



Supporting Higher Education in the Developing World

Report
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Executive Director
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1. Visits to Our Partner Universities in Nepal and Indonesia

From February 16 to 19 I visited the State Islamic University – Yogyakarta in Indonesia and from February 22 to February 28, the Patan Academy of Health Sciences in Nepal. Both universities are Focus Institutions to which we are committed for the foreseeable future.

The State Islamic University – Yogyakarta (SIU)

Our focus at SIU is to assist it in upgrading its Centre for Disabilities Studies and Services, the only one of its kind in Indonesia, the goal of which is to integrate handicapped students into the University. We have done two projects with the Centre, the first of which was helping get it established and the second of which was to enable it to provide services to deaf students. We are planning a third project: to turn the Centre into a thoroughly professional operation.

While at SIU I met with Ro'fah Mudzakir, the former director of the Centre, and Arif Maftuhin, the current director, who showed me the impressive facilities that they have for handicapped students, including the library facility that enables the handicapped students to use the library.

I also met with the rector and vice-rector, who told me that SIU is moving to a new, much larger campus outside of Yogyakarta. The rector indicated that SIU might ask for AWB's assistance in making the transition to the new campus.

The Patan Academy of Health Sciences (PAHS)

PAHS mission is to provide health workers for rural Nepal where 84% of the population lives and which has inadequate health services, resulting in a high infant and maternity mortality rate and much lower life expectancy than in urban Nepal.

AWB has done three projects at PAHS. It assisted its Medical School in upgrading the teaching of cardiology and genetics and is now working with its School of Public Health in curriculum revision and creating case studies for Problem Based Learning. AWB will be sending two additional volunteers in the spring to work with SPH in upgrading its ability to teach leadership and management modules in its program. In addition AWB is involved in a project with the Medical School to upgrade the teaching ability of Nepalese doctors working in rural hospitals so that can more effectively teach the PAHS students who go on rotation for six months to the rural hospitals for part of their education.

I learned more about PAHS on my visit. It has 2000 applicants a year and takes in only 60. The admission procedure is unique. The criteria are not based on grades on admission tests or knowledge of science, since this might

exclude students from poor areas of Nepal with inferior schools. Rather PAHS tests the applicants' cognitive abilities and their social skills. They are looking for applicants who have the intellectual capacity to complete their studies in health science and who are empathetic. To determine the latter, they involve in the evaluation people in the villages and towns where the applicants live who are acquainted with the applicants. There is no buying your way in. The founder and former VC's daughter was refused admission. She applied the following year and then was admitted. PAHS has been able to recruit from almost all the ethnic groups in Nepal – there are over 100 – and from the full range of castes, especially the Dalits. Moreover, 50% of the students are women. As the rector said to me, one of the key principles which guides PAHS' activities is equity.

I also became clearer about the relationship between Patan Hospital and PAHS. The Hospital is the teaching hospital for PAHS and falls under its jurisdiction. The Hospital's director is appointed by the Vice-Chancellor of PAHS, its highest ranking administrator. The Hospital is one of the largest and best hospitals in Nepal. It provides treatment for almost 320 000 outpatients and 20 000 inpatients every year. Patan Hospital staff conduct more than 10 000 operations annually. The hospital has been operating with an annual revenue of around US \$3.5 million. The PAHS faculty also have positions in the Hospital. I visited the Hospital and PAHS, the facilities for which are part of the Hospital.

While at PAHS, I met with Dr. Kedar Baral, its rector, Dr. Shrijana Shrestha, the Dean of the Medical School, Dr. Shambhu Upadhyay, a faculty member in the School of Public Health, and Dr. Paban Kumar Sharma, the director of Patan Hospital. In my discussion with Dr. Baral, he indicated that PAHS might be interested in having a volunteer who is an expert in medical ethics.

I also met with Sabita Rana, who is a consultant for AWB and is now our liaison with PAHS. We discussed the possibility of increasing her work for AWB having her become involved in our activities with universities in other Southeast Asian countries. As well, I spent time with Faith Boucher and Sarah Bowen, AWB's volunteers who are currently in residence at PAHS. I discussed the work that they were doing at PAHS and visited the apartment which we provide for our volunteers who are on assignment at PAHS.

In addition, I met with Dr. Mark Zimmerman who had been the director of Patan Hospital when it was a mission hospital that had been founded by the United Mission to Nepal. Subsequently Dr. Zimmerman became the director of the Nick Simons Institute (<http://www.nsi.edu.np/?site=yes>), the mission of which is to train and support competent health care workers for rural Nepal. The Institute has also provided financial support to PAHS and Dr. Zimmerman indicated that there is the possibility that it could support AWB's work at PAHS through channeling funds through PAHS. He had a very positive impression of our work.

I'm always inspired by folks venturing with good causes into new territory. It seems like you're on to something, so do keep at it. I now know what you're up to, which will help me when I converse/negotiate with PAHS.

This is very encouraging for AWB, since Dr. Zimmerman has years of experience in working in development.

2. Partners

AWB renewed its partnership with the Society of Teaching and Learning in Higher Education, for which our Board member, Arshad Ahmad, is a past president. STLHE will be assisting us with one of our projects at the Aga Khan University. See below.

3. Fund Raising

The 2014 “Friends, Family, and Colleagues” fund raising campaign is still on-going and we received an additional \$1500 in February.

Robin Farquhar, a member of AWB’s Board, posted an appeal for funding on the UBC alumni [website](#). Thank you Robin for doing this for AWB.

4. Projects

Recently Completed Projects

In Ethiopia at Mekelle University’s Medical School to assist it in establishing a specialty in cardiology. Two volunteers were on assignment at MU where they did a Needs Assessment to determine what is required to set up a cardiology residency program at MU.

Volunteers:

- Dr. Bibiana Cujec, Professor of Medicine, Faculty of Medicine, University of Alberta, Edmonton, Alberta
- Dr. Nazeem Wahab, Director of Education, Division of Cardiology, Royal Alexandra, Hospital Campus, University of Alberta, Edmonton, Alberta

On-Going

In East Africa at the Aga Khan University to establish criteria for the admission of students to the health professions that take account of the variations in the quality of education in the three countries in which AKU operates, Kenya, Uganda, and Tanzania, and will enable AKU to admit students from more diverse backgrounds.

Volunteer: Saleem Razack, MD, is an Assistant Dean of Admissions, Equity, and Diversity, Associate Professor of Pediatrics, and Core Faculty at the Centre for Medical Education at McGill University, Montreal, Quebec.

The project is from 1 August 2014 to 31 July 2015 and is being done remotely.

On-going and Planned Projects

a) In Nepal at the Patan Academy of Health Sciences’ School of Public Health to assist in its development. PAHS is launching a new School of Public Health (SPH), which will grant a Master’s of Public Health degree (MPH). In 2015. AWB has sent and is sending four volunteers to assist in developing the new curriculum as well as to help in introducing Problem Based Learning to the SPH faculty members.

Volunteers:

- Faith Boucher, Health Education and Health Promotion Consultant.
- Sarah Bowen, Associate Professor (ret), School of Public Health, University of Alberta
- Larry Hulbert, Educational Consultant, the University of New South Wales and Sydney University.
- David Dunne, Adjunct Professor of Marketing, Joseph L. Rotman School of Management, University of Toronto

Faith and Sarah are on assignment from February 15 to March 15, 2015 and David will be on assignment from April 15 to May 8, 2015. Larry’s dates are yet to be determined.

In Ethiopia at Mekelle University's Medical School to assist it in establishing a residency in gastroenterology. AWB's volunteer will be posted to MU to do a Needs Assessment to determine what is required to set up the residency program.

Volunteer: Dr. Alan Barkun, Chairholder, Douglas G. Kinnear Chair in Gastroenterology and Professor of Medicine, Faculty of Medicine, McGill University, Montreal, Quebec.

b) In the Philippines at the University of San Carlos to work with some of faculty in its Science and Mathematics Education Department to upgrade their ability to teach and run workshops for school teachers in statistics and probability, which have just been added to the school curriculum in the Philippines. The project extends over 5 years.

Volunteer: Lionel Pereira-Mendoza, former Associate Dean (Educational Research), Graduate Programmes and Research Office, National Institute of Education, Singapore

Lionel will be on assignment from April 12 to May 10, 2015 for the first of his postings. The project will extend for 5 years to 2020.

c) In Butan at Jigme Namgyel Polytechnic, Royal University of Bhutan to do gap teaching in civil engineering and surveying and to upgrade some of JNP's faculty members abilities in these areas so that they can teach these subjects

At present, Bhutan has a massive infrastructure development plan which has created a huge gap in the availability of technical manpower. Because of this gap, JNP has not been able to recruit adequate teaching faculty, especially for its Civil Engineering and Surveying programmes. JNP therefore seeks support in filling the acute shortage of teaching faculty and also in providing technical support in developing and introducing new programmes that would have an impact on the viability of Bhutan's and the region's economy.

Volunteer: TBD

d) In Kenya at the Aga Khan University to assist it in setting up a graduate professional school for preparing future media leaders, professionals, and entrepreneurs to work in developing economy contexts

AKU has established the Graduate School of Media and Communication (GSMC), which will begin accepting students in January 2015, to target mid-career media and communication professionals across East Africa and the region by offering a range of professional development and continuing education programs as well as formal qualifications in the form of a Masters in Multi-Media Journalism, and Advanced Diplomas in New Media and Journalism and Specialist Reporting.

The GSMC seeks to become a globally connected Centre for professional education and public dialogue aimed at strengthening media and communications in developing and emerging economies. It aspires to be the pre-eminent graduate professional school for preparing future media leaders, professionals, and entrepreneurs to thrive in developing economy contexts.

Volunteers: TBD

e) In Indonesia at the State Islamic University Yogyakarta to assist its Center for the Study of Disabilities to move from a voluntary buddy system towards a fully implemented accommodation and support services disability office.

Volunteer: TBD

f) In Nepal at the Patan Academy of Health Sciences' Medical School to upgrade the teaching capacity of the general practitioners who work at 4 rural clinics to teach PAHS' medical students, part of whose education is in rotations at the rural clinics. AWB will send out teams of 4 volunteers twice a year, with each volunteer visiting one of the rural clinics. Thus, each of the clinics will be visited twice a year by a volunteer.

Volunteers:

- Keyna Bracken, MD, Family Practice, Hamilton Ontario
- David Beach, MD, Family Physician, Picton, Ontario
- Brian Edward Geller, MD, Director of Professional Affairs, Saskatchewan Medical Association & Enhanced Skills Program Coordinator, Department of Family Medicine, University of Saskatchewan, Saskatoon, Saskatchewan
- Christine Gibson, MD, Clinical Assistant Professor, University of Calgary, Calgary, Alberta
- Peter Andrew Kapusta, MD, Assistant Professor, Department of Family Medicine, University of Saskatchewan, Saskatoon, Saskatchewan
- Andrew Lodge, MD, Clinical Instructor, Faculty of Medicine, University of British Columbia
- William Davidson Omand, MD, General Practice, Nunavut
- Jacqueline (Basia) Siedlecki, PhD MD, Clinical Assistant Professor, Northern Ontario School of Medicine, Sudbury, Ontario
- Karl Edward Stobbe, MD, Regional Assistant Dean, Niagara Regional Campus, Michael G. DeGroot School of Medicine, McMaster University
- Margaret M. Tromp, MD, Family Physician, Picton, Ontario
- Gabe Woollam, MD, Chief of Medical Staff and Community physician, Labrador Health Center, Happy Valley Goose Bay

The project will begin in March, 2015 and extend until 2020. The first three volunteers will be on assignment for 4 weeks beginning on March 3.

g) In Tanzania at the Nelson Mandela African Institute of Science and Technology (NM-AIST) to assist in developing and teaching a course on *Environmental Governance & Decision Making*.

Volunteers:

- Jania Chilima, B.Sc. (Hons), MES, PhD Candidate, School of Environment and Sustainability & Global, University of Saskatchewan
- Ayodele Olagunju, B.Sc. (Hons), MES, PhD Candidate, School of Environment and Sustainability, University of Saskatchewan

h) In Mali at the University of Bamako to help in the development of a new course in nutrition for an academic programme for physicians specializing in diabetes.

Volunteer: Amélie Sabourin Dt.P., Nutritionniste-diététiste, Centre de santé et de consultation psychologique de l'Université de Montréal.

i) At Aga Khan University involving six volunteers, in medicine (2), education (2) nursing (1) and journalism and communication (1), for providing remote mentorship of up to five AKU faculty members each for pedagogical support. This programme will be virtual with mentors and mentees communicating via skype, webex, lync and emails. The mentoring relationship will last about three years with the number of hours depending on the outputs specified in the mentoring agreements. Among the activities are to guide faculty mentees to resources/links; to support them in developing their scholarship in teaching and learning; collaboratively engage in projects with faculty mentees to enhance teaching and learning; assist faculty mentees in developing and writing cases as well as teaching using cases; contribute remotely as speakers or panelists to bi-monthly seminars on teaching and learning; assist faculty mentees in publishing their work by either co-drafting publications or helping them identify avenues of publication.

AWB is partnering on this project with the Society of Teaching and Learning in Higher Education, which will assist AWB in finding volunteers. In addition, Diane Salter, Chair Partnerships for the Board of STLHE, will be doing a research project in partnership with AKU on the AWB/AKU mentoring project. Diane will be evaluating the effectiveness of virtual mentoring in teaching and learning.

j) In Tanzania at Aga Khan University to upgrade the research capacity of the nursing faculty in AKU's Advanced Nursing Studies

Volunteer: Pammla Petrucka, Associate Professor, the College of Nursing, University of Saskatchewan, Regina, Saskatchewan

This project will extend over 2 years.

Prospective Projects

University of Cape Coast, Ghana (1), Aga Khan University, East Africa (1)