



**The Association
of Commonwealth
Universities**

**The world beyond 2015
Is higher education ready?**

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 HE beyond 2015



The world beyond 2015 Is higher education ready?

The Association of Commonwealth Universities

- 1913-present: oldest international university network
- Projects, awards/scholarship administration, networks, events
- Focus on higher education and its impact on development



The world beyond 2015 Is higher education ready?

The Millennium Development Goals, 2000-2015

- To eradicate extreme poverty and hunger
- To achieve universal primary education
- To promote gender equality and empowering women
- To reduce child mortality rates
- To improve maternal health
- To combat HIV/AIDS, malaria, and other diseases
- To ensure environmental sustainability
- To develop a global partnership for development



The world beyond 2015 Is higher education ready?

Higher education: addressing development & global challenges

Catalyst?

Facilitator?

Trouble-shooter?

Producer?

Vehicle?

Supporter?

Inventor?

Leader?

The world beyond 2015 Is higher education ready?



The provisional framework for the Post-2015 development agenda

... as outlined in the Report of the
High-Level Panel of Eminent
Persons on the Post-2015
Development Agenda

12 illustrative goals and targets

- | | |
|--|---|
|  1. End poverty |  7. Secure sustainable energy |
|  2. Empower girls and women and achieve gender equality |  8. Create jobs, sustainable livelihoods, and equitable growth |
|  3. Provide quality education and lifelong learning |  9. Manage natural resources assets sustainably |
|  4. Ensure healthy lives |  10. Ensure good governance and effective institutions |
|  5. Ensure food security and good nutrition |  11. Ensure stable and peaceful societies |
|  6. Achieve universal access to water and sanitation |  12. Create a global enabling environment and catalyse long-term finance |

5 transformative shifts

1. Leave no one behind
2. Put sustainable development at the core
3. Transform economies for jobs and inclusive growth
4. Build peace and effective, open and accountable institutions for all
5. Forge a new global partnership



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Higher Education and the Post-2015
Agenda: how do we contribute as higher
education institutions?



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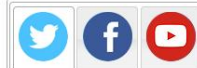
The six questions

1. Why does the Post-2015 agenda matter for higher education ?
2. How are universities already addressing local, national, and international issues ?
3. How can universities prepare to respond to the Post-2015 agenda ?
4. What partnerships should universities establish to achieve their objectives ?
5. How can universities champion their contributions to wider society ?
6. How relevant and realistic are the Post-2015 goals likely to be ?



LATEST SUBMISSIONS

- Education and Connection
- An assessment of the MDGs and their successors
- People show the way for university research



Tweets

HigherEd Beyond 2015 @HEbeyond2015
20h
"Crucial need for higher education in developing countries" says student at the University of Ruhuna #SriLanka beyond2015.acu.ac.uk/submit Expand

HigherEd Beyond 2015 @HEbeyond2015
23h
"The need for a new paradigm of development" a piece by @CatSmart_14 @Rhodesalumni, looking at the #MDGs & #post2015 beyond2015.acu.ac.uk/submit

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Global partnerships are key for the effectiveness of Uganda's universities



by Ms Saldat Nakitto, Brunel University

We must re-examine our HE system for effective global development



by Ms Michelle Hsu, University of Sydney

Which university did Jesus, the Buddha or Gandhi attend?



by Prof Dinesh Singh, University of Delhi

The need for a new paradigm of development



by Ms Catherine Smart, Rhodes University

Communication between universities and the general public is key



by Prof Cheryl de la Rey, University of Pretoria

HE and the Development Goals: a means to an end



by Mr Ad Boeren, Nuffic



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No global justice without global cognitive justice

Dr Budd Hall, University of Victoria, Canada and UNESCO

Posted on 23/10/2013



Regardless of the final formulation of the Post-2015 development goals, the implications for higher education are substantial. This is for several obvious reasons and perhaps some less obvious ones. The more obvious reason is that higher education institutions are the places where nearly all of our market, civil society and political leadership will learn to read the world. Dramatically more globally relevant curricula are needed in all of our nations if our students are to be able to play the kind of roles that are needed to take on the many grand challenges and critical social, environmental, cultural, health and economic. Higher education institutions which have been seduced, prodded and enticed by the market over the past 30 years in a desire to create the flexible skilled labour force of the global assembly line are once again asking questions of the social. The growth of inequality in all our countries along with

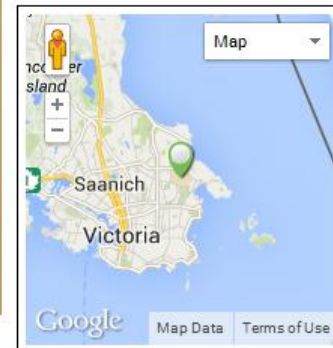
1. Why does the Post-2015 agenda matter for higher education?



Illustrative Goal(s)



8. Create jobs, sustainable livelihoods, and equitable growth



Related Submissions

Region:

- Moving from community engagement to community partnership

2. How are universities already addressing local, national, and international issues

Universities are central to any sustainable effort to develop social and economic wellbeing. Often, however, the breadth and depth of their contribution is not adequately recognised. In what ways are universities already addressing local, national, and international developmental issues?

Comment

They are not

Name

Twitter handle

@

Organisation

UKZN

Email

nikyob@ukzn.ac.za





Go8 universities assist in the global fight against malaria

Mr Ian McMahon, The Group of Eight (Go8)

Posted on 08/10/2013



Go8 universities are well-placed to support the Post-2015 development agenda with quality education and research. Given below are two examples of research being undertaken at Go8 universities to assist in the fight against malaria.

Constructing a new weapon against malaria

Because malaria is not currently endemic to Australia, we tend to forget what a devastating disease it is. But for Dr Sheena McGowan, malaria remains front and centre.

The Australian Research Council (ARC) Future Fellow and Monash University structural biologist is excited about the prospects for three proteins whose structures she is unravelling. Dr McGowan thinks they may form the basis of a new generation of therapeutic drugs to be used against the malaria parasite.

As a researcher, Dr McGowan is unusual in that, as soon as she finished her PhD in microbiology, she switched to biochemistry—more specifically, structural biology. “I wanted to know what things looked like, how they worked,” in the world of microbiology, that inevitably leads to protein structures.

“My discipline change was a little unusual, but I believe it makes me look at a bigger picture. I can go back and see what a protein structure means in terms of the bug that causes disease. I’m very grounded in context.”

The Future Fellowship has allowed Dr McGowan to ‘go out on her own’. “For me, the Future Fellowship created my independent laboratory. That was the salary I needed. And the money for consumables that went with it basically allowed me to set up my lab, to pay the bills for the students I wanted to get in and the experiments we were doing.”

Dr McGowan has had a long-term interest in proteases, the enzymes that break down proteins. “They are like Pac-Man and essential to all aspects of life.”



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A change of art: the faculty that revived a fading village through sculpture

Ms Sara Albino, University of Lisbon, Portugal

Posted on 09/04/2014



Fine Arts students often get painted with a broad brush; the perception exists that they're useless and that they don't contribute any valuable work to society. However, in Lisbon, Fine Arts students have been instrumental in the Universidade de Lisboa's success in bringing the university and the local community closer together thanks to an art project they established in a small village called Moledo, several kilometres north of Lisbon.

Just two or three years ago, Moledo was a neglected and forgotten village, a village declining into ruin. The feeling was that there was a growing lack of respect for local traditions and the local architecture leading to general discontent about the way the village was changing for the worse. To compound matters, traditional structures – built many years ago in the regional style but now dilapidated – were being knocked down and new buildings were

2. How are universities already addressing local, national and international issues?



Illustrative Goal(s)



11. Ensure stable and peaceful societies



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How universities can promote social cohesion

Mr **Abebaw Yirga Adamu**, Tampere University, Finland

Posted on 21/10/2013



PhD student Abebaw Yirga Adamu speaks to the Beyond 2015 campaign about whether he believes universities are doing enough to create cohesive, secure societies.



Tags: Research, Internationalisation, Higher education institutions, Collaboration, Reform, Globalisation, Cultural diversity

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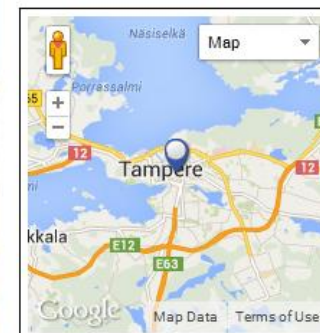
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3. How can universities
prepare to respond to
the Post-2015 agenda?



Illustrative Goal(s)

- 3. Provide quality education and lifelong learning
- 10. Ensure good governance and effective institutions



Related Submissions

Region:

- Higher education is an integral part of development
- Facing the future: public engagement is key



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Effective partnerships between NGOs, civil society organisations & universities

Mr Chris Roche, La Trobe University, Australia

Posted on 02/12/2013



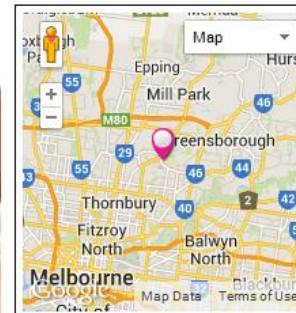
4. What partnerships can universities establish to achieve their objectives?



Illustrative Goal(s)



12. Create a global enabling environment and catalyse long-term finance



Related Submissions

Region:

- Universities with a commitment to social change can shape the Post-2015 agenda

I write this as an academic who has only recently joined a university, and as someone who has previously spent more than 25 years working for international NGOs. During my time with NGOs I had a number of experiences engaging with universities on joint research, teaching, writing and conference and workshop organisation. In my role at La Trobe I am working with development agencies, NGOs and their staff in similar areas. What I have to say is therefore



How can universities champion their contributions to wider society?

Mr Paul Geswindt, Nelson Mandela Metropolitan University

Posted on 23/10/2013



A professor once remarked that he had the privilege to be paid to think. The question remains what is the impact of all his thinking? Universities must contribute to local and global development in various disciplines and at different levels of societal and institutional activity. The contributions through teaching, research and engagement must have an impact on society in order for institutions to justify their existence and the high levels of investment. As public funding declines in many countries and third stream income increases, new institutional and management structures are slowly coming into existence. There are new masters in the autonomous academic arena and market realities start to dictate more. Return on investment questions are being asked more.

Higher education remains the privilege of few in many countries. Even when massification strategies are implemented, the harsh realities of throughput, graduation and employability rates are never really fully disclosed. The basic and further education systems, however, form the foundation upon which strong higher education institutions are built. If basic education and healthcare systems are not of good standard, the role of universities in such countries becomes even more important. Universities should be able to offer objective feedback or at least ask the relevant questions to establish why policies, systems and institutions are failing.

Higher education must contribute to poverty and disease reduction. It must help protect and develop natural resources. It must help protect and develop cultural resources and it must add to the innovation basket through patents, products, systems and practices. Knowledge generation, sharing and communication in a global society requires a whole new system not only of knowledge transfer but also knowledge management in general. The role of universities to protect the public against false and poor quality (academically sound) information is becoming more important. This begs the question about how universities share what they do and how their activities impact on society beyond reports on graduation rates and research publication records. University communication and public relations departments must be able to take the academic project and create a story for public consumption beyond launches and academic achievements. Universities should be rich in teaching, research and engagement stories, unless relevance can be questioned.

The gap between the rich and poor continues to grow, there are growing skills shortages and schooling systems in developed and developing countries are experiencing new challenges linked to family and community structures and even communication technology advances. We need world class research universities, but we also need great teaching institutions as well as institutions that can be more responsive to certain community issues. The world economic map is changing and there are power shifts, but now more than ever we need partnerships, alliances and networks regionally and internationally to avoid costly mistakes in the interest of advancing a global development agenda.

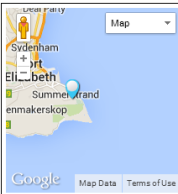
Universities should be societal lighthouses and not ivory towers. If it exists to promote the interests of society it should consider how it communicates to the various publics and not only the holders of the purse strings. Its strategic goals must be clear so that the stories regarding achievements in realising those goals can also be clearly communicated. Good communicators should know how to explain complex issues in simple language. There are many stories to be told not just about teaching, research and engagement but also students and staff and the

5. How can universities champion their contributions to wider society?



Illustrative Goal(s)

- 3. Provide quality education and lifelong learning
- 8. Create jobs, sustainable livelihoods, and equitable growth



Related Submissions

Region:

- Partnering with Africa for health and sustainable development through probiotics
 - The education goal - Africa's unfinished business
 - Looking forward to the Post-2015 Development Goals
 - Sleeping sickness diagnosis improved
 - Research for the sustainable economic empowerment of women
- Questions:
- People show the way for university research
 - Communication between universities and the general public is key
 - Student volunteering - moving forward
 - Evidence-based policy-making: why aren't universities being heard?
 - Facing the future: public engagement is key
- Content Types:
- An assessment of the MDGs and their successors
 - People show the way for university research



People show the way for university research

Ms Peggy Papakosta, Universities UK

Posted on 11/06/2014



How can universities strengthen and communicate their role in their communities? As a membership organisation of British universities, and at a time when the relevance of higher education institutions is often questioned, we were keen to find out what the general public - old and young, rich and poor, educated and uneducated - want and need from universities. What sort of research is relevant to their everyday life, and therefore considered to be a worthwhile public investment? And are universities already focusing on fulfilling these expectations?

We began to engage the general public with academic and scientific findings about a year ago, when we commissioned a survey to find out what people thought about academic research. More than 2,000 respondents spoke their minds about how science could improve their lives and make the world a better place. If they had a magic wand, which world problems would they fix? Which university research areas are more important?

The findings of the survey were both educational and a guide on how to organise Universities Week 2014, which is currently taking place in London (9-15 June). 72% of respondents said that inventing new 'intelligent' materials is a research area that deserves great attention, and 62% said creating faster, cheaper transport is very important. 57% felt that if they could solve three world problems then ensuring the world had enough food and water would definitely be one of them, and 47% said fuelling advances in medicine would definitely be another. 32% stated that the most significant environmental concern that research should address was producing affordable clean energy. 25% of the participants thought that technology should be used to improve the quality of everyday life, and 20% believed that building safe and enjoyable cities should be a clear objective of university research.

What was fascinating was that the views expressed were not universal. Different genders and age groups had slightly varied opinions. 45% of young people (18-24) were interested in research being targeted at exploring the universe, compared to 28% of older adults (65+). We found that the same young age group placed more importance on mental health research than people in other demographics. Three times as many older adults than young people specified that universities should have an active role in communities. Young people were twice as keen as older people to see a reduction in the impact of climate change. And women were more concerned about safety on the internet, with 23% citing it as the highest priority, compared to men (16%).

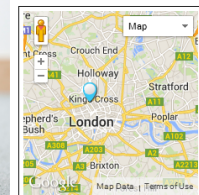
Universities UK asked its member institutions to showcase research projects which address people's concerns, as identified in the survey. Almost 90 universities responded with examples of the amazing research they are doing. The University of Liverpool is combating the global food shortage through the power of genomics. The University of Brighton is creating smart clothes which provide an early warning system for skin cancer risk. The University of Southampton has imagined a futuristic city full of AC Cobra electric cars running off batteries and the electricity grid. The University of Aberdeen is demonstrating how deep sea exploration can help make new medicines. The University of Bath is developing new materials for solar cell panels to make them cheaper, more efficient, and more environmentally sustainable. Birmingham City University has developed a 'vibrating suit' to correct human posture. Queen Mary, University of London is running a unique study teaching children about air pollution and, in turn, the children provide samples of cells and DNA to see how air quality is affecting their bodies. The University of Bolton is using early diagnosis tools to detect Alzheimer's disease before any symptoms become apparent. Plymouth University is highlighting young people's developing attitudes to the internet and the work needed by governments

5. How can universities champion their contributions to wider society?



Illustrative Goal(s)

- 10. Ensure good governance and effective institutions



Related Submissions

Region:

- A change of art: the faculty that revived a fading village through sculpture
 - Collective impact is key
 - Student volunteering - moving forward
 - Engineers without borders, a way to focus on societal issues
 - Evidence-based policy-making: why aren't universities being heard?
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- Communication between universities and the general public is key
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 - Evidence-based policy-making: why aren't universities being heard?
 - How can universities champion their contributions to wider society?
 - Facing the future: public engagement is key
- Content Types:
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 - Canada-China university partnerships in historical perspective
 - The need for a new paradigm of development
 - Treacherous ambivalence

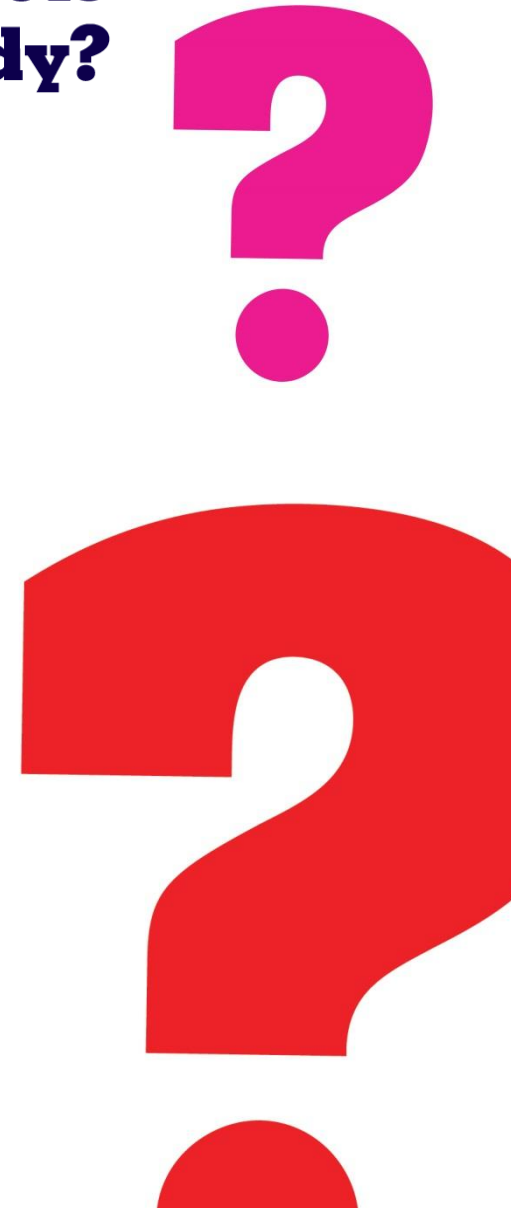


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Convening the conversation

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What do
you think?





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