INTRICACIES OF INTERNATIONALIZATION OF HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT IN DEVELOPING COUNTRIES. A CASE STUDY OF KYAMBOGO UNIVERSITY

James Kizza
Kyambogo University,
Department Of Economics and Statistics
Email: kizzajames2016@gmail.com
TEL +256702887957

Henry Tumwebaze
Kyambogo University,
Department Of Economics and Statistics


ABSTRACT

The world is rapidly turning into a global village. The current trade of liberalization has made economies more open to global forces and this has neither spared higher education. Higher education institutions are using internationalization efforts to boost their competitive edge and sustainability levels: environmentally, socially and economically. The research study is to establish the extent of internationalization efforts in Kyambogo University as enshrined in its study programs and other University activities; the extent to which students have been prepared to embrace sustainability in their study programs; the extent to which lecturers are aware and integrating the message of sustainability in their teaching –learning activities and the strategies Kyambogo University can adopt to use selected aspects of internationalization to boost its reputation and sustainability levels. The target population is university senior administration; lecturers and students. Interviews and documentary analysis will be used to collect the data. Based on the study findings, policy recommendations will be drawn for Kyambogo University to reflect on.

Key words: Intricacies; internationalization; higher education; sustainable development; developing countries.
Introduction

The world is rapidly turning into a global village. The current trade of liberalization has made economies more open to global forces and this has neither spared higher education. Higher education institutions are using internationalization efforts to boost their competitive edge and sustainability levels: environmentally, socially and economically. Internationalization is a process for the education of the planetary citizens, where, internationalized curricular aim to prepare learners to cope in a world that is multi cultural, environmentally vulnerable and interdependent (OECD, 2004). Internationalization refers to the process of integrating an international, intercultural, and global dimension into the purpose, functions (teaching, research, and service) and the delivery of higher education (Knight, 2008) as quoted by Itaaga et al., 2013; Shankeel, 2012). It is the process of integrating an international perspective into a college or university system. Internationalization describes the phenomena of increased student mobility between countries in search of higher education opportunities, the increasing dependency on private provision of higher education, the establishment of campuses abroad and various twinning arrangements whereby Higher Education Institutions (HEIs), especially from LDCs, are able to offer certificates and degrees abroad through agreements with local universities or HEIs (Oanda, 2009). Internationalization of higher education aims to produce citizens that feel at home in the world (Haigh, 2008). Internationalization has become a key criterion in the majority of University rankings and with the constant pressure of becoming more entrepreneurial, universities have started to consider internationalization as a viable source of competitive advantage (Ovidiu & Anca, 2013).

It is important from the start to make it clear that internationalization should not be mistaken for globalization. Globalization is the economic, political, and societal forces pushing 21st century higher education toward greater international involvement. It is the flow of people, culture, ideas, values, knowledge, and economy across borders facilitating a more interconnected and interdependent world (Knight, 2006; Altbach & Knight, 2007; Ovidiu & Anca, 2013). Sustainable development looks at how the present generation can efficiently utilize the existing resources with endangering the needs of the future generation. It laid emphasis on three aspects of: protection of the environment, maintenance of economic vitality, and observance of specific social considerations (Rand, 2014). Higher education is being looked at to play a significant role in helping society towards a more sustainable future y incorporating aspects of sustainability into their curricular. To achieve this, The Association for the Advancement of Sustainability in Higher Education (AASHE) that sat in San Diego, CA on February 25-27, 2010; recommended among other things: establishment of a sustainability faculty fellows program; develop regional centers for sustainability; focus on assessment, accountability and accreditation leverage points. The AASHE added the need to create opportunities for staff to interact with one another e.g. through an electronic social network and face to face encounters among faculty in the region. This all indicates that internationalization of higher education is a key component of any would
be successful sustainable development program. Similar views on sustainability are echoed in The Talloires Declaration signed by over 350 university presidents in over 40 countries that place emphasis on countries to take actions to implement sustainable practices into their institutions by engaging in education, research, policy making and exchange of information on population and the environment as well as in development towards a sustainable future. This provided the motivation for the study to investigate the intricacies of internationalization of higher education for sustainable development in developing countries with an in depth study of Kyambogo University

**Ideological foundation of internationalization of Higher Education**

Stier (2004) provides three ideologies in which internationalization of Higher Education is rooted. 1) Idealism – this rationale of international academic cooperation stems from the belief that through international cooperation, higher education can contribute to creation of a more democratic, fair and equal world. This is limited by the developed countries thinking that they have nothing to learn from the developing countries other than the developing countries learning from them 2) Instrumentalism – an ideology where policy makers want to increase mobility of the labor force by homogenizing university degrees and grading systems. The emphasis is on training a labor force with adequate skills for competence demanding jobs in an increasingly more complex global and multi cultural world. This is limited with having seeds of brain drain where wealthy nations attract trained labor force to their home countries 3) Educationalism – the thinking is that exposure to unfamiliar academic setting with its unique culture, teaching style, norms and grading systems enriches the overall academic experiences of students and teaching staff. Internationalization may contribute to personal growth and self actualization as students gain a sense of greater independence, self esteem and evoke an interest in other cultures. The limitation here is African culture is rapidly fading away and being replaced with western cultures placing Africa at risk of losing her cultural heritage.

**Review of related literature on internationalization in African Higher Education Institutions**

According to Otieno (2009), African Higher Education sector faces a myriad of challenges that render internationalization to be one of the major risks to the system while at the same time a significant opportunity. Otieno (2009) distinguishes between internationalization at home and internationalization abroad. Internationalization at home manifests itself in instances where staff and students who do not have the opportunity to travel abroad, have an opportunity to acquire some international flavor within their campuses through aspects of internationalization including among others workshops, guest lectures, recruitment of staff and students from abroad. Otieno, 2009 identifies a number of challenges of internationalization from an African perspective which
include: institutional structures and capacities; quality of academic programs; low research productivity and inadequate funding. These challenges are not different from those faced by other developing countries like Kazakhstan (Maudarbekova and Kashkinbayeza, 2014). Otieno (2009) adds among the greatest threats to internationalization efforts in Africa to be the threat to quality imposed by the “increased number of foreign institutions masquerading as universities in Africa”, and the fact that those that train abroad are prone to brain drain. The issues of quality as a guiding principle to internationalization efforts are emphasized by Maudarbekova and Kashkinbayeza (2014).

Itaaga et al (2013) in their study about internationalization in Uganda Higher Education institutions list several aspects of internationalization including among others: Curriculum design that make use of international ideas, materials and students experience; flexible styles of teaching – student centered learning approaches; admission of foreign students; study abroad programs for academic staff; external examining; joint publications; student exchange; guest lectures; student mobility including: scholarship, internship abroad and exchange scheme; transfer of credits and the vetting of staff at the level of Associate Professor and Professor level by peers from other Universities. Similar aspects of internationalization are found in Maudarbekova and Kashkinbayeza (2014). Of all these aspects of internationalization, most authors have used ‘the mobility and dispersal of students to various parts of the world in search of Higher Education opportunities to be a key measure of internationalization. (Ogachi, 2009; Shakeel, 2012).

The literature cites several benefits of internationalization which include: Sustainable development through internationalization of higher education providing an opportunity of interdisciplinary, international networking and exchange of ideas between institutions, faculty, researchers, and students (Shankeel, 2012). This is associated with benefits of contributing to improving the quality of teaching and research; contribute to improving the level of regional and international interaction and to the development of the human resource capacity.

Internationalization enables cash strapped higher education institutes to generate more income where international students pay more fees which helps to bridge the gap as a result of reduced government funding to institutions of higher learning (Haigh, 2002). The curricular of internationalization trains graduates that are cosmopolitan, tolerant of pluralism; understand world’s economic, political, social, cultural, technological and environmental processes. Where internationalization is embraced, the curriculum should not only focus on the national needs but should have an international outlook. Haigh (2008) has argued that internationalization creates a problem that requires a re-thinking of course structure, course content, mode of delivery as well as language used. This may require the training of teachers to get them ready for internationalization to avoid dumping international students systems designed only to meet national needs (Haigh, 2008). There is a feeling that most higher education institutions mind only about the money from international students and less about students’ educational needs leading to high failure rates of international students. Haigh (2008) adds that graduates of an internationalized curriculum should be able to adapt to an unfamiliar culture and operate in a
socially and culturally diverse environment; appreciate differences in gender, culture and customs and be able to work effectively and sensitively. This is rooted in the instrumentalism ideology (Stier, 2004).

Haigh (2008) also explains how countries are using e-learning to expand their education efforts. Added to this, is the attention they pay to issues of branding. Haigh (2008) argues that the perceived brand of the diploma is what drives students’ migration. To Haigh (2008) it is the underdevelopment of higher education institutions in developing nations that continue to motivate international student migration and fuels brain drain that supports western dominance. That there is a the tendency for students to think that an international degree certificate would help secure good future opportunities and if this is to be avoided, institutions of higher education in Africa have to work on their brand to attract numbers of international students.

It is also important that issues of ecoliteracy be integrated in the university curriculum to increase students’ awareness of the need to harness the environment sustainably (Haigh, 2008). This view is echoed by (Teferra and knight, 2008) when they cite the challenge for universities in the region as ‘to find solutions to issues of poverty and sustainable use of natural resources and this requires the development of strong research oriented higher education institutions with a strong emphasis on graduate research’. The QAA & HEA (2014) looks at education for sustainable development as: “the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations”. There is emphasis on institutions of higher learning to integrate in their curriculum issues of sustainability that will bring about a balance between the economy, society/people and the environment. Among the challenges identified limiting internationalization for sustainable development, are language problems, bureaucracy, financial constraints, visa restrictions and poor information dissemination (Maudarbekova and Kashkinbayeza, 2014; Itaaga, 2013). To overcome some of these challenges may necessitate universities to set up offices responsible for internationalization (Teferra and knight, 2008).

**Purpose and objectives of the study**

The research study aimed at establishing the extent of internationalization efforts in Kyambogo University as enshrined in its study programs and other University activities; the extent to which students have been prepared to embrace sustainability in their study programs; the extent to which lecturers are aware and integrating the message of sustainability in their teaching – learning activities and the strategies Kyambogo University can adopt to use selected aspects of internationalization to boost its reputation and sustainability levels.

**Methodology**
The study adopted a qualitative approach where Kyambogo University was used as a case study. The target population was the University Senior Management that included the Deans of faculties; lecturers and students. Interviews were conducted purposively with the Deans and selected members of University Senior Management while unstructured questionnaires were used to collect data from lecturers and students.

**Study findings and discussion of results**

**Kyambogo University’s efforts to embrace internationalization for sustainable development**

To investigate this objective, the University Senior Management was targeted. Interviews were held with the University top management including Deans of Faculties. The interview items focused on exploring views on: existing partnerships; exchange programs; marketing strategies; quality of graduate programs; visibility of Kyambogo University on the international scene and the challenges of internationalization from the perspective of the interviewed putting Kyambogo University in context.

From the interviews, there was consensus in opinion on the interview items. All Deans and University Senior Management officials interviewed agreed that the visibility of Kyambogo University especially on the international scene was still poor. This is also supported by the fact that Kyambogo University does not appear in the ranking of the Top 200 Universities in Africa! The interviewees attributed this, possibly to the fact that most of the works done by lecturers and students of the University are rarely published. It is also possible that the absence of Kyambogo University from the list of the Top 200 Universities in Africa is due to its inability to attract, later alone recruit international students in the university study programs (Ovidiu & Anca, 2013). There was also a general dissatisfaction on the visibility of the website that is not regularly updated to reflect what Kyambogo University is all about. There is also need to attract research funding to boost research and publication as a means to increase visibility. Maudarbekova & Kashkinbayeza (2014) in their study of internationalization of higher education in Kazakhstan

The findings also revealed that Kyambogo University efforts towards internationalization for sustainable development are also hampered by the limited number of graduate programs especially at the Doctoral (PhD) level. For example, in the Faculty of science, Doctoral studies are only in the area of Physics and sports science, while, in the School of Management and Entrepreneurship, Doctoral studies are yet to begin. Even where Master’s programs are offered, the interviewees were skeptical of the quality of the research produced at this level! (Otieno, 2009) As one Dean observed, ‘it is easy to attract foreign funding and project funding and partnerships at the international level if the university has strong graduate programs’. This as well goes hand in hand with building staff capacity as it was again echoed from the interviewed Deans that the limited number of professors in the university is hindrance to attracting adequate foreign funding and international students. They reasoned that, many institutions and students
would like to closely associate with renowned Professors! Many universities that have attracted international students in the United States have achieved this because of the perceived quality of their graduate programs.

Another view that cut across was the general dissatisfaction with the level of facilities at the University. The interviewees were skeptical as to whether the existing facilities would attract international students who are often interested in good accommodation, security, and instructional facilities that seem lacking at the University. The absence of a clear policy on credit transfers for students that wish to study from one university to top their courses of study in their mother universities was also identified among the factors failing the University to attract more international students. In principle, all interviewed support the policy of credit transfers on condition that issues of quality across programs in different universities is at similar level of standard. There were no known official exchanges of staff and students in the faculties that participated in the study though at the university level, there seem to be some existing level of understanding with other universities to exchanges of staff and students. For example, a member of the University Senior Management interviewed was able to cite staff exchange programs, program linkages/collaborations with the Institute de Technologies based in Rwanda. The School of Management and Entrepreneurship has an established MOUU with the University of Wolverhampton focusing on innovations and entrepreneurship.

Another issue that came up that seems to scare away international students from Kyambogo is the negative publicity of the university in the eyes of the public and the international community manifest by the frequent strikes of both students and staff. The University is working on its brand by ensuring that the students from Kyambogo are able to compete in the global market. This is mainly done by integrating ICT and life skills in programs offered at the University. The university is also using internationalization to feel the budget deficits it is facing as a result of the government always releasing less money than budgeted by borrowing funds from other agencies like African Development Bank (ADB) and using the fees policy that require international students to pay fees by the factor of 1.5. The fees policy of a factor of 1.5 payable by international students is supported by Haigh (2002) as necessary to support institutions facing declining government funding. It should however be noted that the University has very few international students. Indeed, one Dean interviewed said he was not aware of any international student recruited in his faculty!

Many institutions are making use of ICT to attract foreign students through the e-learning programs. In Kyambogo University, e-learning has not yet picked up much as it is being enhanced through Online Distance Education Learning (ODEL) programs that are being mounted at the University. The academic staff often integrates the use of ICT in their teaching learning process in the regular classroom delivery through the use of overhead projectors and online journals; in assessment and research supervision though still at a low level. The use of ICT in the teaching learning process is also hampered by network problems and constant power failures.
When asked about efforts of the university to position itself to attract more foreign students, the findings revealed that such efforts are still at very low level. The identified efforts included the use of E-campus and the use of E-advert. When asked if Kyambogo has an office tasked to handle international issues, there were mixed results with majority of the interviewees saying the office does not exist while others said is does, others said it is either the work of the Public Relations Officer or the Academic registrar. Little wonder, that the university is not faring well on the international scene. The literature surveyed indicate that western higher education Institutions s invest heavily in marketing and recruitment of international students and often set up international offices in foreign countries for this purpose. As several members of Deans and Senior members of management expressed, Kyambogo needs to establish a marketing office

Despite this, the university is making efforts to re-brand to be more competitive on both the local and the international scene. For example, there efforts to create and strengthen the directorate of quality assurance; the university strategic plan captures the aspect of internationalization by encouraging online marketing of university programs, encouraging institutional marketing strategy and linkages, encouraging Kyambogo University to sign MOUs with other universities and strengthen the collaboration efforts. This also emphasized in the university vision and mission that lay emphasis on the university focusing on the transformation of society where local values are integrated with modern values as well as focusing on academic and professional excellence in research, innovations and consultancy. It was also established the university is making efforts to produce a graduate that can live a sustainable future and this is manifest in the university values that focus on: transparency, honesty, integrity.

The researcher also wanted to find out the extent lecturers are trained to meet the challenges of educating international students and the general feeling was that little has been in this area. The need to train and ready teachers to handle international students is necessitated by the need to avoid dumping international students into systems designed only to meet national needs (Haigh, 2008). This is echoed by Shankeel (2012), when he argues that countries expect that their higher educational institutions provide education of high quality, which meets international benchmarks, competition and standards, and should be relevant to the needs of the international community. Other challenges of internationalization of higher education for sustainable development cited by the interviewees at Kyambogo University include: inadequate funding and lack of commitment.

The strategies cited by members of senior management and the deans to boost the university levels of internationalization and improve on its reputation and sustainability levels include among others: encouraging benchmarking with reputable universities, boosting networking strategies, encouraging both staff exchange and students exchanges, developing more graduate programs, developing online courses, embracing the policy of credit transfers championed by
IUCEA and embarking on blended learning where learning is a breed of both online study and face to face sessions. The need boost graduate research is echoed by Teferra and knight (2008) as being key for universities in the region as ‘to find solutions to issues of poverty and sustainable use of natural resources.

**Students views on being prepared to embrace sustainability in their study programs**

A total of thirty students participated in the study mainly from the faculty of Arts and Social Sciences and the School Management. The researcher wanted to explore students’ views on how the course content in the students’ study programs had prepared them embrace issues of sustainability. The findings revealed that the course content had prepared students in skills of problem solving; communication skills; knowledge about the environment; research skills; being creative and developmental oriented; being focused; working to satisfy one’s needs; dealing with different people and being taught that all innovations ought to be directed towards preservation of the future environment. This is clear testimony that Kyambogo University is training students to live sustainably in line with the QAA & HEA (2014) framework that looks at education for sustainable development to imply equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations. The students were also able to cite specific courses that have taught them sustainability issues and these include: courses in entrepreneurship and sociology.

As asked whether they think the type of training they had acquired will enable them to effectively compete in the highly competitive global market, the majority 26 (87%) of the students that participated in the study replied in affirmative. They responded that they had received an all round education and the internships that are part of the university curriculum had prepared them well to face the challenges of the job markets. The 4 (13%) who had a different view on the type of training they had received as represented by one of the students had this to say “the training does not encourage students to be industrious and creative. It only teaches them about the economy. There is need to explore the different potentials of students to create economic change in the world”. This may point to the need for the university to develop cross cutting courses that all students in the university should attend if the issue of internationalization for sustainability is yield positive results. This is premised on the fact that a satisfied customer always brings in more customers. The satisfaction of services offered by the university by the local population is key to the attraction of foreign students who will learn of the beauty of our programs.

The students were able to cite aspects of internationalization that exist at Kyambogo University. These are in the areas of curriculum design that makes use of international ideas, materials and students experience; flexible styles of teaching that focus on student centered learning approaches; admission of foreign students and student mobility which includes: scholarship, internship abroad, and exchange scheme. Some of these aspects were further stressed when students were asked their views on the level of leaner involvement in the lectures. There was
consensus that learners are involved in the lecturers through: learner presentations; group discussion; brain storming sessions and lecturers being approachable.

**Lecturers’ awareness and their resolve to integrate the message of sustainability in their teaching –learning activities**

A total of 32 lecturers participated in the study from the Faculty of Arts and Social Sciences and the School of Management and Entrepreneurship. The lecturers were requested to explain how they were integrating the issue of ecoliteracy (making students aware of the need to harness the environment sustainably) in the course units they teach. 14 (47%) of the lecturers said issues of eco literacy are not integrated in their teaching. One lecturer said “it is incorporated in the Bachelor of Environmental Science. However, I am doubtful if every degree program has ecoliteracy component”. This points to the need to train lecturers on issues of sustainability and why they need to make them part of their teaching instead of thinking that other lecturers should it. Those who said that they integrate these issues cited doing so through field visits; creating awareness among students that survival of human race depends on the environment; incorporate aspects of climate change and environmental degradation in their courses and so on

When asked about how they ensure interactive learning in their teaching, their views corroborated the students’ views on the same. For example, they said that they ensure this through encouraging group work/discussions; encouraging students’ presentations; project work; use of a guided approach to encourage independent study; discussion of the objective of teaching each topic and asking students at the end of each topic for challenges which are addressed; encouraging in class assessments; distributing tutorial questions; use of ICT-email, social media to get prompt feedback from students and being approachable.

As to how lecturers ensure quality teaching and learning; this is done through: Learner involvement and use of update materials; in class assessments; encouraging teamwork among learners; counseling students on career path; team development of teaching material and team building; engaging in research that impact on student life; assessing learners at standard level; linking taught material to work environment; assessing learners on applicability aspects of the course units taught; adequate preparation for teaching; providing references and course outlines; being approachable and use of ICT while teaching.

The lecturers views on what they think the university can do to attract more foreign students include: working on the website adverts of university programs; participating in international workshops; involvement in research; training staff, emphasize quality teaching; improve infrastructure; improve on teaching learning facilities; emphasize hands on teaching; improve on sanitation; encourage on line teaching; On line applications; improve exam results management system; champion/embrace transfer of credits; improve on university global ranking; encourage partnerships & collaborations; participate in interuniversity games, innovation presentations,
debates; participate in interuniversity exchange programs with reputable universities; equip the library to have online library; involve in aggressive marketing and develop extension courses.

The findings also revealed that the lecturers do integrate the use of ICT in the teaching process as they update their soft copy notes; use emails to send notes to students; use mobile phones to answer questions asked by students; use social media especially WhatsApp to discuss and also send media chips to students; use internet (search engines) to illustrate how to get credible content from the net for academic use; researching content for lecture preparation; use ICT during practical lecturers like demonstrating regression analysis; accessing journals; power point presentations; use ICT facilities when not used by others and where content can best be delivered with ICT. The major limitations in the use of ICT cited include: Power failures; lack of proper lecture theatre that promote use of ICT; Internet failure; low internet bandwidth; inadequate stationary; the big student numbers; mobile classes; inadequate materials/projectors; few computer labs and students limited computer skills.

From the lecturers’ perspective, Kyambogo University can increase the competitiveness of its graduates on the global market by: conducting research with international universities; incorporating ICT in all courses; computerizing offices and lecture rooms; equipping students with ICT skills; updating curricular to capture current global trends; partnering with business and industry both local and international; subscribing to international libraries e.g. Emerald; developing short refresher courses for staff each semester; engage students in research work; internships; embracing ICT & practical oriented teaching methods; set up innovation centers; linking learning to business/work environment; making programs more practical; improving on quality of service delivery; encouraging students to use ICT in research; linking academic programs to labor market and expose students to international community through conferences; organize international conferences; teach hands on skills for self employment; integrate ICT in the teaching; encouraging research and presentations on topics that contribute to global questions like health, weather awareness programs; carrying out corporate social responsibility (CSR) activities; collaborations with reputable institutions; work to improve university ranking and benchmark with other universities.

On the whole, the lecturers have no problem with system of transfer of credits from one institution to another. They associated the transfer of credits policy with bringing flexibility in learning and promoting university competitiveness. The fears expressed has to do with compromising the quality and standard of education which the Interuniversity Council for Eastern Africa should be able to handle.

The strategies Kyambogo University can adopt to promote internationalization, boost its reputation and sustainability levels include: encouraging research groups; advertising in foreign media; benchmarking with other universities especially in Europe and USA that have embraced...
internationalization; integrating sustainable development strategies (as a course unit) in all degree programmes; Sponsoring academic staff to pursue studies in education for sustainability; improve on quality service delivery; improve internet connection and stability; promote collaboration with other universities; train and sustain staff; develop postgraduate programs that meet international standards; mentor teaching staff through joint research projects; encourage research workshops; fund research and publications; embrace/champion the practice of transfer of credits so that the university’s products/students as well as those from other universities can join and leave the university without any effect on their academic and professional progress; support staff to attend international workshops to gain international exposure; good pay to motivate staff; improve on student–lecturer ratio (reduce the big classes); emphasize practical courses; reposition the university; publications of university literature (have an active website); rebrand the courses; aggressive public relations activities through radios and newspapers.

Conclusions and Recommendations

From Senior Management point of view, Kyambogo University visibility on the international scene is still wanting. It is recommended that efforts be made to update the website and a technical person be employed to manage the website. All works especially Research done by the Academic Staff be uploaded on the University website to enhance the ranking of the university as one of the criteria used in ranking university is research and publication.

There is need to build academic staff capacity and strengthen the graduate school to improve on the quality of research in the University. This is because a teacher is an important actor as an agent of change and needs to be re-oriented on the values and perspectives of internationalization for sustainable development (Rand, 2014). The Interuniversity council for East Africa needs to speed up the policy on transfer of credits from one university to another and other policies on standardization of assessment and grading in higher education institutions. The need to establish an active marketing office should be given priority. The University needs to build more partnerships with other universities especially with universities of international reputation.

Kyambogo University adequately prepares students to meet the sustainability challenge. Issues of cultural diversity, sustainable involvement and problem solving are stressed. There are courses in the university program that specifically have elements on sustainability and the university need to think of making these cross cutting courses so as not to disadvantage other students whose programs may not have these units. Aspects of sustainability such as resource conservation, recycling and waste reduction should be incorporated or stressed while teaching learners. The quality of services offered by the university ranging from instructional materials, delivery of course content by lecturers, customer services to students accommodation facilities should be given due attention.
References


QAA and HEA (2014) Education for sustainable development: guidance for UK higher education providers

