning processes, student based learning and even meeting students in a virtual classroom. The Glocal Classroom (developed by Michael Rundberg at Malmo University) is a tool and a way to make distant learning personal. This can also be used as tools in "ordinary" classes, that are growing out of proportion.
- In order to extend the reach for ICTs particularly to students in rural areas, UNISA entered into partnership with public libraries, schools, where UNISA/students can use facilities, and UNISA helps these schools and libraries.

Specify Three Actions that are Important for the Global Agenda
1. Governments need to provide the necessary resources to ensure quality and sustainability in HE. This includes providing a backbone and infrastructure of relevant technology
2. Ensuring that teaching methods courses are obligatory for teaching staff so that to enable a shift in perspective from students as passive consumers of education to students as active agents taking responsibility for their own learning processes. This includes using technology in innovative ways to strengthen pedagogy.
3. Enabling ways of creating collaboration and partnerships that are value adding between faculty members HEIs and between HEIs and businesses, It is about inclusivity, multi and interdisciplinarity and making HE/institutions part of national development.

What Should be the Link Between the Outcome of QA Processes and the Public Funding of Education?

Identify Gaps / Constrains to Advance the Theme
- The QA process needs to be clarified and sustainable. It cannot be about short term interventions. We need to develop a QA framework that needs to be accepted across universities. This is to ensure money to be best spent.
- This QA process could be regional (e.g. Africa, Europe etc) and thus ensure student mobility within regions.
- The funding regiments and QA is different and quality needs to be defined.
- The QA system needs to be recognized and respected by university staff, in order to be embedded in every day practices. Imposed QA systems will not be respected or applied.
- QA processes should apply to both private and public HE institutions.

Clarify the Role of Higher Education by Examples/Practice
- In South Africa the QA process ends up in so called developments funds if you got a low grading so as to upgrade yourself. You need to set a really clear goal and timeline which is monitored every six months and you are given a warning after three years.

Specify Three Actions that are Important for the Global Agenda
1. QA systems need to be robust and long lasting but also sufficiently agile and context sensitive.
2. QA processes should be applied to all HE institutions, including private as well as public.
3. The QA system should be acknowledged and respected by HE staff, to ensure application of the results.

How do we Develop the "Graduate of the Future"?

Clarify the Role Of Higher Education by Examples/Practice
- Engaging the corporate society through surveys to establish the professional needs of the staff and thus have graduates that are needed in the companies. E.g. companies in Kenya and South Africa want ready-made graduates. With the surveys universities can provide students that are fit for purpose.
- In Malmo, the ideology has been to provide change agents, i.e. not students that companies want, as that would

be old fashioned when students graduate but students that can shift and develop companies.
- It is important to find signature knowledge and make it obligatory:
- UNISA has an obligatory module on ethical values (distant learning) to ensure graduates that have integrity and ethical values.
- In Dar es Salaam entrepreneurial skills have been introduced into engineering courses
- In technological courses in Sweden it is obligatory to take humanist modules.

Specify Three Actions that are Important for the Global Agenda
1. Provide graduates that are needed AND that can be change agents.
2. Identify signature knowledge that should be obligatory modules

How can Academia and Industry Collaborate in Improving Quality of the HEIs?

Definitions and concepts: Why just "industry" and not, "say", society? In the African context "industry" is all encompassing and would also include things like health care and public institutions, etc. What is meant here should be re-formulated when addressing a more general public, i.e

How can Academia and the Employment Sector (Potential Employers) Collaborate in Improving the Quality of the HEIs?

Identify Gaps / Constrains to Advance the Theme
- the issue of employment: many people with HE will not get employed because their skills etc. are not needed in the employment sector
- related to the above is that there is often a mismatch between the curricula used within HEIs and the needs in the employment sector
- the information management systems at various levels are often inadequate (cf. below on examples)

Clarify the Role of Higher Education by Examples/Practice
Sweden: the representatives of the midwife education at the Dalarna university regularly meet with the representatives of hospitals in order to discuss how many midwifes with what qualifications are needed in the health care section.

South Africa: there is a special "skills education and training sector / program". Potential employers are organized into 23 sectors (say, the banking sector, the health care sector, etc), each of which writes an annual report to the government specifying their needs and conditions. These are further transmitted by the government to the HEIs as specifications/recommendations regarding the number of different professionals and skills needed in the country and these are used as the basis for admission to the various educational programs. This is a part of the governance system, which presupposes efficient information management systems at various levels (within the country, within particular HEIs etc.)

Specify Three Actions that are Important for the Global Agenda
1. Identify platforms for partnership and collaboration between universities and the employment sector
2. Involve the employment sector in decision making and monitoring of the implementation process in the HEIs at various levels and stages: curriculum design and reviews; governance; internship, etc.

Does a Focus on Governance Militate Against Innovation, Creativity, and Academic Autonomy?

Identify Gaps / Constrains to Advance the Theme
We feel that there it is worth emphasizing the necessity to aim at the balance between the external and internal governance. External governance is always dependent on the current political agenda/ideology/fashion. But governments come and go. Paying too much attention to what is dictated from above may lead to rapid fluctuations/ changes in what and how is being taught, often time- and effort-consuming; there is a high risk of converting a part of the HE into political propaganda; basic research [humanities etc.] should have a given place within the HEIs even though they are often not "immediately" needed; etc.

Another issue is the possible (and not uncommon) mismatch between the different qualifications of the people involved in governance within academia: these are there by virtue of their qualifications and skills in research and education, which do not necessarily translate into leadership skills.

Clarify the Role of Higher Education by Examples/Practice
Obligatory leadership etc. courses at Swedish universities

Specify three Actions that are Important for the Global Agenda
Leadership development in higher education institutions needs to be improved.

Is it the University's Role to Develop Students who are Engaged Citizens and 'Good People'?

YES. A good example comes from the University of Pretoria which has a special program "educating global citizens" in which the students are trained to understand the various basic notions such as "democracy", "justice" etc. by breaking them into components and relating them to simple examples anchored in their own cultural context. The idea is that the graduates will then be able to explain these notions in simple words to the communities they will be working in.

Can Teacher Education Advance Multiple Knowledge in University and School Curricula?

Identify Gaps / Constrains to Advance the Theme
- In Africa there are language problems (gap) between mother tongues and colonial languages, which is often the language of the school which makes the subject difficult to learn for a lot of children
- The language of the knowledge is critical / and what is language? You have to make sure that communication takes place in some kind of relation.
- Teachers needs to make the children think freely and creatively, and not only repeat the thoughts of the teacher. What kind of citizens do you produce?
- Content knowledge and the role of the teacher
- Corporate punishment and sexual harassment are big problems.
- There are socially constructed practices of gratification and punishment, which teachers will need to be made aware of. And they need to learn alternative methods of teaching.
- It is important to problematize pre understanding of epistemologies, e.g. that corporate punishment is the only way to force children to learn, or that monologue lecturers followed by written examination is the only way for students to learn.
- There is a pre_understanding of knowledge as fixed. And this needs to be problematized at teacher education.
- The conception of knowledge is different in different cultures, subcultures and between individuals.
- There are also problems with the word research as it has several epistemologies. The Tswana word for researcher is "healer". (Chilisa / Indigenous Research Methods) The concept multiple knowledges incorporate different research practices and thoughts.
- The concept of Cognitive Justice encourages us to rethink education and research.

- Teachers need to learn methods and techniques that are alternative to "traditional" methods, e.g. methods that would reward and encourage multiple knowledge.
- Teachers need to learn how to encourage free and creative thinking, to
- It is difficult to balance following curriculum and keep a critical stance / and the need to revise the curriculum. The curriculum has very often a political agenda and then it is difficult to develop pedagogy to effectively enhance propaganda through multiple knowledges.
- It is important to lift the curriculum of teacher education to national level, but this needs to be research based and in discussion with the profession.
- The status of teachers needs to be enhanced. At the same time the role of teachers should be changed. Teachers should be creative and listening and meeting pupils.

Clarify the Role of Higher Education by Examples/Practice
- Development of professional development.
- Example from Tanzania: The president has just decided to change language in secondary school from English to KiSwahili in order that the pupils will understand the subject.
- Integrating subjects, learning through themes and in Sweden subjects have to be integrated in order to create inter disciplinary and over lapping knowledge.
- Nature pedagogy. In Sweden there are schools that are "nature schools", i.e. subjects like maths, history, chemistry, biology are taught outdoors.
- A South African lecturer wrote a dictionary of mathematics in the Sutu language
- In between knowledge. It is important to have inter disciplinary knowledge in teacher education. Teacher students need to learn with multiple modes of learning. At Malmo University (K3) students learn and staff do research in between theory and practice, and modules are all interdisciplinary using the competences from several lecturers in a teaching team.
- In Steiner education, children learn letters very slowly. They use a lot of modes, like dancing, painting, singing, performing to learn letters.

Specify Three Actions that are Important for the Global Agenda
1. National curricula needs to be reconsidered in terms of the challenges of multiple knowledges and cognitive justice. This needs to be made on national (government) level, with allowance made for some degree of regional flexibility. This needs to be strongly based on research, both locally and globally.
2. Standardised guidelines based on cognitive justice and multiple knowledges should be developed, and reflected in policy documents for teacher education, as well as higher education in general.
3. Higher education lecturers, including teacher education lecturers, need to develop teaching and learning practices based on multiple knowledges and on cognitive justice. Continuous professional education and development should become compulsory. They should contain a multitude of teaching and learning methods on multiple knowledges and on cognitive justice and need to be strongly based on research, both locally and globally And these courses should not be a one off, but continue into life long pedagogic learning.

Cognitive justice for all ought to be incorporated into the document from this conference.

What Spaces are there in Efa Post-2015 Agenda Goals for Cognitive Justice?

Identify Gaps / Constrains to Advance the Theme
- The lack of cognitive justice is part of the restrains for educational goals not having been reached.
- It is not coded – but this in itself is a multiple process (botanical knowledge and how it can grow)
- The fact that cognitive justice is not there, constitutes the great gap calling for a need for it.

Specify Three Actions that are Important for the Global Agenda

- POST2015 goals to become Government goals for higher education; need to work with local communities etc providing:
- TEACHING, PROFESSIONAL UPDATING/TRAINING TO BE PROVIDED:
    - Teachers to be aware of diversity and justice issues – can "crash course for teachers" be introduced in order to upgrade skills and competences?
    - Professional development and upscaling – the methods ought to include this perspective. Training programmes could include indigenous knowledge systems and others.
- COMMUNITY ENGAGEMENT OBLIGATORY:
    - All levels – from research to implementation
    - The institution to have a partnership with the community, for instance via reference groups
    - Encourage local communities to set up partnerships with universities
    - Internships to combine learning and practice: in SA employers also assess students during their last years internship
- DOCUMENTATION OR INCLUSION OF INDIGENOUS KNOWLEDGE PROCESSES TO BE STARTED AND SUP-PORTED
    - Part of the process to get indigenous knowledge documented and to be formalised into our education
    - Need to reconfigure the system of knowledge organisation. Maybe a greater challenge for "western" universities with their discourses/hegemonies
- RECONFIGURATION OF SYSTEMS TO FACILITATE COGNITIVE JUSTICE

Clarify the Role of Higher Education by Examples/Practice

HOW TO INCLUDE INDIGENOUS KNOWLEDGE IN EDUCATION:

- Higher education should include indigenous knowledge and other knowledge systems in their curricula and research – infusing and broadening multi-inter-transdisciplinary (same thing seen from many perspectives) initiatives.
    - How local knowledge is used in education, how to apply a local understanding of concepts to education.
    - A model for how to integrate the goals of EFA in education – publication – as UNISA has integrated MDGs: a generic model for universities to use; not legally enforceable though, no accountability

What Could be Indicators of Cognitive Justice in EFA?

- The goal is to advance cognitive justice for all in higher education, which steps ought to be taken:
- Identify key systems for - coding/documentation
- Through research
- Teaching
- Teacher education
- Working in an inclusive way, including all processes and institutions within the university including ICT, libraries, management etc.
- To include the concept of cognitive justice in teacher education programmes
- Continuous professional development
- Measures/indicators:
- To set a percentage goal, for a percentage of how much indigenous knowledge is integrated into curriculum development (10% of the curricula is local knowledge, first phase etc)
- Is community engagement there? This is an indicator in itself. (Already one of the pillars of universities in SA, Ghana, where programmes, students, institution is engaged.)
- Need to have a different view of community, not only community, also public sector etc. [Beyond your community – also into the public sector.] Two ways and connection between the field and teaching.
- Need to involve students in the projects. And need to start at lower levels. ■

Learning Together for Change Conference: Arusha Declaration on Higher Education for Education for All

Arusha, Tanzania, 29 April, 2015

WHY WE CONVENED

With its unparalleled capacity to appraise and facilitate sociocultural transformation, higher education should play an indispensable role in realizing the mission and goals of two interrelated international movements – Education for All (EFA) and the Sustainable Development Goals (SDG). In fact, without robust and sustained engagement by the higher education community around the globe, it is likely that EFA and SDG will not be able to achieve their full potential simply because the expertise necessary to pursue credibly such means and ends – assessment, curricular development, program structure, work-related training – will not be readily accessible.

Complicating matters, for a myriad of reasons, educators, researchers, and leaders within higher education around the globe too often are neither sufficiently aware of, nor compelled by, EFA or SDG in their daily lives and work. For these and related reasons, we convened the Learning for Change Conference to challenge and explore this fundamental dynamic, by offering a blueprint for how and why higher education at large may assume an appropriate role within the EFA and SDG movements.

EFA, SDG, AND HE: AN ESSENTIAL PARTNERSHIP

Through the careful assembly of relevant stakeholders, the International Association of Universities (IAU), the Association of Swedish Higher Education (SUHF), and the Swedish International Development Cooperation Agency (Sida), engaged educators, researchers and leaders from 15 Swedish universities and their collaborative partners in fourteen African countries in a three-day long workshop conference in Arusha, Tanzania, 27–29 April 2015. A principle objective of Learning Together for Change was to develop a consensual, actionable, and measurable blueprint in advance of the UNESCO World Education Forum in Korea, May 2015, the summary of which is described in the below declaration. To apprehend our perspective on the inextricable relationship between Education for All (EFA), the Sustainable Development Goals (SDG), and Higher Education (HE), it may be helpful to provide brief background and context.

The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults; EFA contends further that education is a fundamental human right. At the World Education Forum (Dakar, 2000), 164 governments pledged to pursue EFA, identified six integral goals to be met by 2015, and began a process of collaboration among respective governments, development agencies, civil society, and the private sector. Despite these important advances, the essential role of higher education was neither addressed nor included in these goals, a serious omission as noted above. To address such issues, the International Association of Universities (IAU) began in 2005 to investigate how universities could contribute to achieving EFA targets; the HEEFA project (Higher Education for Education for All) subsequently was established, and has played a central role in the planning of the Learning Together for Change Conference.

At a parallel level, because the era of the Millennium Development Goals concludes in 2015, the United Nations has been mobilizing the world to define a compelling post-2015 agenda. As its lead educational agency, UNESCO is pursuing "Sustainable Development Goals" (SDGs) by engaging governments around the world as well as a wide range of national, regional, and international partners, multilateral and bilateral funding agencies, non-governmental organizations, the private sector, and broad-based civil society organizations. However and again, a clear and explicit role for higher education in the pursuit of the SDGs has not yet been sufficiently specified. For example, the current draft of the SDGs developed by the UN – designed to further this initiative between now and 2030 – references education in only one of its 17 goals:

*Goal 4. Ensure inclusive and equitable quality education
and promote lifelong learning opportunities for all*

Regarding higher education, "tertiary education and the university" are referenced under 4.3 (i.e., by 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university).

Although such mention is commendable, our central contention is that the role and resources of higher education can and must be integrated much more explicitly and deliberately throughout the SDGs if both this movement – and its EFA corollary – are to realize their potential by 2030.

Toward such means and ends, we the undersigned offer – on behalf of the delegates of Learning Together for Change – the following declaration for consideration at the forthcoming UNESCO World Education Forum in Korea, May 2015, and beyond.

Arusha Declaration

The participants of the Learning Together for Change – Advancing Education for All through Higher Education Conference – hosted by the Nelson Mandela African Institution of Science and Technology, Arusha, and University of Dar es Salaam, Tanzania – convened 27–29 April 2015 in Arusha. Representing 15 Swedish and 17 African Higher Education Institutions (HEIs), and 13 other international organizations charged with a myriad of national, regional and global responsibilities, we declare our commitment to the essential role that the higher education community around the globe must play if the interrelated missions and goals of Education for All (EFA) and the Sustainable Development Goals (SDG) are to be realized. We therefore respectfully request more deliberate recognition and explicit integration of the many and varied contributions that Higher Education (HE) may offer to the development and pursuit of EFA and SDG via the final articulation of the UN Sustainable Development Goals for 2030.

In turn, participants of the Learning Together for Change Conference commit themselves to promote EFA and SDG as scholars, educators, and leaders, with our students and colleagues, in our respective institutions and organizations, and through the allied professional networks and systems to which we belong around the world. We pledge to do so via activities under four overarching themes that represent the heart of everything we have contemplated and accomplished through Learning Together for Change:

Theme 1: Sustainability and Change
Theme 2: Learning, Technology, and Globalization
Theme 3: Rights, Equality, and Gender
Theme 4: Quality

The following priority action steps have collectively been developed and agreed upon under each of the above themes, and are specified below. [1]

Theme 1: Sustainability and Change

Action 1: Engage higher education stakeholders (e.g., educators, scholars, students, administrators) in the application of their knowledge, skills, and values toward the missions and goals of EFA and SDG.

Action 2: Educate and engage the broader public (e.g., entrepreneurs, policy makers, the public at large) regarding the drivers of social, economic, political, and environmental change, and how the missions and goals of EFA and SDG may help meet local and global needs.

Theme 2: Learning, Technology, and Globalization

Action 3: Identify effective pedagogical ICT tools for sustainable Pedagogical Learning Environments (PLE) at all educational levels, adjusted to an ever-changing digital world.

Action 4: Support teachers' transitions from lecturing to a collaborative engaging teaching style for a learning society.

Theme 3: Rights, Equality, and Gender

Action 5: Implement awareness of the Convention of the Rights of the Child, especially from a holistic view, with the three P's in mind (protection, provision and participation) into Higher Education, in order to strengthen the aspects of Global Civic/Citizenship Education, which is a vehicle in realizing and achieving EFA. Create awareness of CRC and gender inequalities among the various stakeholders in order to ensure equal rights in education at all levels.

Action 6: Strengthen University-Community engagement and research dissemination to work together for change (collaborative knowledge production and implementation of research results).

Theme 4: Quality

Action 7: Guidelines for the promotion of cognitive justice and on inclusive pedagogy for multiple knowledge should be developed and reflected in policy documents for education in general as well as for teacher education.

Action 8: Ensure necessary conditions for the realization of post-2015 goals through securing that data for quality assurance are relevant, well defined and reliable, and that necessary analytical capacities are at hand.

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[1] Additional Learning Together for Change documents and outcomes are available upon request.

Through the recognition and integration of higher education within the Sustainable Development Goals – including but not limited to a strong emphasis on Education for All – the participants of the Learning Together for Change Conference will have a global basis to bolster our contributions to the vision of EFA and SDG, which are vital in our time, and with which we resonate deeply, as educators, scholars, students, leaders, citizens, and human beings.

By acknowledging the indispensable role of Higher Education to Education for All and the Sustainable Development Goals, we will be empowered to advocate, conceptualize, implement, refine, demonstrate, and disseminate the acceptation and impact of these crucial movements through our lives and work, both locally and globally.

Arusha, Tanzania, 29 April 2015

Marianne Granfelt
Secretary General
Association of Swedish Higher Education (SUHF)
Stockholm, Sweden

Cecilia Christersson
Chair of Conference Steering Committee
Deputy Vice Chancellor
Malmö University, Sweden

Prof. Eva Åkesson
Vice Chancellor; SUHF representative
Uppsala University, Sweden

Governance of Hosting Universities

Prof. Burton L.M. Mwamila
Vice Chancellor
Nelson Mandela African Institution of Science & Technology
Arusha, Tanzania

Prof. Rwekaza S. Mukandala
Vice Chancellor
University of Dar es Salaam, Tanzania

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Prof. Stefan Bengtsson
Vice Chancellor; Malmö University, Sweden

Prof. Sigbritt Karlsson
Vice Chancellor; University of Skövde, Sweden

Prof. Björn Brorström
Vice Chancellor; University of Borås, Sweden

Prof. Marita Hilliges
Vice Chancellor; Dalarna University, Sweden

Prof. Moira von Wright
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Prof. Pam Fredman
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Prof. Karin Markides
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Prof. Anita Hansbo
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Prof. Torbjörn von Schantz
Vice Chancellor; Lund University, Sweden

Prof. Astrid Söderbergh Widding
Vice Chancellor; Stockholm University, Sweden

Prof. Helen Dannetun
Vice Chancellor, Linköping Uppsala University, Sweden

Prof. Stephen Hwang
Vice Chancellor; Linnaeus University, Sweden

Prof. Åsa Bergenheim
Vice Chancellor; Karlstad University, Sweden

Vice Chancellors of Participating African Universities*

Prof Mandla S. Makhanya
Principal and Vice Chancellor, University of South Africa

Msgr Dr. Pius Rutechura
Vice Chancellor, The Catholic University of East Africa

Professor Isaac Adewole
Vice-Chancellor, University of Ibadan, Nigeria

Dr Max Price
Vice Chancellor, University of Cape Town, South Africa

Prof. Burton L.M. Mwamila
Vice Chancellor, Nelson Mandela African Institution of
Science & Technology, Tanzania

Prof. Rwekaza S. Mukandala
Vice Chancellor, University of Dar es Salaam, Tanzania

* This list includes the names of the VCs who have endorsed the declaration so far. We will continue to update this list as more edorsements are announced. Completion of report: 15 June 2015, latest update: 15 June 2015.

Annex 1

PROGRAM ALL TIMES ARE LOCAL, I.E. GMT +3

MONDAY 27 APRIL 2015
NELSON MANDELA AFRICAN INSTITUTION OF SCIENCE AND TECHNOLOGY

08:00–09:00   REGISTRATION AND COFFEE

09:00–10:00   **WELCOME ADDRESS**

SPEAKERS:
Eva Åkesson (SUHF representative & Vice-Chancellor, Uppsala University, Sweden)
Burton L.M. Mwamila (Vice Chancellor, NM-AIST, Tanzania)
Lennarth Hjelmåker (Swedish Ambassador, Dar es Salaam, Tanzania)
Carl-Henrik Heldin (Chairman of the Nobel Foundation, Sweden)
Makame Mbarawa (Minister for Communication, Science and Technology, Tanzania)
H.E. Dr. Mohamed Gharib Bilal (Vice President of the United Republic of Tanzania)

MODERATOR: Eva Åkesson

10:00–10:20   COFFEE BREAK

MODERATOR KEYNOTE SESSION: Cecilia Christersson (Deputy Vice Chancellor, Malmö University, Sweden)

10:20–11:00   **KEYNOTE**
"EDUCATION FOR ALL STATUS IN SUB SAHARA AFRICA AND THE POST 2015 EDUCATION AGENDA"
Zulmira Rodrigues (Head of the UNESCO Dar es Salaam Office and UNESCO Representative to the United Republic of Tanzania)

11:00–11:40   **KEYNOTE**
"CAN HIGHER EDUCATION PROVIDE ACCESS TO PROMOTE CHANGE BUT SUSTAIN QUALITY?"
Merle McOmbring-Hodges (Cape Peninsula University of Technology, South Africa)

11:40–11:50   SHORT BREAK

11:50–12:30   **KEYNOTE**
"a"QUALITY" AS THE PREMISE FOR AN EDUCATIONAL SYSTEM: IMPASSES, DILEMMAS, AND CHALLENGES IN THE 21ST CENTURY"
Catherine A. Odora Hoppers (DST/NRF SARCHI Chair in Development Education, University of South Africa)

12:30–13:30	LUNCH

13:30–15:00   **WORKSHOP SESSIONS** – *BLOCK A*

1a Learning for a Sustainable Society

2a Technology Approaching Pedagogy and Learning

3a Education for All and Higher Education in a CRC Context

4a Advancement of Quality in Higher Education

15:00–15:30	COFFEE BREAK

15:30–17:00   **WORKSHOP SESSIONS** – *CONTINUATION BLOCK A*

19:00	CONFERENCE DINNER AT KIBO PALACE HOTEL

TUESDAY 28 APRIL 2015

NELSON MANDELA AFRICAN INSTITUTION OF SCIENCE AND TECHNOLOGY

08:30–09:00 DIRECTLY TO WORKSHOP GROUPS

09:00–10:30 **WORKSHOP SESSIONS** – *CONTINUATION BLOCK A*

1a Learning for a Sustainable Society

2a Technology Approaching Pedagogy and Learning

3a Education for All and Higher Education in a CRC Context

4a Advancement of Quality in Higher Education

10:30–11:00 COFFEE BREAK

11:00–12:30 **WORKSHOP SESSIONS** – *CONTINUATION BLOCK A*

12:30–13:15 LUNCH

13:15–13:30 **PRESENTATION OF NM-AIST** by Vice Chancellor Prof. **Burton L.M. Mwamila**
– IN THE CONFERENCE ROOM

13:30–15:00 **WORKSHOP SESSIONS** – *BLOCK B*

1b Preparing Students to become Change Makers

2b Democracy in Education – ICT for Sustainable Development

3b Gender, Physical Education (PE), Physical Activity (PA) and Sports for All

4b Advancement of Teaching and Learning in Higher Education

15:00–15:30 COFFEE BREAK

15:30–17:00 **WORKSHOP SESSIONS** – *CONTINUATION BLOCK B*

WEDNESDAY 29 APRIL 2015

NELSON MANDELA AFRICAN INSTITUTION OF SCIENCE AND TECHNOLOGY

08:00–08:30	DIRECTLY TO WORKSHOP GROUPS

08:30–10:00 **WORKSHOP SESSIONS** – *CONTINUATION BLOCK B*

1b Preparing Students to become Change Makers

2b Democracy in Education – ICT for Sustainable Development

3b Gender, Physical Education (PE), Physical Activity (PA) and Sports for All

4b Advancement of Teaching and Learning in Higher Education

10:00–10:30	COFFEE BREAK

10:30–12:00 **WORKSHOP SESSIONS** – *CONTINUATION BLOCK B*

12:00–13:00	LUNCH

13:00–13:30 **SPEAKER**
"OUTCOMES FROM PREVIOUS WORKSHOPS ON HEEFA"
Isabelle Turmaine (International Association of Universities, France)

13:30–14:30 **CONCLUDING REPORTS FROM WORKSHOP GROUPS**
Presentations by assigned rapporteurs.

14:30–15:00	COFFEE BREAK

15:00–16:30 **PANEL DISCUSSION**

SPEAKERS:
Aderemi Kuku (President of the African Academy of Sciences, USA/Nigeria)
Limbani Nsapato (African Network Campaign for Education for All, Zambia)
Ransford Bekoe (Association of African Universities, Ghana)
Zulmira Rodrigues (Head of the UNESCO Dar es Salaam Office and UNESCO Representative to the United Republic of Tanzania)

MODERATOR:
Leolyn Jackson (Director, International Relations & SANORD, University of the Western Cape, South Africa)

16:30–16:45 **CLOSING REMARKS**
Isabelle Turmaine & Cecilia Christersson

WORKSHOPS

THEME 1 – SUSTAINABILITY AND CHANGE

1a

LEARNING FOR A SUSTAINABLE SOCIETY

This workshop provides a venue for sharing experiences and lessons learned from research and learning about sustainable development. An open multi-disciplinary approach to the theme is central, and it will highlight a variety of curriculums/programs and pedagogical/practical techniques conducted in South and North.

1b

PREPARING STUDENTS TO BECOME CHANGE MAKERS

This workshop focuses on how to train students to become change makers. The workshop will have an open multi-disciplinary and practical approach, and workshop participants are invited to share experiences of successes and challenges. At core is how South-North collaborations can make students to become better change makers.

COORDINATING WORKGROUP: **Anders Törnqvist** (Dalarna University, Sweden), **Erica Righard** (Malmö University, Sweden), **Lars Hartvigson** (University of Jönköping, Sweden), **Margareta Popoola** (Malmö University, Sweden), **Patricia Jonason** (Södertörn University, Sweden).

THEME 2 – LEARNING, TECHNOLOGY AND GLOBALIZATION

2a

TECHNOLOGY APPROACHING PEDAGOGY AND LEARNING

This workshop is documented by a live stream and chat pedagogy, 'Glocal Classroom,' utilised in the MA in Communication for Development, a program combining campus and distance education and attracting students worldwide. We showcase the format with online participants contributing to the workshop in a discussion of applications of ICTs in teaching and learning, in particular in higher education, and their adaptation to other contexts in the world. Issues around e.g. mobile phones, re-training of teachers, and virtual classrooms, will be debated.

2b

DEMOCRACY IN EDUCATION – ICT FOR SUSTAINABLE DEVELOPMENT

The workshop continues with cases addressing implementation of different development models in schools as well as in rural communities. The school oriented study, Tuseme (We speak out), is a student-centered empowerment model that uses theatre-for-development techniques to address hindrances for girls' social and academic development. The second case concerns the application of e-health services in rural communities and general acquisition of ICT skills across a population to boost sustainable development.

COORDINATING WORKGROUP: **Anders Høg Hansen** (Malmö University, Sweden), **Mats Johnsson** (Malmö University, Sweden), **Micke Rundberg** (Malmö University, Sweden), **Steve Kamassah** (University of Education, Winneba, Ghana), **Vicensia Shule** (University of Dar es Salaam, Tanzania), **Vivian Vimarlund** (Jönköping International Business School, Sweden).

THEME 3 – RIGHTS, EQUALITY AND GENDER

3a

EDUCATION FOR ALL AND HIGHER EDUCATION IN A CRC CONTEXT

This workshop enhance the content of the Convention of the rights of the child and the guiding headlines of our work for change will be the rights to, in and through education. Knowledge and understanding of Education for All and MDG´s targets, relevant international concepts such as child-friendly school, inclusive education and education for democracy and human rights (EDHR) will be on the agenda. We will discuss and summarize experiences from participatory rights-based, learner-friendly and gender-sensitive approaches to teaching as well to learning.

3b

GENDER, PHYSICAL EDUCATION (PE), PHYSICAL ACTIVITY (PA) AND SPORTS FOR ALL

In the first article of the international charter of physical education and sport from 1978 it is stated that "Every human being has a fundamental right of access to physical education and sport…." Even though, this charter was produced more than 30 years ago not many countries live up to it's intentions. In this workshop gender challenges in relation to sport, PE and PA will be mapped out and discussed.

COORDINATING WORKGROUP: **Lena Andersson** (Malmö University), **Betty Akullu Ezati** (Makerere University, Uganda), **Misheck Yagontha Munthali** (Domasi College of Education, Malawi), **Christina Kafulo** (Ministry of Education, Zambia), **Gistered Muleya** (University of Zambia, Zambia), **Noris Kelly Chirwa Mangulama** (Human Rights Commission, Malawi), **Susanna Hedenborg** (Malmö University, Sweden), **Aage Radmann** (Malmö University, Sweden), **Roderick April** (Namibia National Commission for UNESCO).

THEME 4 – QUALITY

4a

ADVANCEMENT OF QUALITY IN HIGHER EDUCATION

The workshop will examine the key quality requirements in support for higher education's potential to contribute to Education for All. It explores novel strategies required for the transformation of higher education into a force for realization of the EFA agenda. It will interrogate the role of teacher education for quality in higher education and vice versa.

4b

ADVANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION

The workshop will explore different kinds of educational content and processes essential for the realization of Education for All. It will examine how advancement of teaching and learning can be informed by dialogue between cultures and knowledge systems in synergies, with diverse forms of distribution and novel use of technology. The role of high quality teacher education towards the fulfillment of the Education for All agenda will be discussed.

COORDINATING WORKGROUP: **Aloysius Nnaji** (University of Skövde, Sweden), **Aissétou Dramé Yayé** (African Network for Agriculture, Agroforestry and Natural Resources Education), **Björn Åstrand** (Karlstad University, Sweden), **Catherine Odora Hoppers** (University of South Africa), **Celestin Kayonga** (University of Rwanda), **Maria Pettersson** (Dalarna University, Sweden), **Maria Koptjevskaja Tamm** (Stockholm University, Sweden), **Mussa I. Mgwatu** (University of Dar es Salaam, Tanzania), **Nana Aba Appiah Amfo** (University of Ghana), **Natalie Jellinek** (Swedish University of Agricultural Sciences, Sweden), **Veronica Trepagny** (University of Borås, Sweden).

SPEAKER BIOS

MONDAY 27 APRIL 2015

WELCOME ADDRESS

Eva Åkesson is a professor of chemical physics. Before being appointed Vice-Chancellor of Uppsala University Professor Åkesson was employed by Lund University where she was Vice-Rector and later Deputy Vice-Chancellor with special responsibility for the Bologna process and internationalization matters. Professor Åkesson is currently Vice Chair of the Matariki Network and Vice Chair of the SANORD network.

Burton L.M. Mwamila is a Tanzanian with a PhD degree in structural engineering from the Royal Institute of Technology in Sweden. He was the founding Chairman of Tanzania's National Council for Technical Education from 1999-2007. He also served as the Chairman of Tanzania's Engineers Registration Board from 2000-06, and the Tanzania Commission for Science and Technology from 2006-2013. He is currently the founding Vice Chancellor of the Nelson Mandela African Institution of Science and Technology in Arusha (NM-AIST).

Hon. Prof Makame Mbarawa is Member of Parliament and Minister for Communication, Science and Technology in the Government of the United Republic of Tanzania since 2010. He holds a Master's degree in Marine Engineering of Astrakhan State Technical University, in Russia, and a PhD of the University of New South Wales, Sydney, Australia. He worked at Tshwane University of Technology, South Africa, for several years as an academic and researcher in the Department of Mechanical Engineering in the ranks of Senior Lecturer, Associate Professor and became a Professor in July 2009.

H.E. Dr. Mohamed Gharib Bilal is the Vice President of the United Republic of Tanzania, and the Chancellor of the Nelson Mandela African Institution of Science and Technology. He served as Chief Minister of Zanzibar from October 1995 to November 2000. Dr. Bilal is a PhD holder in nuclear physics from the University of California, USA. He was Dean of the Faculty of Science at the University of Dar es Salaam from 1988 to 1990. From 1990 to 1995 he served as Permanent Secretary of the Ministry of Science Technology and Higher Education in the Union Government.

Lennarth Hjelmåker took up the position of Swedish Ambassador to the United Republic of Tanzania, in September 2010. His previous diplomatic roles have included serving five years as Swedish Ambassador to Zimbabwe from 1996 – 2001 and as an Economist at the Swedish Embassy in Nairobi, Kenya from 1979 - 1984. His other professional experience includes an Ambassador, Special Representative on HIV/AIDS-matters from 2003 to 2010.

Carl-Henrik Heldin is the Director of the Uppsala Branch of the Ludwig Institute for Cancer Research and professor in Molecular Cell Biology at Uppsala University. He is also the Chair of the Board of the Nobel Foundation. His research interest is related to the molecular mechanisms of cellular growth control, and how such control mechanisms are perturbed in tumor development.

MODERATOR KEYNOTE SESSION

Cecilia Christersson is Deputy Vice Chancellor at Malmö University in Sweden and the chair of the conference steering committee. In her role as DVC she has initiated and is overseeing the university development of information and communication technology (virtual learning pedagogy). She is the project owner of The Glocal Classroom, an initiative that explores the applications of ICTs in teaching and learning. The project specifically aims to advance quality in higher education through widening participation.

"EDUCATION FOR ALL STATUS IN SUB SAHARA AFRICA AND THE POST 2015 EDUCATION AGENDA"

Zulmira Rodrigues is Head of the UNESCO Dar es Salaam Office and UNESCO Representative to the United Republic of Tanzania. She has over 15 years experience with support to the formulation and implementation of government education policies in different African countries, but especially in Mozambique. She has a broad experience in cooperation with state institutions, UN agencies and development partners.

"CAN HIGHER EDUCATION PROVIDE ACCESS TO PROMOTE CHANGE BUT SUSTAIN QUALITY?"

Merle McOmbring-Hodges has approximately 30 years' experience in Teacher Development at the institutions of UWC, UCT, Bellville College of Education, Peninsula Technikon and Cape Peninsula University of Technology, South Africa. She participated in the British Council Curriculum Development project, namely the Science Education Project, through which various publications were produced to support teacher development in science education. President of IEASA 2010-2014: listed in 2014 as one of the Top 10 women in HE. Celebrated by EU as one of 5 women who made a difference in her Community (of HE). Joint Coordinator of Erasmus Mundus, EUROSA project.

"a "QUALITY" AS THE PREMISE FOR AN EDUCATIONAL SYSTEM: IMPASSES, DILEMMAS, AND CHALLENGES IN THE 21ST CENTURY"

Catherine A. Odora Hoppers is a UN expert in basic education, lifelong learning, information systems, science and society, disarmament, and on traditional knowledge and community intellectual property rights. In South Africa, she holds a South African Research Chair in Development Education at the University of South Africa. She is a member of the Academy of Science of South Africa, and is a Fellow of the African Academy of Sciences.

WORKSHOP SESSION A

1a **"LEARNING FOR A SUSTAINABLE SOCIETY"**

Moderator: **Savo Heleta** (Dr, Manager, Internationalisation at Home and Research Office for International Education, Nelson Mandela Metropolitan University, South Africa)

Speakers:
• **Joseph Gahama** (Professor, College of Education, University of Rwanda, Rwanda)
• **Brook Lema-Mamaru** (Professor, Addis Ababa University, Ethiopia)

2a **"TECHNOLOGY APPROACHING PEDAGOGY AND LEARNING"**

PART ONE:
Moderators: **Steve Kamassah** (Deputy Registrar, International Relations & Public Affairs Division, University of Education, Winneba, Ghana) & **Vicensia Shule** (Lecturer, Department of Fine and Performing Arts, University of Dar es Salaam, Tanzania)

Speakers:
• **Micke Rundberg** (Interaction Designer at the MA in Communication for Development, Malmö University, Sweden)
• **Anders Høg Hansen** (Senior Lecturer at the MA in Communication for Development, Malmö University, Sweden)

PART TWO:
Moderators: **Micke Rundberg** & **Vivian Vimarlund** (Professor in Informatics, Jönköping International Business School, Sweden)

Speaker:
• **Mats Johnsson** (Senior Lecturer, Physical Literacy, Malmö University, Sweden)
• **Steve Kamassah (**University of Education, Winneba, Ghana)

3a **"EDUCATION FOR ALL AND HIGHER EDUCATION IN A CRC CONTEXT"**

Moderator & speakers: **joint initative, see coordinating workgroup under "Workshops"**

4a **"ADVANCEMENT OF QUALITY IN HIGHER EDUCATION"**

Moderator: **Nana Aba Appiah Amfo** (Associate professor of linguistics, Dean of the School of Languages, University of Ghana)

Speakers:
• **Kweku Osam** (Professor, former (immediate past) Pro Vice Chancellor of the University of Ghana and Board Member of the National Accreditation Board, Ghana)
• **Mayunga Nkunya** (Professor, Executive Secretary of the Inter-University Council for East Africa)
• **Divya Singh** (Professor, Vice-Principal for Assurance and Governance, UNISA)

TUESDAY 28 APRIL 2015

1b **"PREPARING STUDENTS TO BECOME CHANGE MAKERS"**

Moderator: **Richard Calland** (Associate Professor at the University of Cape Town, Department of Public Law, University of Cape Town)

Speakers:
- **Olutayo Adesina** (Professor, University of Ibadan, Nigeria)
- **Ayodele Jegede** (Professor , University of Ibadan, Nigeria)
- **Mohammed Said Abtew** (Chairman, Addis Ababa University, Ethiopia)
- **Lars Hartvigson** (Senior Advisor, Jönköping University, Sweden)

2b **"DEMOCRACY IN EDUCATION – ICT FOR SUSTAINABLE DEVELOPMENT"**

PART ONE:
Moderator: **Anders Høg Hansen** (Senior Lecturer at the MA in Communication for Development, Malmö University, Sweden)

Speaker:
- **Vicensia Shule** (Lecturer, Department of Fine and Performing Arts, University of Dar es Salaam, Tanzania)

PART TWO:
Moderator: **Mats Johnsson** (Senior Lecturer, Physical Literacy, Malmö University, Sweden)

Speaker:
- **Vivian Vimarlund** (Professor in Informatics, Linköping University, Sweden)

3b **GENDER, PHYSICAL EDUCATION (PE), PHYSICAL ACTIVITY (PA) AND SPORTS FOR ALL**

Moderators: **Aage Radmann** (Sport sociologist and academic developer, Malmö University, Sweden) & **Susanna Hedenborg** (Professor Sport Sciences, Malmö University, Sweden)

Speakers:
- **Cyprian Maro** (PhD, University of Dar es Salaam, Tanzania)
- **Devota Marwa** PhD, University of Dar es Salaam, Tanzania)
- **Hamad Ndee** (PhD, University of Dar es Salaam, Tanzania)
- **Jonas Tiboroha** (PhD, University of Dar es Salaam, Tanzania)

4b **"ADVANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION"**

Moderator: **Natalie Jellinek** (Educational Development Officer, Swedish University of Agricultural Sciences)

Speakers:
- **Gert van der Westhuizen** (Professor, University of Johannesburg, South Africa)
- **Jeanette Botha** (Dr, Director, Office of the Principal, UNISA)

WEDNESDAY 29 APRIL 2015

"OUTCOMES FROM PREVIOUS WORKSHOPS ON HEEFA"

Isabelle Turmaine is Director, Information Projects and Services at the International Association of Universities (IAU). On top of being responsible for all activities linked to information collection and dissemination, she developed and supervises the IAU Project named HEEFA to strengthen the links between the higher education sector and the United Nations' Education For All (EFA) initiative.

PANEL DISCUSSION

Aderemi Kuku is currently President of the African Academy of Sciences (AAS) and was President of the African Mathematical Union (AMU) 1986–95. He has over forty years of University teaching and research experience. He has been, among others, Professor of Mathematics, International Centre for Theoretical Physics , (ICTP) Trieste, Italy; Professor, Head of Mathematics, and Dean of Postgraduate School, University of Ibadan, Nigeria; William W. S. Claytor Endowed Professor of Mathematics, Grambling State University, Louisiana, USA.

Limbani Eliya Nsapato is the Regional Coordinator for Africa Network Campaign on Education for all (ANCEFA), based in Lusaka, Zambia. Since 2011 he has been actively involved in coordinating and representing civil society in regional and international platforms on the post 2015 education agenda. He is a member of the UNESCO-led Collective Consultation of NGOs on Education for All (CCNGO/EFA) Coordination Group and EFA Steering Committee, which are involved in organising the World Education Forum in Incheon, Korea in May 2015.

Ransford Bekoe serves as the primary focal point for university-private sector collaboration, and currently manages a graduate internship programme at the Secretariat of the Association of African Universities (AAU). His other areas of focus are HIV and AIDS management in African higher education institutions, and the environment. He contributed to the development of the first training modules on mainstreaming sustainability into university curricula in Africa initiated by UNEP in 2005.

Leolyn Jackson has been in the higher education sector for more than 20 years as a senior lecturer, Head of Student Enrolment and Director of the Southern African-Nordic Centre (SANORD). He is presently Director of the International Relations Office (IRO) at the University of the Western Cape (UWC) and advises the Vice Chancellor on international related issues.

Zulmira Rodrigues see bio page 10.

CLOSING REMARKS

Isabelle Turmaine see bio above & **Cecilia Christersson** see bio page 10.

Annex 2

Participant List*

First Name	Last Name	Affiliation
Aage	Radmann	Malmö University
Abdallah	I. Henku	University of Dar es Salaam
Abul	Mandal	University of Skövde
Aderemi	Kuku	African Academy of Sciences
Adham	Duri	Ethiopian Human Rights Commission
Adrehemu	Kayombo	World vision Tanzania
Agneta	Velin Mod	University of Borås
Ahmadi	Kipacha	NM-AIST
Aissetou Drame	Yaye	African Network: Agriculture, Agroforestry & Natural Resources Education
Akowuah	Kwadwo Baffour	SHEVA TRAVEL AND TOUR LIMITED
Albert	Mrema	NM-AIST
Albogast	Musabila	Mzumbe University
Aloysius	Nnaji	University OF Skövde
Amon	Mwenda	MOUNT MERU UNIVERSITY ARUSHA
Analyce	Ichwekeleza	NM-AIST
Anders	Høg Hansen	Malmö University
Anders	Törnqvist	Dalarna University
Anesu Desmond	Marongwe	Heroes Private School
Anette	Hector	Free PENTECOSTAL CHURCH of tanzania
Angel	Ngarambe	NM-AIST
Anna	Carlsson	Malmo University
Anna	Singhateh	Malmö University
Anne-Kathe	Reme	Tanga International Competence center
Anold	Mambo	MOUNT MERU UNIVERSITY
Augustino	Rugachwa	NM-AIST
Ayodele	Jegede	University of Ibadan
Bashiru	Ally	University of Dar es Salaam
Beatrice	Byakutaga	Ministry of Education & sports
Ben	Ssentongo	Primary school
Besrat	Tesfaye	Södertörn University
Betty	Mbwilo	University of Dar es Salaam
Betty	Akullu Ezati	Makere University
Björn	Åstrand	Karlstad University
Brook	Lema-Mamaru	Addis Ababa university
Burton	L.M. Mwamila	NM-AIST
Caroline	Kavuma	Kyambogo University
Caroline	Ndemaki	NM-AIST
Carolyne L. Awino	Onyango	THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
Catherine	Lions	Umea Umiversity
Catherine	A. Odora Hoppers	University of South Africa
Cecilia	Christersson	Malmö University
Celestin	Kayonga	UR-College of Education
Christina	Kafulo	Ministry of Education Science Vocational Training and Early Education
Corina	Löwe	Linnaeus University
Craig	Shealy	James Madison University
Cyprian	Maro	University of Dar es Salaam
Daniel	Stattin	Uppsala University
Darlene	Rweyemamu	NM-AIST

Demetria	Hyera	Tanzania Institute of Education
Devota	John Marwa	University of Dar es salam
Divya	Singh	UNISA
Dorice K.	Festo	St. Augustine University of Tanzania
Edmund	Igboanusi	IMO STATE UNIVERSITY
Edward	Mugeere	Nakaseke Core PTC
Efraim	Kosia	NM-AIST
Elias	Kiyaga	University of Rwanda
Elisabeth	Jangsten	University of Skövde
Emmanuel	Osam	University of Ghana
Erica	Righard	Malmö University
Eva	Åkesson	Uppsala University
Eva	Shayo	University of Dar es Salaam
Florens	D. A M. Luoga	University of Dar es Salaam
Frida	Lind	UNA Malmö/UNA Sweden & Malmö Univestiy
Frida	Tipple	University of Gothenburg
Germna	Sondoka Mungaho	KIBAHA TOWN COUNCIL
Gert	van der Westhuizen	University of Johannesburg
Gistered	Muleya	University of Zambia
Gordon Ndodomzi	Zide	Vaal University of Technology
Grace	Rwiza	Ministry of Education and Vocational Training
H.E. Dr. Mohamed	Gharib Bilal	Vice President, United Republic of Tanzania
Hadija	Mbembati	UDSM
Hamad	Ndee	University of Dar es Salaam
Hamidou	Boly	NEPAD
Hilary	A. Dachi	University of Dar es Salaam
Ignatio	Sanga	NM-AIST
Iina	Soiri	The Nordic Africa Institute
Iliyasu	Biu	University of Colombo Sri Lanka
Isabelle	Turmaine	International Association of Universities
Jackson	Kaluzi	Habari Maalum College
James	Kisabei	Teachers service commission
Jeanette	Botha	University of South Africa
Jeremy	Magimbi	Self Employed
Johanna	Johansson	Malmö högskola
John	Onyang	KAACR(Kenya Alliance for Advancement of Children)
John	Semhando	NM-AIST
Joram	Buza	NM-AIST
Joseph	Mensah Bonsu	SHEVA TRAVEL AND TOUR LIMITED
JOSEPH	GAHAMA	UNIVERISTY OF RWANDA
Josephine Olivia	Ddungu Mbogo	Nkumba Primary School
Joshua	Jacob	NM-AIST
Judith	Mosha	NM-AIST
Juliana	Machuve	UNIVERSITY OF DAR ES SALAAM
Julius	Lenguyana	NM-AIST
Jörgen	Tholin	University of Gothenburg
Jörgen	Sjöberg	Chalmers university of technology
Kajsa	Khanye	Malmö University
Karimu	Meshack	NM-AIST
Karoli	Njau	NM-AIST
Kinfe Abraha	Gebre-Egziabher	Institute of Population Studies, Mekelle University
Lars	Hartvigson	Jonkoping University

Leah	Gonda	NM-AIST
Lena	Andersson	Malmö university
Lennarth	Hjelmåker	Swedish Embassy, Dar es Salaam
Leolyn	Jackson	University of the Western Cape
Lilian	Pasape	NM-AIST
Liliane	Pasape	NM-AIST
Linnea	Blomquist	Malmö högskola
Limbani	Eliya Nsapato	Africa Network Campaign on Education for All (ANCEFA)
Lindi	Tlou	University of Pretoria
Loise	Gichuhi	University of Nairobi
Lubwama	Aidah Nyenje	Uganda Management Institute
Lucas	Mzelela	Agency for the Development of Educational Management (ADEM)
Luka	Ndalima	better future international
Lydiah	Muchira	Canopen Education Services Foundation
Makame	Mbarawa	Minister, Communication, Science and Technology, Tanzania
Margareta	Popoola	Malmö University
Margareta	Melin	Malmö University
Margareta	Nordstrand	Lund University
Maria	Nyström	Chalmers
Maria	Koptjevskaja Tamm	Stockholm university
Marianne	Granfelt	Association of Swedish Higher Education
Marie	Klingberg-Allvin	Dalarna University /Högskolan Dalarna
Marion	Nanyondo Bujjasi	Ministry of Education Technology and Sports
Marita	Hilliges	Dalarna University
Martha	Niko	NM-AIST
Martin	Kimanya	NM-AIST
Masoud	Muruke	University of Dar es Salaam
Matias	Urenda Moris	University of Skövde
Mats	Johnsson	Malmö University
Mats	Hagman	University of Gothenburg
Max	Zamanian	University of Skövde
Maxi	Häber	Malmö University/ Linköping University
Mayunga	Nkunya	Inter-University Council for East Africa
Merle	McOmbring-Hodges	International Affairs: Cape Peninsula University of Technology (CPUT)
Michael	Haule	NM-AIST
Michael	Kileo	NM-AIST
Mikael	Rundberg	Malmö University
Misheck	Munthali	Ministry of Education, Science and Technology
Mohammed	Abtew	Addis Ababa university
Momodou	Jallow	Malmö University
Montanus C.	Milanzi	Mzumbe University
Mpho Given	Diago	Vaal University of Technology
Mpoki	Mwaikokesya	University of Dar-es-Salaam
Musa	Chacha	NM-AIST
Mussa	Mgwatu	University of Dar es Salaam
Måns	Fellesson	Nordic Africa Institute
Nana Aba A.	Amfo	University of Ghana
Nandera	E. Mhando	University of Dar es Salaam
Nansubuga	Mercy Sharon	Ministry of Education and Sports
Naomi	Marongwe	Onandjokwe Lutheran hospital
Ndiko	Mwamakula	Team Vista
Neema	Ngussa	Ministry of education and Vocational training

Neema	Meyasi	NM-AIST
Neema	Mhando	NM-AIST
Neema	Kassim	NM-AIST
Niclas	Norrström	University of Skövde
Nicodemus D.	Matojo	Mkwawa University College of Education
Niklas	Gericke	Karlstad University
Nina	Thelander	Karlstad University
Noeline	Nabasinga Ntanda	Ministry of Education and Sports
NORIS	MANGULAMA	Malawi Human Rights Commission
Okonkwo	Jerome	Imo State University
Olutayo	Adesina	University of Ibadan
Oscar	Mashauri	University of Dar es Salaam
Patricia	Jonason	Södertörn University
Per	Assmo	Linkoping University
Perez	Muhagaze	NM-AIST
Peter	Sundin	Uppsala University
Peter	Ssenkusu	Makerere University
Phyllis	Chelangat Nabende	Ministry of Education & sports
Prince	Adjei-Mensah	SHEVA TRAVEL AND TOUR LIMITED
Pudence	Rubingisa	University of Rwanda
Pär	Svensson	Lund University
Ransford Okwabi	Bekoe	Association of African Universities
Richard	Calland	University of Cape Town
Robert	Hector	Free PENTECOSTAL of Tanzania
Roderick	April	Namibia National Commission for UNESCO
Ronald	Bisaso	MAKERERE UNIVERSITY
Sanna	Jartsjo	Kili Innovation Trust
Savo	Heleta	Nelson Mandela Metropolitan University
Seble	Abera	Swedish Institute
Simon	Ngalomba	UNIVERSITY OF DAR ES SALAAM, SCHOOL OF EDUCATION
Simon Ignace	Marandu	University of Dar es Salaam
Sinulo	Ude	VPC Ltd,
Siyabonga	Kohli	Vaal University of Technology
Stephen	Mabagala	University of Dar es Salaam
Steve van	Kamassah	University of Education Winneba
Susanna	Hedenborg	Malmö University
Sylvia	Ndakidemi	NM-AIST
Tekaligne	Godana	Swedish International Development Cooperation Agency (Sida)
Theopista	Wandira Kaggwa	Ndegeya Primary Teachers' College
Therese	Idsøe	Tanga International Competance Centre
Thomas Odhiambo	Njagwa	Compassion International Organisation (CIT)
Ulrica	Kristhammar	Malmö högskola
Verdiana Grace	Masanja	UNIVERSITY OF RWANDA
Veronica	Trépagny	University of Borås
Vicensia	Shule	University of Dar es Salaam
Vivian	Vimarlund	Jönköping International Business School
Wilhelmina	Donkoh	Garden City University College
Wiseman	Jack	Vaal University of Technology
Zaituni	Kaijage	University of Dar es Salaam
Zulmira	Rodrigues	UNESCO Dar es Salaam Office
Åsa	Fagerström	Malmö University

Registered participants on 22 April 2015

Annex 3

Workshop report
Björn Åstrand
Program chair
Karlstad University
May 8th 2015

Summary of workshop 4a and 4b on *Quality*

(*Learning Together for Change*, Arusha, Tanzania April 27-29 2015)[1]

Summary:

This report summarizes the outcome of these two sessions. During the rich and explorative sessions two interconnected messages surfaced as most important to bring into next generation of EFA-agenda:

- **The need to be context sensitive and context specific**
- **That education has to provide cognitive justice for all.**

Introduction and outline

The fourth theme at the conference *Learning together for change* focused on quality. The theme was first explored from the perspectives of *Advancement of quality in higher education* and *Advancement of teaching and learning in higher education.*

This report does not fully describe the richness and complexity of all issues these sessions deliberated upon but it reports in condensed format the main points. The report follows a particular structure:

1. The two main messages (above)
2. The core of the oral presentation delivered at the end of the conference
3. Comments that provides extended perspective on the core messages
4. Responses on questions for deliberations and responses on questions raised by the steering group
5. Annex 1: Questions for deliberations
6. Annex 2: Structure of discussion workshop 4A
7. Annex 3: Structure of discussion workshop 4B
8. Annex 4: background and rational for workshop 4A
9. Annex 5: background and rational for workshop 4B

The core of the oral presentation delivered at the end of the conference

The five invited presenters contributed with their expertise in a manner that promoted high quality discussions. We would like to express our sincere gratitude to prof. Kweku

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[1] http://www.learningforchange2015.com

Osam, dr. Cosam Joseph, prof. Divya Singh, prof. Gert van der Westhuizen and dr.
Jeanette Botha for their excellent contributions on the following themes:
• Quality higher education supporting EFA (Osam)
• Advancement of quality in higher education (Joseph)
• Higher Education post-2015 must include corporate governance (Singh)
• Learning together for change: Advancing education for all through higher education
  (Botha)
• Cognitive justice and the advancement of teaching and learning (v d Westhuizen)

The presenters were asked to in addition to their presentations also articulate some key
issues for the outbreak sessions. These questions were as follows:
• How do we ensure quality in mass HE?
• What should be the link between the outcome of QA process and the public funding
  of education?
• How do we develop the "graduate of the future"?
• How can the academia and the employment sector (potential employers) collaborate
  in improving the quality of the HEIs?
• Does a focus on governance militate against innovation, creativity, and academic
  autonomy?
• Is it the university's role to develop students into engaged citizens (good people)?
• How does one define, ensure and assure quality in distance/online provision?
• Can we confidently apply existing QA models to distance/online modules? in a non-
  quality assured environment?
• The contextual nature of QA and the distinct and varying models of distance/online ,
  does it point toward to the need for creation anew? Is it feasible to create and design
  a *generic* African (or other regional and context specific) quality assurance models?
  What would such models look like?
• Can teacher education advance multiple knowledges in university and school
  curricula?
• What space are there in EFA post-2015 agenda goals for COGNITIVE JUSTICE?
• What could be indicators of cognitive justice in EFA?

Each presenter was also given the opportunity at the beginning of the second phase of
each session to, after having listened to short reports and comments from each group,
give some further comments.

The provided issues for deliberation were further expanded by the application of the
three questions posed by the steering group. These three (below) were in these sessions
perceived as perspectives on each of the above questions (as is presented in Annex 2 &
3).

The questions raised by the steering group:
A) Identify gaps/ constrains to advance the theme
B) Clarify the role of higher education by examples/practice
C) Specify three actions that are important for the global agenda

This working model with 12 key questions for deliberation and three perspectives (A-C)
to be applied on each question produced a rich outcome. For the systematization of the

outcome, a framework entailing five central areas for these deliberations on quality, was established:

During the discussions on these five areas the following key points was made:

Definitions, procedures and notions – the discourse of quality
- Distinguish between two levels: individual and institutional
- The need to interrogate current definitions and envision context sensitive notions.
- The importance of recognition of quality in education as related to *qualification*, *socialization* and *subjectification*
- That free, creative and critical thinking has to be recognized as high quality aspects.

Good governance
- Different levels: external and internal in dialogue
- Transparency, accountability & inclusion
- Strengthen academic voices of senates and boards
- With increased societal collaboration comes needs for integrity and awareness of roles & purposes
- Leadership relates to an ethical citizenship
- Recognize that good governance also comes bottom up and we are all responsible

Curriculum
- Balance demands from labor market with emphasis on the potential of academic contributions to a desirable and shared future.
- The need for learners to understand themselves in the curriculum. *Multiple and locally anchored knowledges* are required as well as multiple epistemologies
- As a consequence, a push towards *cognitive justice* needs to influence and direct curriculum design

Technology, distance and on-line provision of education
- Higher education is deeply engaged in expansion of provision via technology – with diverse experiences.
- Technology has many affordances but the application and the quality assurance frameworks must be context sensitive.

- How can we ensure high quality in distance and on-line education and avoid ending up as inferior low cost alternatives for individuals and institutions?
- With technology comes notions of education, teaching and learning that we have to interrogate for preventing negative mainstreaming and for promoting dialogue and interaction ("learning together for change…")

Teaching & learning
- It is time for higher education to rethink teaching and learning as specific contributions to quality in the future EFA-agenda
- Our existence in both local and global societies requires awareness of existing knowledge regimes and the promotion of key capacities for such a citizenship.
- Need for broad approaches that also recognizes the importance of cognitive justice for the fulfillment of the purposes of EFA.
- Hence, **cognitive justice for all**, should be a goal in next EFA-agenda.

Comments

Some tensions relating to current EFA-agenda
The global society is in many respects characterized by a number of phenomena that have devastating effects on humans and society: wars and violence, poverty and inequality, environmental pollution and insufficient democracy. We acknowledge the importance of addressing such issues in educational systems. However, it must be clearly voiced, that these phenomena primarily have to be solved with other societal means than making the youngest humans aware of these problems during their schooling. Instead, the prime responsibility for improvements rests upon adults in contemporary society, in politics and other spheres of power.

We must also be honest about the inherent tension between an "education for all" ethos and the necessary commitment by higher education institutions to maintain and promote a high level of quality. In this sense, the question could be stated as follows: "Is everyone equally qualified to enter a process of higher education, regardless of their abilities or performance?" We offer three responses in this regard: 1) every student should be given every opportunity to develop and express their full intellectual and human potential not only at the primary and secondary level of education, but throughout life; 2) we need to develop systems of education and training that meet students where they are (e.g., to include technical education as well as higher education); and 3) institutions of higher learning have the duty to appraise – fairly and comprehensively -- the capacities and inclinations of prospective students when rendering decisions regarding matriculation, advancement, and graduation at a specific institution, because such decisions are integral to the preservation and promotion of quality.

Therefore, we acknowledge an inherent tension between the values of "education for all," which we strongly support, and the necessity of developing, measuring, and promoting high standards of quality in our institutions of higher education. As faculty and administrators of higher learning, we need to label and resist the pressures (e.g., economic, political, societal, etc.) that would compromise our quality standards even as we work assiduously to address the factors and forces in the larger world that

compromise the capacity of learners – of all ages – to achieve their full potential intellectually, and as human beings.

The problem of narrow understandings of education
The terminology of the focused area for EFA, "basic education" can be problematic. If we by the term understand initial schooling it might be fine, but if it implies, only literacy and numeracy it seems very problematic.

Education and schooling are a wide societal endeavor that is not limited to the issue of qualification for working life. Instead education plays central societal role for the creation of communities. We believe that education primarily functions on three levels: a) for the qualification for citizenship and working life, b) by socializing of individuals into becoming community members and community contributors/builders, c) and via subjectification of the individual into realizing its full personality and potential. The EFA-agenda tends to, or opens up for a narrow understanding of education as being about qualification for employment and by that approach, key aspects of the benefit of education in terms of a wider societal notion

The need for context sensitive quality assurance models.
There is a need to make distinctions between at least two levels of application and analysis when it comes to quality: individual and institutional. There need to be very specific on notions of quality in relation to these levels, institutional performance vs teaching, learning, etc. .

In this regard, it should be noted that this individual level of quality analysis very much levels the playing field, because even well established and well regarded institutions, anywhere in the world, can produce high or low quality teaching, training, and learning. In other words, even very new/young institutions of higher learning may produce equal or superior quality at this individual level of analysis (in terms of teaching, training, and learning). Hence, quality is not only about identification of required levels, its is about promoting processes that significantly can contribute to enhanced learning and advancement.

Diverse forms of distribution of education calls for particular attention to specific aspects of each form of distribution (campus education, distance education, blended education, on-line education etc.)

The historical heritage and current conditions for teaching and learning as well as educational institution and systems call for a hesitance towards universal standards and procedures. Local and regional contexts needs to be acknowledged and definitions of quality have to relate both to local and global forms of citizenships and to local and international labor markets.

The heritage problem – and advantage
Every student has a history, as has all societies and nations. Education as a societal endeavor is not detached from historical processes (like colonialism) and current conditions (like neo-liberalism). On the contrary, society, past and present, colors learning why there is a need for rethinking teaching and learning from the perspective

of cognitive justice. Such an ambition calls for rethinking of educational content as well as learning processes. In addition, for the advancement of learning, a reflective and inclusive approach that recognizes multiple knowledges and epistemologies in such a manner that the school experience enriches and advances students from the perspective of the importance of their prior knowledge for the enhancement of their competence is called for.

In historical and current societies there are knowledge regimes at play. Cognitive justice is about the **right of different forms of knowledge to survive** – and survive creatively and sustainably. Cognitive justice is about respect for indigenous forms of knowledge and their "… place in the livelihood of communities so that they can, without coercion, determine the nature and pace of the development they require" (Odora Hoppers 2009: 16). Knowledge rests in people – for Africa, as for learning at other continents, the challenge has to be that of **how to build on local knowledge that exists in its people as a concomitant to working with global knowledge and information** (Odora Hoppers 2009: 2

Responses to questions for deliberation

<u>How do we ensure quality in mass HE?</u>

A) At the outset, we should think about quality at **two levels of analysis**: 1) institutional and 2) individual. We do need benchmarks by which to evaluate the "quality" of institutions (e.g., graduate rates, employment levels upon graduation, entering scores, etc.).

In an African as well as other regional contexts, we need to be able to **include historic/indigenous** perspectives in the evaluation of institutional quality, which may not always map directly on institutions that are older, established, and very well resourced. By including these factors vis-à-vis institutional quality ratings, we do level the scales a bit, because unique factors in our countries and continent and considered in relation to institutional quality.

B) We have to **define what we mean by quality** teaching, quality training and education of teachers, and quality of learning processes and outcomes. We need competency-based models and methods that are able to assess "quality" in a way that appraises where people are in a valid and reliable manner, and allow for the promotion of such aspirations over time. Likewise, we should develop and utilize models and methods that **apprehend human beings in terms other than only "reading, writing, and arithmetic**." Such competencies are necessary but not sufficient in our globally interconnected world. For example, we need to appraise and cultivate competencies, including but not limited to, self/global awareness, the ability to think critically, express understanding and compassion toward others, and commit to constructive engagement with the wider world if we are to address the "wicked issues" of our day.

C) Higher education has an important role in the development of models and methods that can help us **operationalize what we mean by "quality"** at this individual level of analysis. For example, we have the knowledge and skills to conduct research to assess the complex and interacting mediators and moderators of teaching, training, and

learning (e.g., "who learns what and why, and under what circumstances"). Our models and methods allow us to evaluate and promote high quality teaching, training, and learning at the primary and secondary levels of education, which should be a high priority within the "education for all" movement.

D) The quality of academic leadership is important
The fact that a person has a strong academic record does not by necessity translate into excellent leaderships capacities. HE has to counter tendencies to uncritically prioritize recruitment of Academia's leadership from other sectors and prioritize to advance academic leadership as well as administrative leadership through proper training.

E) The quality and competence of staff (teaching and otherwise) is vital.
- This means that universities need to work on improving methods of teaching: there are different methods, e.g. Teaching in Higher Education Courses for lecturers, which should be obligatory for teaching staff. Another example is *Research Circles*, more informal ways of working with lecturers to raise competence (developed at the University of Malmo).
- One way of increasing quality is to work in teaching teams, where lecturers' different competencies could be combined. Teaching teams should be preferably, interdisciplinary or multidisciplinary.
- Developing a perspective of Student based learning, where students are seen as owners of their own learning processes. That way student can "learn from each other", and even assess each other.
- The most important issue for lecturers is to *meet* students and *see* their individual needs. This is also, perhaps, the most difficult issue in the face of massification.
- In general though, for quality reasons, provision of resources needs to be sufficient for relatively small student groups, as we believe that high quality education requires a certain amount of the intense interaction that only small groups can facilitate.

F) **Using technology for innovative teaching**
There are a number of new technologies which can enable the improvement of student learning processes, student based learning and even *meeting* students in a virtual classroom.
The Glocal Classroom (developed by Michael Rundberg at Malmo University) is a tool and a way to make distant learning personal. This can also be used as tools in "ordinary" classes, that are growing out of proportion. However, we recognize that as technology has certain affordances, technology also comes with certain risks, especially from a perspective of quality. (more below)

Identify gaps / constrains to advance the theme
- Costs which will need national resourcing
- Quality of teaching cost money but will lead to higher throughput of students, which will lead to more income
- Curricula are discipline focused and we need to move towards multi or interdisciplinarity
- Higher numbers of students in larger classes must be met by splitting the class. This can dealt with by teaching teams.

- Involving society to take up positions of administration, so that academic staff can have more time to teach and do research
- Capacity of universities both in human resources, financing and in research and teaching staff.
- Academic careers are not attractive in comparison to other careers, particularly professional. Salaries of teaching and research staff are low, whilst those in professional sector are high.

Clarify the role of higher education by examples/practice

- Splitting large classes as in University of Dar es Salaam. Instead of having an obligatory class of 1200 the class is now split into smaller groups.
- Universities need to work on improving methods of teaching: there are different methods, e.g. Teaching in Higher Education Courses for lecturers, which should be obligatory for teaching staff. Another example is *Research Circles*, more informal ways of working with lecturers to raise competence (developed at the University of Malmo.
- There are a number of new technologies which can enable better students learning processes, student based learning and even *meeting* students in a virtual classroom. The Glocal Classroom (developed by Michael Rundberg at Malmo University) is a tool and a way to make distant learning personal. This can also be used as tools in "ordinary" classes, that are growing out of proportion.
- In order to extend the reach for ICTs particularly to students in rural areas, UNISA entered into partnership with public libraries, schools, where UNISA/students can use facilities, and UNISA helps these schools and libraries.

Specify three actions that are important for the global agenda

1. Governments need to provide the necessary resources to ensure quality and sustainability in HE. This includes providing a backbone and infrastructure of relevant technology
2. Ensuring that teaching methods courses are obligatory for teaching staff so that to enable a shift in perspective from students as passive consumers of education to students as active agents taking responsibility for their own learning processes. This includes using technology in innovative ways to strengthen pedagogy.
3. Enabling ways of creating collaboration and partnerships that are value adding between faculty members HEIs and between HEIs and businesses, It is about inclusivity, multi and interdisciplinarity and making HE/institutions part of national development.

What should be the link between the outcome of QA processes and the public funding of education?

Limited resources should be used effectively but punitive funding systems may endanger more that it supports institutions that are struggling with quality issues..

Identify gaps / constrains to advance the theme

- The QA process needs to be clarified and sustainable. It cannot be about short term interventions. We need to develop a QA framework that needs to be accepted across universities. This is to ensure money to be best spent.

- This QA process could be regional (e.g. Africa, Europe etc) and thus ensure student mobility within regions.
- The funding regiments and QA is different and quality needs to be defined.
- The QA system needs to be recognized and respected by university staff, in order to be embedded in every day practices. Imposed QA systems will not be respected or applied.
- QA processes should apply to both private and public HE institutions.

Clarify the role of higher education by examples/practice
• In South Africa the QA process ends up in so called developments funds if you got a low grading so as to upgrade yourself. You need to set a really clear goal and timeline which is monitored every six months and you are given a warning after three years.

Specify three actions that are important for the global agenda
1) QA systems need to be robust and long lasting but also sufficiently agile and context sensitive.
2) QA processes should be applied to all HE institutions, including private as well as public.
3) The QA system should be acknowledged and respected by HE staff, to ensure application of the results.

How do we develop the "graduate of the future"?

The future graduate will be required to be competent and able not only to adapt to a changing world but also to change it. Future graduates have to be competent, ethically as well as practically motivated and be able to adopt to a changing world environment. We find it essential for the realization of such ambitions that:
- responsible governance systems are transparent, democratic etc.
- quality infrastructure, including library, laboratories, ICT infrastructure and trained librarians, technicians etc. are in place
- flexible programmes which do not compromise quality
- quality assurance systems adapt and change
- collaboration and partnerships with stakeholders in order to cater for student academic needs.

Clarify the role of higher education by examples/practice
- Engaging the corporate society through surveys to establish the professional needs of the staff and thus have graduates that are needed in the companies. E.g. companies in Kenya and South Africa want ready-made graduates. With the surveys universities can provide students that are fit for purpose.
- In Malmo, the ideology has been to provide change agents, i.e. not students that companies want, as that would be old fashioned when students graduate but students that can shift and develop companies.
- It is important to find signature knowledge and make it obligatory:
- UNISA has an obligatory module on ethical values (distant learning) to ensure graduates that have integrity and ethical values.
- In Dar es Salaam entrepreneurial skills have been introduced into engineering courses
- In technological courses in Sweden it is obligatory to take humanist modules.

Specify three actions that are important for the global agenda
1) Provide graduates that are needed AND that can be change agents.
2) Identify signature knowledge that should be obligatory modules

At a broader level, we wish to emphasize that institutions of higher learning play an essential role in the enhancement of the greater good. In this regard, we affirm the values of a "liberal arts" education, even as we recognize and teach pragmatic knowledge and skills that are necessary to solve the real world problems we face, locally and globally.

How can academia and industry collaborate in improving quality of the HEIs?

Definitions and concepts: Why just "industry" and not, "say", society?
In the African context "industry" is all encompassing and would also include things like health care and public institutions, etc. What is meant here should be re-formulated when addressing a more general public, i.e

How can academia and the employment sector (potential employers) collaborate in improving the quality of the HEIs?

Identify gaps / constrains to advance the theme
- the issue of employment: many people with HE will not get employed because their skills etc. are not needed in the employment sector
- related to the above is that there is often a mismatch between the curricula used within HEIs and the needs in the employment sector
- The information management systems at various levels are often inadequate (cf. below on examples)

Clarify the role of higher education by examples/practice
Sweden: the representatives of the midwife education at the Dalarna university regularly meet with the representatives of hospitals in order to discuss how many midwifes with what qualifications are needed in the health care section.

South Africa: there is a special "skills education and training sector / program". Potential employers are organized into 23 sectors (say, the banking sector, the health care sector, etc), each of which writes an annual report to the government specifying their needs and conditions. These are further transmitted by the government to the HEIs as specifications/recommendations regarding the number of different professionals and skills needed in the country and these are used as the basis for admission to the various educational programs. This is a part of the governance system, which presupposes efficient information management systems at various levels (within the country, within particular HEIs etc.)

Specify three actions that are important for the global agenda
1) Identify platforms for partnership and collaboration between universities and the employment sector

2) Involve the employment sector in decision making and monitoring of the implementation process in the HEIs at various levels and stages: curriculum design and reviews; governance; internship, etc.

Does a focus on governance militate against innovation, creativity, and academic autonomy?

Definitions and concepts: what is "governance"?
• HEI-"external"/national: universities are not completely isolated from the society, but are "governed" from outside (i.e., by the recommendations /requirements coming from the government)
• HEI-"internal"/institutional: how universities are run and lead within their own organization.

The second perspective is most probably more interesting for us ourselves (as representatives of academia), but within the context of EFA it is the first perspective that is likely to be more interesting.

This question can have the very simple answers namely YES or NO but there can be the complex justification. Taking any one position from the two simple answers one should consider the number of issues concerning the higher educational institutional governance at different levels of these institutions. Governance must be understood from the higher education institutions' Councils, senates down to the classroom where the class instructor is to deal with governance at that and each level of the higher educational institution. In addition the focus can and cannot militate against innovation, creativity and academic autonomy despite the fact that it depends on the system of governance at each level of the institution administration. The number of factors and issues that need to be taken into account as listed here under:
1) The quality and nature education
2) Availability of resources
3) The degree of management support in respect of the influence of governance to enable innovation, creativity and academic autonomy to happen or not to happen.

Identify gaps / constrains to advance the theme
We feel that there it is worth emphasizing the necessity to aim at the balance between the external and internal governance. External governance is always dependent on the current political agenda/ideology/fashion. But governments come and go. Paying too much attention to what is dictated from above may lead to rapid fluctuations/changes in what and how is being taught, often time- and effort-consuming; there is a high risk of converting a part of the HE into political propaganda; basic research [humanities etc.] should have a given place within the HEIs even though they are often not "immediately" needed; etc.

Another issue is the possible (and not uncommon) mismatch between the different qualifications of the people involved in governance within academia: these are there by virtue of their qualifications and skills in research and education, which do not necessarily translate into leadership skills.

Clarify the role of higher education by examples/practice
Obligatory leadership etc. courses at Swedish universities

Specify three actions that are important for the global agenda
Leadership development in higher education institutions needs to be improved.

Is it the university's role to develop students who are engaged citizens and 'good people'?

YES. A good example comes from the University of Pretoria which has a special program "educating global citizens" in which the students are trained to understand the various basic notions such as "democracy", "justice" etc. by breaking them into components and relating them to simple examples anchored in their own cultural context. The idea is that the graduates will then be able to explain these notions in simple words to the communities they will be working in.

Can teacher education advance multiple knowledge in university and school curricula?

What is multiple knowledges?
Taking into account local knowledges, which includes languages, intelligences and knowledge of all senses through a multimodal way of knowledge creation, multiple knowledges should be *Multiple and locally anchored knowledges.* The question about multiple knowledges needs to be tied to multiple languages, to linguistic and cultural diversity and to cognitive justice.

Teacher education is one of the pillars of promoting and sharing multiple knowledge processes for a cognitive justice. The connection between research and teacher education is key and the role of the teachers to be reinforced.

Identify gaps / constrains to advance the theme
- In Africa there are language problems (gap) between mother tongues and colonial languages, which is often the language of the school which makes the subject difficult to learn for a lot of children
- The language of the knowledge is critical / and what is language? You have to make sure that communication takes place in some kind of relation.
- Teachers needs to make the children think freely and creatively, and not only repeat the thoughts of the teacher. What kind of citizens do you produce?
- Content knowledge and the role of the teacher
- Corporate punishment and sexual harassment are big problems.
- There are socially constructed practices of gratification and punishment, which teachers will need to be made aware of. And they need to learn alternative methods of teaching.
- It is important to problematize pre understanding of epistemologies, e.g. that corporate punishment is the only way to force children to learn, or that monologue lecturers followed by written examination is the only way for students to learn.
- There is a pre_understanding of knowledge as fixed. And this needs to be problematized at teacher education.
- The conception of knowledge is different in different cultures, subcultures and

between individuals.
- There are also problems with the word research as it has several epistemologies. The Tswana word for researcher is "healer". (Chilisa / *Indigenous Research Methods*) The concept *multiple knowledges* incorporate different research practices and thoughts.
- The concept of Cognitive Justice encourages us to rethink education and research.
- Teachers need to learn methods and techniques that are alternative to "traditional" methods, e.g. methods that would reward and encourage multiple knowledge.
- Teachers need to learn how to encourage free and creative thinking, to
- It is difficult to balance following curriculum and keep a critical stance / and the need to revise the curriculum. The curriculum has very often a political agenda and then it is difficult to develop pedagogy to effectively enhance propaganda through multiple knowledges.
- It is important to lift the curriculum of teacher education to national level, but this needs to be research based and in discussion with the profession.
- The status of teachers needs to be enhanced. At the same time the role of teachers should be changed. Teachers should be creative and listening and meeting pupils.

Clarify the role of higher education by examples/practice
- Development of professional development.
- Example from Tanzania: The president has just decided to change language in secondary school from English to KiSwahili in order that the pupils will understand the subject.
- Integrating subjects, learning through themes and in Sweden subjects have to be integrated in order to create inter disciplinary and over lapping knowledge.
- Nature pedagogy. In Sweden there are schools that are "nature schools", i.e. subjects like maths, history, chemistry, biology are taught outdoors.
- A South African lecturer wrote a dictionary of mathematics in the Sutu language
- In between knowledge. It is important to have inter disciplinary knowledge in teacher education. Teacher students need to learn with multiple modes of learning. At Malmo University (K3) students learn and staff do research in between theory and practice, and modules are all interdisciplinary using the competences from several lecturers in a teaching team.
- In Steiner education, children learn letters very slowly. They use a lot of modes, like dancing, painting, singing, performing to learn letters.

Specify three actions that are important for the global agenda

1) National curricula needs to be reconsidered in terms of the challenges of multiple knowledges and cognitive justice. This needs to be made on national (government) level, with allowance made for some degree of regional flexibility. This needs to be strongly based on research, both locally and globally.

2) Standardised guidelines based on cognitive justice and multiple knowledges should be developed, and reflected in policy documents for teacher education, as well as higher education in general.

3) Higher education lecturers, including teacher education lecturers, need to develop teaching and learning practices based on multiple knowledges and on cognitive justice. Continuous professional education and development should become compulsory. They

should contain a multitude of teaching and learning methods on multiple knowledges and on cognitive justice and need to be strongly based on research, both locally and globally And these courses should not be a one off, but continue into life long pedagogic learning.

Cognitive justice for all ought to be incorporated into the document from this conference.

What spaces are there in EFA post-2015 agenda goals for COGNITIVE JUSTICE?
- A space and a goal should be there, but it is an on going process, meaning that the area of/concept of cognitive justice is constantly updated.
- Cognitive justice should become included in the Post2015 (or new MDGs) and it needs to be acknowledged as national policies, and a concern not only for higher education.
- On inclusion, there needs to be more engagement at every level.
- Not only a task for research and education, and teacher education higher education/universities within. It is equally a process that should include ICTs, libraries, administration and other parts of HEIs helping, supporting, and shaping the university education.

Identify gaps / constrains to advance the theme
- The lack of cognitive justice is part of the restrains for educational goals not having been reached.
- It is not coded – but this in itself is a multiple process (botanical knowledge and how it can grow)
- The fact that cognitive justice is not there, constitutes the great gap calling for a need for it.

Specify three actions that are important for the global agenda
- POST2015 goals to become Government goals for higher education; need to work with local communities etc providing:
- TEACHING, PROFESSIONAL UPDATING/TRAINING TO BE PROVIDED:
  - Teachers to be aware of diversity and justice issues – can "crash course for teachers" be introduced in order to upgrade skills and competences?
  - Professional development and upscaling – the methods ought to include this perspective. Training programmes could include indigenous knowledge systems and others.
- COMMUNITY ENGAGEMENT OBLIGATORY:
  - All levels – from research to implementation
  - The institution to have a partnership with the community, for instance via reference groups
  - Encourage local communities to set up partnerships with universities
  - Internships to combine learning and practice: in SA employers also assess students during their last years internship
- DOCUMENTATION OR INCLUSION OF INDIGENOUS KNOWLEDGE PROCESSES TO BE STARTED AND SUPPORTED
  - Part of the process to get indigenous knowledge documented and to be formalised into our education

- o Need to reconfigure the system of knowledge organisation. Maybe a greater challenge for "western" universities with their discourses/hegemonies
- RECONFIGURATION OF SYSTEMS TO FACILITATE COGNITIVE JUSTICE

Clarify the role of higher education by examples/practice
HOW TO INCLUDE INDIGENOUS KNOWLEDGE IN EDUCATION:
- Higher education should include indigenous knowledge and other knowledge systems in their curricula and research -- infusing and broadening multi-inter-transdisciplinary (same thing seen from many perspectives) initiatives.
    - o How local knowledge is used in education, how to apply a local understanding of concepts to education.
    - o A model for how to integrate the goals of EFA in education – publication – as UNISA has integrated MDGs: a generic model for universities to use; not legally enforceable though, no accountability

What could be indicators of cognitive justice in EFA?
The goal is to advance cognitive justice for all in higher education, which steps ought to be taken:
- Identify key systems for - coding/documentation
    - Through research
    - Teaching
    - Teacher education
    - Working in an inclusive way, including all processes and institutions within the university including ICT, libraries, management etc.
- To include the concept of cognitive justice in teacher education programmes
- Continuous professional development

Measures/indicators:
- To set a percentage goal, for a percentage of how much indigenous knowledge is integrated into curriculum development (10% of the curricula is local knowledge, first phase etc)
- Is community engagement there? This is an indicator in itself. (Already one of the pillars of universities in SA, Ghana, where programmes, students, institution is engaged.)
- Need to have a different view of community, not only community, also public sector etc. [Beyond your community – also into the public sector.] Two ways and connection between the field and teaching.
- Need to involve students in the projects. And need to start at lower levels.

Identify how different areas of HE contribute to this together, including libraries, ICT. Outside of the HEIs, also memory institutions etc..

Annex 1: Questions for deliberation provided by the five presenters:

1. How do we ensure quality in mass HE?
2. What should be the link between the outcome of QA process and the public funding of education?
3. How do we develop the "graduate of the future"?
4. How can the academia and the employment sector (potential employers) collaborate in improving the quality of the HEIs?
5. Does a focus on governance militate against innovation, creativity, and academic autonomy?
6. Is it the university's role to develop students into engaged citizens (good people)?
7. How does one define, ensure and assure quality in distance/online provision?
8. Can we confidently apply existing QA models to distance/online in a non-quality assured environment?
9. The contextual nature of QA and the distinct and varying models of distance/online, does it points toward to the need for creation anew? Is it feasible to create and design a *generic* African (or other regional and context specific) quality assurance model? What would such a model look like?
10. Can teacher education advance multiple knowledges in university and school curricula?
11. What space are there in EFA post-2015 agenda goals for COGNITIVE JUSTICE?
12. What could be indicators of cognitive justice in EFA?

Annex 2: Structure of discussion, workshop 4A

Presenters questions	Steering group questions		
	Identify gaps/ constrains to advance the theme	Clarify the role of higher education by examples/practise	Specify three actions that are important for the global agenda
How do we ensure quality in mass HE?			
What should be the link between the outcome of QA process and the public funding of education			
How do we develop the "graduate of the future"?			
How can academia and the industry collaborate in improving quality of the HEIs?			
Does a focus on governance militate against innovation, creativity, and academic autonomy?			
Is it the university's role to develop students who are 'good people'/engaged citizens?			
What is the uptake and *capability* of universities today to successfully leverage the advantages of implementing sound governance reforms to effectively deliver the scale and quality of services required in higher education, and to take on new responsibilities and occupy new spaces in a *sustainable* manner without compromising the quality and character of the academic project?			

Annex 3: Structure of discussion, workshop 4B

Presenters questions	Steering group questions		
	Identify gaps/ constrains to advance the theme	Clarify the role of higher education by examples/practice	Specify three actions that are important for the global agenda
How does one define, ensure and assure quality in DE provision?			
Can we confidently apply existing QA models to ODeL in a non-quality assured environment?			
The contextual nature of QA and the distinct and varying models of Ode, does it points toward to the need for creation anew? Is it feasible to create and design a *generic* African (or other regional and context specific) quality assurance model? What would such a model look like?			
Can teacher education advance multiple knowledges in university and school curricula?			
What space is there in EFA post-2015 agenda goals for COGNITIVE JUSTICE?			
What could be indicators of cognitive justice in EFA?			

Annex 4: Rational and background for workshop 4A

Advancement of Quality in Higher Education

The African – Swedish collaborative conference on *Learning Together For Change – Advancing Education For All Through Higher Education,* Arusha, Tanzania, 27-29 April 2015,

Extended description of the workshop on *Advancement of Quality in Higher Education* (No. 4A)

The workshop will examine the key quality requirements in support for higher education's potential to contribute to *Education for All.* It explores novel strategies required for the transformation of higher education into a force for realization of the EFA agenda. It will interrogate the role of teacher education for quality in higher education and vice versa.

1) Workshop questions and tentative sub themes

What are the key quality requirements in support for higher educations potential to contribute to *Education for All* – and what are the options? What novel strategies need to be envisioned for the transformation of higher education into a force for realization of the EFA agenda? What role can teacher education play for quality in higher education and vice versa?

Possible sub themes to be explored:
- Expansion of educational systems (consequences – conditions – requirements):
  - Access
  - Resources (faculty, finance, infrastructure as dormitories, internet access, libraries, digital resources etc.)
- Quality assurance systems (regional collaboration/harmonization of structures and processes)
- The role of teacher education in the assurance of quality in higher education
- Governance and leadership for advancement of higher education institutions
- Defining and assessing "quality"

2) Background and rational for the workshop

The overarching workshop theme, *Quality,* is to a high degree understood as directed towards higher education in general. A particular aspect of importance is teacher education due to its role for the preceding parts of the educational system.

Education is political in its nature and it has been argued that "questions about the nature and purpose of education are ultimately questions about what it is to be, and about how we understand what it is to be, human." (Paul Standish, 2003) It is also the case that education is located not only in space and time but also related to culture and identity. A consequence is that the workshop also has to address inclusiveness as an aspect of quality. That approach points also towards questions on what educational content is relevant, who should have the power to decide upon that etc. A perspective that has been voiced and that takes this further, deals with questions on how education includes "intrinsic values of knowledge, i.e. what the learner already possess" and how that can be perceived as the point of departure for teaching and learning in the context of *Education for All.*

In the UN-context of *Education for All*, the workshop cannot ignore that the purpose of education set in the Convention on the Rights of The Child, is the realization of the full potential of the child. This workshop, with its explorative focus, and its task to send a message forward, has to recognize the wider aspects of education as described here, a perspective that transcends beyond schooling of skills – and that will bring into our discussions also tensed aspects. Without addressing also such issues, it will most likely not be possible to proceed, neither to establish any shared envisioning of what *Education for All* can represent in an African as well as a Swedish context.

Thematically *quality* is explored in two sessions, each with a different subtheme: The session described here is first of these two sessions, itsis *Advancement of Quality in Higher Education in The Context of the Education For All Agenda.* An overarching question for the session concerns what the key quality requirements in support for higher education's potential to contribute to *Education for All* – and what are the options? This session of the workshop will examine the key quality requirements in support for higher education's potential to contribute to *Education for All*. It explores novel strategies required for the transformation of higher education into a force for realization of the *Education for All* agenda. It will interrogate the role of teacher education for quality in higher education and vice versa.

The workshop provides an opportunity for participants to, based on a shared exploration of the concept of quality and aligned perspectives, send a message on what is understood to be the most crucial aspects of quality in higher education for the purpose of fulfillment of the ambitions that carries the agenda known as *Education for All.*

3) Workshop presenters and proposed working model

We would like this workshop to become a site for interaction and one that expands and deepens insights and perspectives and how higher education can support further realization of current and forthcoming *Education for All.* Three presenters have been invited to introduce particular aspects of the workshop theme. These are:
• Prof. Divya Singh, Vice-Principal for Assurance and Governance, UNISA, (Preliminary title: Governance and leadership for quality in higher education)
• Prof. Kweku Osam, Pro-Vice Chancellor of the University of Ghana, (Preliminary title: Quality Assurance system)
• Dr Cosam Joseph, Inter-University Council for East Africa (IUCEA). (Preliminary title:

Qualification frameworks and improvement of quality)

For the workshop three overarching questions have been identified as described above. After the three presentations participants are invited to and expected to take on the task of deliberation over the workshop theme, the input from presenters and the proposed questions. At the end of the workshop session, we hope to be able to summarize and bring voiced opinions, ideas, comments and questions together. For each workshop there will be an acting chair and a rapporteur. Each workshop will be conducted twice and in the end chairs and rapporteurs will put together a report to the steering committee. The idea with the conference as such is to formulate messages and recommendations to the global UNESCO conference in May and the report from each workshop will provide foundations for that.

We, in the program committee, believe it is very important that participants in the workshop prepare themselves in advance. It is advised that participants take a look at the background document for the meeting in 1990 when *Education for All* was established ("Meeting basic learning needs: a vision for the 1990s", at http://unesdoc.unesco.org/images/0009/000975/097552e.pdf), the six EFA goals launced in year 2000 (http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/efa-goals/) and the background material for the upcoming World Education Forum to which our workshops sends it messages. The report "Sustainable development begins with education. How education can contribute to the proposed post-2015 goals" are available at http://unesdoc.unesco.org/images/0023/002305/230508e.pdf and the document "Beyond 2015: The Education we want" is downloadable from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/Beyond2015_UNESCO-UNICEF-Flyer.pdf

In addition we emphasize the importance of the *Sustainable development goals* and the conference website references to https://sustainabledevelopment.un.org/content/documents/1579SDGs%20Proposal.pdf

These materials will provide sufficient information on the context. However, we ask all participants to reflect upon the settled workshop theme also from other perspectives and points of views. In particular it is key for the workshop to reflect upon the role of higher education and Academia. Are the perspectives lacking, if so, which ones? Is the proposed direction of the post-2015 EFA-agenda sufficient? Are there, from your perspective, needs to add to or amend the proposed agenda? Etc. The reason for our gathering is to explore, expand and express our opinions!

Chair for the workshop: Prof. Nana Aba A. Amfo, University of Ghana
Rapporteur for the workshop: Prof. Maria Koptjevskaja Tamm, Stockholm University

4) Where & when

Each workshop will be run twice. Attendants at the conference are asked to choose which workshops they will participate in during the conference. Attendants can engage in four workshops during the conference. As each workshop will be conducted twice

there are opportunities for twice as many to take part in deliberations on each theme. From the perspective of elaborating recommendations to bring forward, the design with repeated workshops will provide opportunities to both deepen the analysis and to widen perspectives.

This workshop on *Advancement of Quality in Higher Education* (No. 4A), will be conducted in its first round on the afternoon session on Monday, April 27th. The second round will be conducted in the morning session on Tuesday, April 28th.

Location: TBA

5) Workshop outcome

We envision some crucial messages to be identified and formulated during the workshop. Our ambition is to contribute to the reformulation of global strategies for educational advancement. We also believe that an important outcome also consists in the sharing and exploration that takes place during the workshop. We hope that all participants will travel home with new insights, new inspiration and renewed strategies for, continuing themselves to take on the role as agents of change.

Annex 5: Rational and background for workshop 4B

Advancement of Teaching and Learning in Higher Education

The African – Swedish collaborative conference on *Learning Together For Change – Advancing Education For All Through Higher Education,* Arusha, Tanzania, 27-29 April 2015

Extended description of the workshop on *Advancement of Teaching and Learning in Higher Education* (No. 4B)

The workshop will explore different kinds of educational content and processes essential for the realization of *Education for All.* It will examine how advancement of teaching and learning can be informed by dialogue between cultures and knowledge systems in synergies, with diverse forms of distribution and novel use of technology. The role of high quality teacher education towards the fulfillment of the *Education for All* (EFA) - agenda will be discussed.

1) Workshop questions and tentative sub themes

What kind of educational content and processes is most essential for the realization of *Education for All?* How can advancement of teaching and learning be informed by dialogue between cultures and knowledge systems in synergies with diverse forms of distribution and novel use of technology? What role can high quality teacher education have in the fulfillment of the EFA agenda, given our increasingly interdependent and interconnected world?

Possible sub themes to be explored:
- Development of teaching and learning in higher education
- Content and processes
    - Impact of gender and cultural background
    - Diverse knowledge systems and dialogue
    - Generic skills and language
- Teacher education as a higher education service and "door opener" for further studies
- Relevance of teaching and learning processes in teacher education
- Impact and opportunities of higher education internationalization
- Forms of distribution (face to face, on-line etc.)
- Harmonization of structures (and divergence)
- Teacher education: role and responsibility as a catalyzer for community agency, entrance to higher education studies and institutional outreach

2) Background and rational for the workshop

The overarching workshop theme, *Quality,* is to a high degree understood as directed towards higher education in general. A particular aspect of importance is teacher education due to its role for the preceding parts of the educational system. Education is political in its nature and it has been argued that "questions about the nature and purpose of education are ultimately questions about what it is to be, and about how we understand what it is to be, human." (Paul Standish, 2003) It is also the case that education is located not only in space and time but also related to culture and identity. A consequence is that the workshop, also has to address inclusiveness as an aspect of quality. That approach points also towards questions on what educational content is relevant, who should have the power to decide upon that etc. A perspective that has been voiced and that takes this further, deals with questions on how education includes "intrinsic values of knowledge, i.e. what the learner already possess" and how that can be perceived as the point of departure for teaching and learning in the context of *Education for All.*

In the UN-context of *Education for All* the workshop cannot ignore that the purpose of education set in the Convention on the Rights of The Child, is the realization of the full potential of the child. This workshop, with its explorative focus, and its task to send a message forward, has to recognize, the wider aspects of education as described here, a perspective that transcends beyond schooling of skills – and that will bring into our discussions also tensed aspects. Without addressing also such issues, it will most likely not be possible to proceed, neither to establish any shared envisioning of what *Education for All* can represent in an African as well as a Swedish context.

Thematically *quality* is explored in two sessions, each with different subtheme:
The session described here, is the second of this two sessions, this one with focus on the *Advancement of Teaching and Learning in Higher Education.* Teaching and learning is perceived in global educational policy as key for societal development. An overarching ambition for the workshop is to explore such concerns, acknowledging different kinds of educational content and processes as well as epistemologies and knowledge systems of importance for the realization of *Education for All*-agenda*.* It will examine how advancement of teaching and learning can be informed by dialogue between cultures and knowledge systems in synergies, with diverse forms of distribution and novel use of technology. The role of high quality teacher education towards the fulfillment of the EFA agenda will be discussed.

The workshop provides an opportunity for participants to, based on at shared exploration of these issues and perspectives, send a message on what is understood to be the most crucial aspects of the advancement of teaching and learning in higher education for the purpose of fulfillment of the ambitions that carries the agenda known as *Education for All.*

3) Workshop presenters and proposed working model

We would like this workshop to become an a site for interaction and one that expands and deepens insights and perspectives and how higher education can support further

realization of current and forthcoming *Education for All.* Two presenters have been invited to introduce particular aspects of the workshop theme. These are:

- Dr Jeanette Botha, Director, Office of the Principal, UNISA (Preliminary title: Quality and Technology in Distance Education)
- Prof. Gert van der Westhuizen, University of Johannesburg, (Preliminary title: Futures of Teacher Education)

For the workshop three overarching questions have been identified as described above. After the three presentations participants are invited to and expected to take on the task of deliberation over the workshop theme, the input from presenters, and the proposed questions. At the end of the workshop session, we hope to be able to summarize and bring voiced opinions, ideas, comments and questions together. For each workshop there will be an acting chair and a rapporteur. Each workshop will be conducted twice and in the end chairs and rapporteurs will put together a report to the steering committee. The idea with the conference as such is to formulate messages and recommendations to the global UNESCO conference in May and the report from each workshop will provide foundations for that.

We, in the program committee, believe it is very important that participants in the workshop prepare themselves in advance. It is advised that participants take a look at the background document for the meeting in 1990 when *Education for All* was established ("Meeting basic learning needs: a vision for the 1990s", at http://unesdoc.unesco.org/images/0009/000975/097552e.pdf), the six EFA goals launched in year 2000 (http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/efa-goals/) and the background material for the upcoming World Education Forum to which our workshops sends it messages. The report "Sustainable development begins with education. How education can contribute to the proposed post-2015 goals" are available at http://unesdoc.unesco.org/images/0023/002305/230508e.pdf and the document "Beyond 2015: The Education we want" is downloadable from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/Beyond2015_UNESCO-UNICEF-Flyer.pdf

In addition we emphasize the importance of the *Sustainable development goals* and the conference website references to https://sustainabledevelopment.un.org/content/documents/1579SDGs%20Proposal.pdf

These materials will provide sufficient information on the context. However, we ask all participants to reflect upon the settled workshop theme also from other perspectives and points of views. In particular it is key for the workshop to reflect upon the role of higher education and Academia. Are the perspectives lacking, if so, which? Is the proposed direction of the post-2015 EFA-agenda sufficient? Are there, from your perspective, needs to add to or amend the proposed agenda? Etc. The reason for our gathering is to explore, expand and express our opinions!

Chair for the workshop: Dr. Assietou Yaye, African Network for Agriculture, Agroforestry and Natural Resources Education

Rapporteur for the workshop: Dr. Björn Åstrand, Karlstad University

4) Where & when

Each workshop will be run twice. Attendants at the conference are asked to choice which workshops for their engagement during the conference. Attendants can engage in four workshops during the conference. As each workshop will be conducted twice there are opportunities for twice as many to take part in deliberations on each theme. From the perspective of elaborating recommendations to bring forward, the design with repeated workshops will provide opportunities to both deepen the analysis and to widen perspectives.

This workshop on *Advancement of Teaching and Learning in Higher Education* (No. 4B), will be conducted in its first round on the afternoon session on Tuesday, April 28th. The second round will be conducted in the morning session on Wednesday, April 29th.

Location: TBA

5) Workshop outcome

We envision some crucial messages to be identified and formulated during the workshop. Our ambition is to contribute to the reformulation of global strategies for educational advancement. We also believe that an important outcome also consist in the sharing and exploration that takes place during the workshop. We hope that all participants will travel home with new insights, new inspiration and renewed strategies for, by themselves continuing to take on the role as agents of change.