Application of SDG4 - Quality Education: Tanzania & The University of Dodoma

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

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Implementation at national level: strategies

- Link the SDGs to the goals and targets of the national development agenda
- Education - a top policy priority
- Quality Education is among the national priority areas and aligned with National Policy framework

Ensure quality service delivery (health, education, water and sanitation)

Implementation at national level: actions

- Increased budget - education sector

- Free education policy-primary & secondary

- Building new schools - disability friendly

- Maintenance of old schools - conducive facilities

- Training teachers - pre-primary education

- Law against men who impregnate students

Tanzania Performance by Indicator

- Net primary enrolment rate - (79%)
- Mean years of schooling 5.8
- Literacy rate of 15-24 year olds, both sexes (85.8%)
- Gender ratio in primary schools (50:59 female and male)

SDG Index and Dashboards Report, 2018

Implementation: University of Dodoma

- Scholarships are provided to all staff at all levels
- Training teachers in special needs education
- Buildings have rumps for people with disabilities
- Special education facilities
- Gender responsive – gender policy
- Scholarships for disadvantaged students
- Adulty Literacy Programme – nearby communities
- Information literacy – information access for all

Achievements/ Possible impacts

- Increased enrolment at primary and secondary schools (primary - 79%)
- Improved literacy rate (85.8%)
- Reduced gender disparities in primary schools (50:59 female and male)
- Qualified teachers for pre-primary education
- Increased number of girls - secondary education
- Qualified teachers for special needs education
- Reduced dropouts from primary and secondary schools

Thank you

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Sustainable Development Goal (SDG) 4

Quality Education

Ashesi University

University of Pretoria Carnegie Capstone Conference

Dinah Koteikor Baidoo

(Snr. Assistant Librarian)

Ashesi University, Ghana

The Quality of Ashesi University Education

What and Who is Ashesi University

- ❖ Ashesi means the **Beginning**
- ❖ A **Private University** in Ghana with a unique **Liberal Art Education Curriculum**
- ❖ Started in 2002
- ❖ With a student population of 1024 in the 2018/2019 academic year
- ❖ Ashesi driven by its **Vision**, **Mission** and **Learning Goals**

A view of the Old Ashesi University Campus

The Quality of Ashesi University Education (SDG 4)

The Vision and Mission

Vision

- The **vision** of Ashesi is an "African renaissance driven by a new generation of *ethical, entrepreneurial leaders* and aim to educate such leaders, and to drive a movement in African higher education to scale up the education of such leaders"

Mission

- The **mission** is to "educate a new generation of *ethical*, and *entrepreneurial leaders* in Africa; to cultivate within students the *critical thinking skills*, the concern for others and the courage it will take to transform a continent".

The Quality of Ashesi University Education (SDG 4)

The Learning Goals

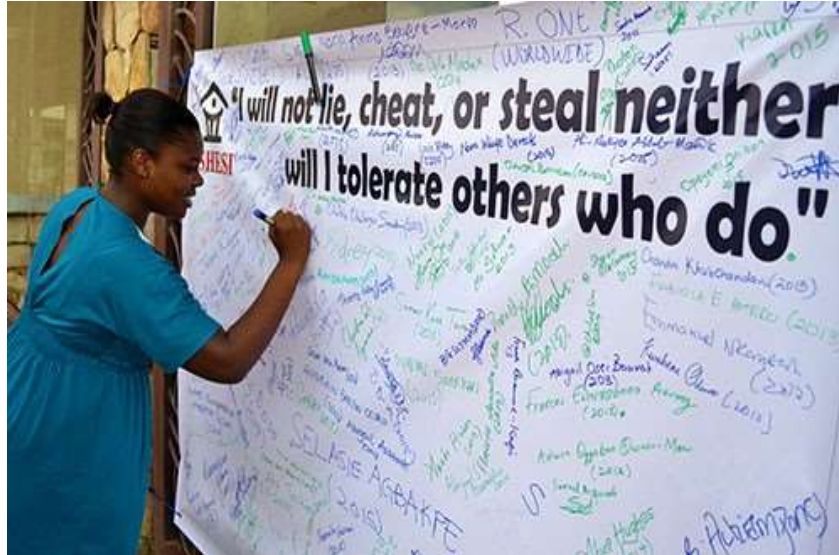❖ The **Eight Learning Goals** guides teaching and learning:

- ✓ Ethics and civic education
- ✓ Critical thinking
- ✓ Communication
- ✓ Leadership and teamwork

- ✓ Innovation and action
- ✓ Curiosity and skill
- ✓ Technological competence
- ✓ Professionalism

❖ The *Vision, Mission, Liberal Art Curriculum* and *Learning Goals* ensure the Quality of

Ashesi University Education

❖ The **Motto**: **Scholarship**, **Leadership** and **Citizenship** with **Entrepreneurial** skills.

❖ The students are guided by **Honour Code System** for **Ethical Behaviour: Turn-it-in**

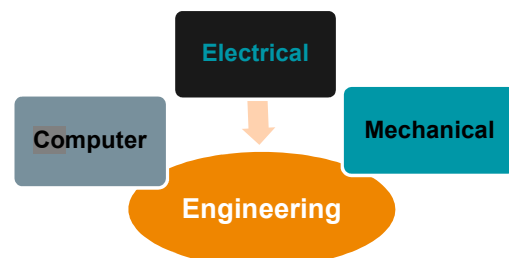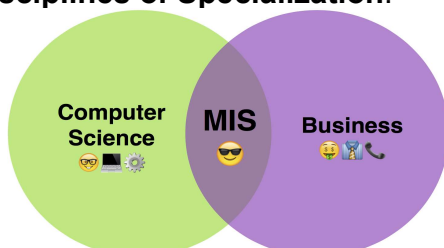# The Quality of Ashesi University Education (SDG 4)

A student signing the Honour Code for Ethical Behaviour

The Quality of Ashesi University Education (SDG 4)
Ashesi Liberal Art Education

❖ Liberal arts education means **students must follow strictly certain required courses** before specializing in a field of interest

❖ Ashesi's liberal arts education gives students **the opportunity to specialize whilst pursuing the liberal arts core courses**, giving them the **opportunity for career orientation and employment opportunities** after graduation

❖ **Disciplines of Specialization**: -

Departments and Study Abroad Partners

- ❖ Business Administration
- ❖ Computer Science
- ❖ Engineering
- ❖ Academics Affairs
- ❖ Library
- ❖ Admission
- ❖ Academic Registry
- ❖ Student Engagement
- ❖ Diversity/International Relations
- ❖ Career Services
- ❖ Health Centre

- ❖ Council International Education Exchange
- ❖ Coe College, Iowa
- ❖ College of Wooster, Ohio
- ❖ Connecticut College, Connecticut
- ❖ Dartmouth College, New Hamsphire
- ❖ Goucher College, Maryland
- ❖ IE Business School, Spain
- ❖ Macalester College, Minnesoto
- ❖ Sciences Po, Paris, France
- ❖ Swarthmore College, Pennsylvania
- ❖ University of Angers, France
- ❖ University of Minnesota, Minnesota
- ❖ Wheaton College, Massachusetts

The Quality of Ashesi University Education (SDG 4)
Ensuring Inclusiveness

- ❖ Ashesi, in partnership with the MasterCard Foundation and Ashesi Foundation in Seattle, USA, awards full and partial financial aid to students of developing countries.

- ❖ Ashesi is expanding globally the number of scholarships available to developing countries.

The Quality of Ashesi University Education (SDG 4)
Ensuring Inclusiveness

Community Engagement Programmes:

❖ *Ashesi Innovation Experience (AIX) program*: Robotics & Entrepreneurship training.

❖ *"iTeach" program on ICT*: substantially increasing the supply of qualified teachers

❖ Ashesi students embark on *Community Projects* to solve challenges faced by some communities, e.g. *- Support for Basic School Education in Berekuso,*

- Support for Head porters children Education in Madina,

- Library project in Berekuso Basic School,

- Pencil of promise for Higher Education, to mention a few
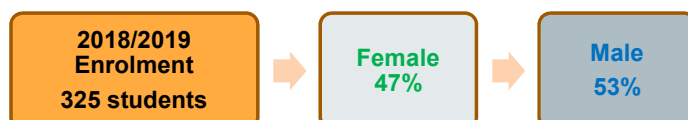
The Quality of Ashesi University Education (SDG 4)
Ensuring Inclusiveness

❖ The campus is user friendly to the physically challenged

❖ Ashesi supports Primary and Secondary Education of boys and girls in the Berekuso township where the university is situated, and enrolls the youth to acquire its University Education

❖ Some youth of Berekuso have been supported by the MasterCard Foundation and Ashesi Foundation Scholarship Schemes to acquire its University Education.

The Quality of Ashesi University Education (SDG 4)

Ensuring Equitability

❖ Ashesi **promotes gender equality and empowers women** by admitting a fair number of female and male students:

2018/2019 Enrolment 325 students	→	Female 47%	→	Male 53%

❖ Women in **Leadership Positions** in Ashesi University:

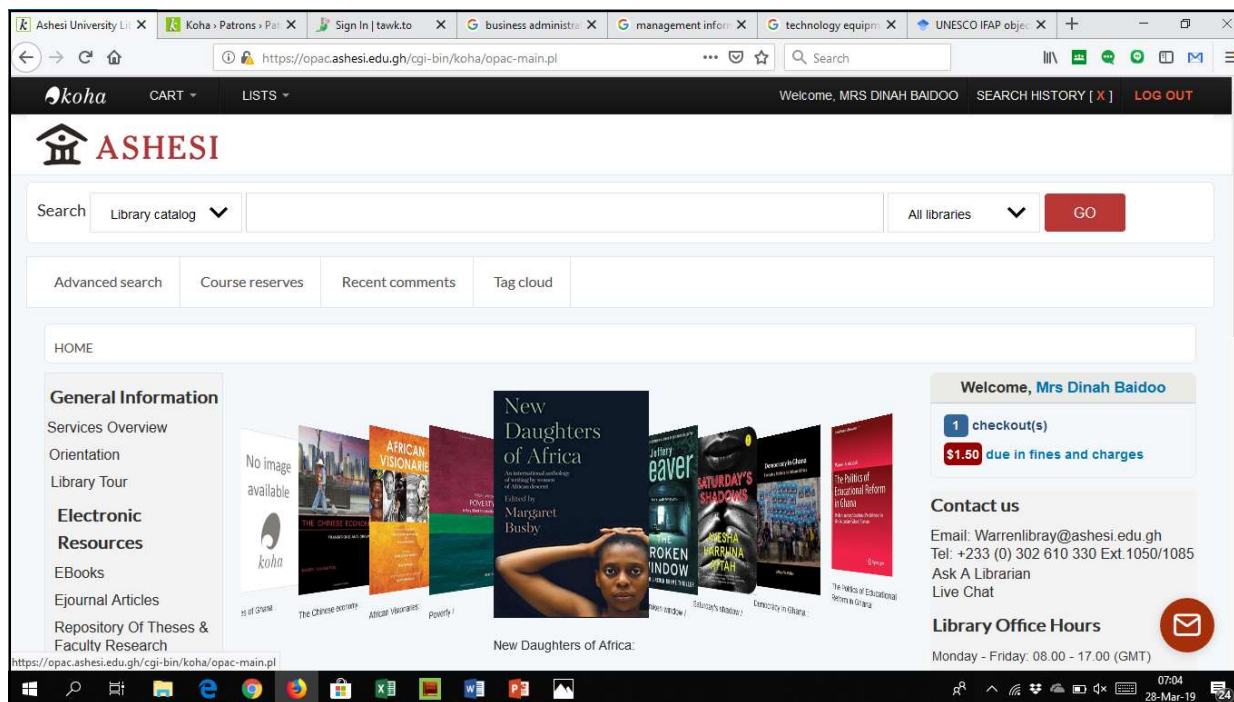| The University Team 41% Women	→	The University Executive Team 60% Women	→	The University Board of Directors 55% Women

❖ Ashesi Students Council (ASC) **elects women leaders to reduce inequality and empower the women**. The first in 2006; a woman was elected President of ASC.

The Quality of Ashesi University Education (SDG 4)

Use of Technology for Information Services Delivery

❖ The library went live with Koha ILS and OPAC implementation in January 2018.

❖ The Library OPAC is a one stop interactive information resource platform with alerts/live chats and customised for the library needs

❖ The ILS is Hosted in the Cloud and supported by the ByWater Solutions in USA

❖ VPN installed for Remote Access to digital resources

❖ The use of Zotero accepted as RMS

❖ RFID based LSS requested

General Information	• Services Overview • Orientation • Library tour
Electronic Resources	• ebooks • ejournals • Repository for theses and faculty research
Self-Circulation	• Check-in • Check-out
Self-Service	• Book as seminar room • Webprint with papercut • Photocopying
Information Literacy Training	• LibGuides • Book a training session • Your Zotero Library
Tutorials	• Zotero tips • Zotero updates • Databases search • Boabab ebook search • Shelf search

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The Quality of Ashesi University Education (SDG 4)
Digital and Information Literacy for Lifelong Learning

❖ There are information literacy training sessions; practical/lecture in the library and classrooms

❖ There are two main computer laboratories, computers in the library, the research building as well as most students own laptops.

❖ There is awareness creation and training of electronic resources use to enable students to identify, access, manage, integrate, evaluate, and analyze information

The Quality of Ashesi University Education (SDG 4)

Technology and Innovation for Lifelong Learning/Career Opportunities

❖ Communication among faculty, students, and staff are mostly via online

❖ Ashesi encourages the use of Social Media platforms for learning

❖ The library use Email, *Facebook, Twitter, Blogs*, *tawk.to* (on OPAC), and QR-Codes

❖ In September 2018 CAMU (Campus "CAM" for you "U") replaced the Courseware

❖ Entrepreneurship projects are encouraged for career opportunities

❖ Ashesi is the Host for Ghana Climate Innovation Center (GCIC)*: a support for Entrepreneurial ideas and skills; the World Bank Project.

The Quality of Ashesi University Education (SDG 4)

Progress and Achievements Report

From a rented house converted to classrooms, Ashesi University has built a permanent campus on a 100 acre land in Berekuso, the Eastern Region of Ghana.

A part view of the New Ashesi University Campus

The Quality of Ashesi University Education (SDG 4)
Progress and Achievements Report

❖ Ashesi has upgraded its educational facilities, provided safe, non-violent, inclusive and conducive learning environment.

❖ There are on-campus health care and waste treatment Centres

The New Ashesi University Campus on satellite

The Quality of Ashesi University Education (SDG 4)
Progress and Achievements Report

The library which was formerly in a three bedroom apartment, is now a one storey building

A space at the ground floor of the Library

The Quality of Ashesi University Education (SDG 4)

Progress and Achievements Report

- ❖ There is a 465 Megabytes internet bandwidth and wifi available all over the campus
- ❖ New programmes and courses were added, e.g. Engineering programmes

- ❖ The University and the Library belongs to local and international consortia and professional associations;-
  - ✓ GLAA – Global Liberal Arts Alliance
  - ✓ AAU – Association of African Universities
  - ✓ AfLIA – African Libraries Association and Institutions
  - ✓ GLA – Ghana Library Association
  - ✓ AMICAL - American International Consortium of Academic Libraries
  - ✓ CARLIGH – Consortium of Academic and Research Libraries in Ghana

The Quality of Ashesi University Education (SDG 4)
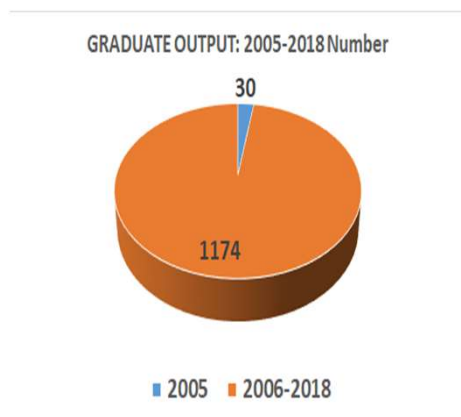
Progress and Achievements Report

- ❖ The pioneer class - **30** students admitted in 2002
- ❖ 2018/2019 student population – **1024**
- ❖ Increase in student population over the years - **994** students
- ❖ Students on Scholarship – **45%**
- ❖ International students – **17%**

STUDENT POPULATION: 2018-2019 ACADEMIC YEAR			
Year	Level	Class	Number
1st	100	2022	320
2nd	200	2021	271
3rd	300	2020	252
4th	400	2019	181
		Total	1024

Report from Ashesi Academic Registry

The Quality of Ashesi University Education (SDG 4)
Progress and Achievements Report

GRADUATE OUTPUT: 2005-2018 Number

- 2005
- 2006-2018

❖ Pioneer class graduation – **30** students, in 2005

❖ Between 2006 – 2018, **1174** students graduated

❖ Total Ashesi graduates - **1204**, 2005 - 2018

❖ Students to graduate in June 2019 - **175**

❖ Total Ashesi graduates – **1379**, by June 2019

❖ **95%** are in Employment/Graduate school, financially supporting families, and breaking the poverty cycle

❖ **5%** are into Entrepreneurship

Report from Ashesi Academic Registry

The Quality of Ashesi University Education (SDG 4)
Progress and Achievements Report

❖ The University Founder and President Dr. Patrick Awuah received many awards; including the **Wise Prize for Education, 2017**, **Elon University Entrepreneurship Medal 2014**.

❖ Many students have received awards to include; **Queen's Young Leader Award, 2018** for boosting IT literacy in underserved communities in Ghana

❖ Ashesi Alumni selected for **2016 Eisenhower Fellowship Africa Programme**

❖ Another Alumni's **Virtual Reality Startup gained $98,000 boost from UNICEF Innovation Fund**

❖ The library received **e-resources advocacy and marketing award** by INASP in 2016

❖ Dinah received '**Honourable Mention', an award by INASP for e-resource marketing and training** in 2017 and a **promotion by Ashesi for Koha implementation** in 2018

❖ Ashesi was formerly a University College, now a Full fledged University with a **Presidential Charter Award effective January 2018** by Ghana's current President

❖ **A role model** to some academic institutions in Ghana and outside Ghana

www.ashesi.edu.gh

Thank you

Sustainable Development Goals (SDG)

SDG4 - Quality Education

Grace Msoffe (University of Dodoma, Tanzania)

Dinah Baidoo (Ashesi University, Ghana)

Michael Esew (Ahmadu Bello University, Nigeria)

Christine Kiconco (Makerere University, Uganda)

SDG 4 - Quality Education

One of 17 Global Goals in 2030 Agenda for Sustainable Development

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

Why? Quality education

- **Enables people to break the cycle of poverty**
- **Reduce inequalities and empowers people**
- **Education is the key to achieving other SDGs "docking station" for all the other SDGs**

SDG4 has 7 outcome targets and 3 means of implementation

SDG 4 - Quality Education: Outcome Targets by 2030

1. Ensure that all girls and boys complete primary and secondary education

2. Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education

3. Ensure equal access for all women and men to affordable and quality education

4. Substantially increase the number of youth and adults who have relevant skills

SDG 4 - Quality Education: Outcome Targets by 2030

5. Eliminate gender disparities in education and ensure equal access to all levels of education

6. Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development

SDG 4 - Quality Education: 3 Means of Implementation

1. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

2. Substantially expand globally the number of scholarships available to developing countries

3. Substantially increase the supply of qualified teachers

Education is central to the realization of the 2030 Agenda for Sustainable Development

Applications of SDG will be presented by group members

THANK YOU

CONTRIBUTION OF ACADEMIC LIBRARIES TO QUALITY EDUCATION IN THE ICT ERA: A FOCUS ON MAKERERE UNIVERSITY LIBRARY

Christine Kiconco
EASLIS, Makerere University

UP Carnegie Conference
March 2019

1

Presentation outline

❑ Brief introduction

❑ Methodology

❑ Implementations

❑ Challenges and way forward

2

Introduction

❑ Quality education is a key to attaining sustainable development (World Economic Forum, 2015).

❑ The ICT era has greatly transformed education (Massive open online courses, Open education resources, E-learning Platforms, digital scholarship e.t.c (United Nations, 2018) all over and Uganda is no exception.

❑ In response, libraries are innovating to respond to this rapidly changing environment

❑ The study focused on Makerere University not only as the oldest institution of higher education in Uganda but **also a key driver in ICT integration in pedagogy, research and innovation.**

❑ At its centre is its University Library (MAKLIB) that provides a collection of both print and e-resource resources, technologies and services that support teaching and learning, research and innovation

❑ The study thus sought to identify and discuss the efforts of MAKLIB in supporting quality education in new ICT era

3

MAKLIB

- Established in 1959
- Sitting capacity is 2,800
- Eight sections
  - Technical services
  - Periodicals
  - Reference services
  - African section
  - ICT section
  - Microfilming & digitization
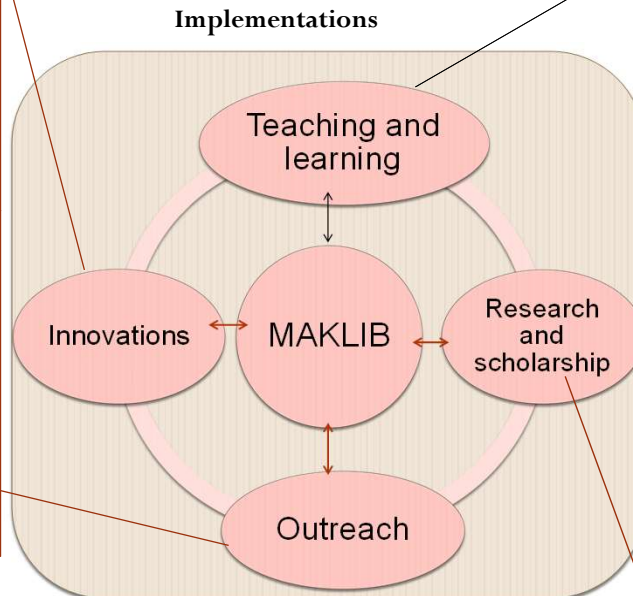 - Book bank and bindery

No	Resources	Cost (USD)
1.	Databases	174,954
3.	Library Systems	82,409
	Total Costs	257,363

No	Library systems that support access to e-resources	Cost (USD)
1.	Virtua	82,409
2.	Libhub & Ezproxy	47,274
	Total	**82,409**

4

MAKLIB's contribution to quality education

- Entrepreneurship
- Mothers' space
- Research commons
- LATINA lab
- Discussion rooms

- Provision of information to health care providers working in rural communities
- Initiated IL training of trainers in other university libraries in Uganda

Implementations

Teaching and learning

Innovations — MAKLIB — Research and scholarship

Outreach

- Automated library services -Virtual LMS/OPAC
- E-resources subscription
- Information literacy trainings
- Assistive technologies (JAWS)

- Mak IR
- Subscription of Lib hub/EZproxy) that provides a single interface to search all e-journal databases subscribed to
- Web of science (impact factor)
- Digital literacy in partnership with Graduate school (ICM, Scholarly writing, Endnote and Medley
- DDS via emails

5

Challenges & Way forward

❑ **Challenges**

❑ Attitudes towards open access limits self archiving into Mak IR

❑ Budget constraints e.g MakLib no longer subscribes to web for science

❑ Low usage of e-resources (Gakibayo, Ikoja-Odongo, & Okello-Obura, 2013) compared to subscription

❑ High staff turn over

❑ **Way forward**

❑ Intensify User education

❑ Aggressive campaigns and advocacy for library resources & services

❑ Build strong partnerships

❑ Need for intensive information & digital literacy skills

❑ Continuous professional development to keep up with changing trends

6

Final remarks

❑ MAKLIB has made some visible progress in embracing ICTs to enhance its role of supporting quality education.

❑ However, MAKLIB still face some challenges regarding finances, access, attitudes and high staff over.

❑ It is therefore necessary that MAKLIB becomes more aggressive in lobbying and building strong partnerships, in information and digital literacy trainings to enhance effective access and utilization of information as well as continuous professional development to keep up with changing trends and continue to contribute to quality education.

Thank You

7