

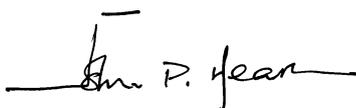
Professor John Hearn
Executive Director
20 April 2016

Going Global 2016 – Summary: John Hearn
Mainstreaming diversity and higher education in higher education

Development of a competitive researcher, teacher and future leader is a prime university and national investment. The challenges for research students (PhD) and early career researchers require special care. The obstacles have implications in mainstreaming diversity, the development and mentorship of women and of less represented minorities in achieving qualifications, and early progression, towards being established academics with sustainable futures. Too often there is a high rate of attrition, drop out and waste of talent. A few issues are used as examples in this discussion, and I select just four issues below.

1. **Quality Supervision.** The lack of experienced supervisors through this vital time of mentoring and development can be difficult for students who are grappling for the first time with a major research question and the methodology to approach the logic and complexities of experimental work or evidence based enquiry. Even with experienced supervisors, the balance between independence and autonomy in the research project and the need for the student to learn, sometimes through mistakes, is a careful mix of support and direction.
2. **Framework.** Too often the student or early career researcher is set on a path with a two dimensional approach that does little to orientate to the broader opportunities that a deeper understanding can bring. Adequate time for early literature review, with access to library and internet sources, must be provided if the best outcomes are to be achieved. Depending on the research question and context, the framework should include the importance of the question to the relevant field, the expected benefits that the planned discovery and new knowledge will bring, and the potential influence that findings may have on policy and subsequent interventions.
3. **Key Experience.** Once the question and framework are articulated and understood, progress can be accelerated, and confidence built, by a short period in another laboratory or university where related techniques, thinking and practical understanding can be found. This can be achieved also through relevant academic societies, the establishment of research collaboration, and a period of exchange – either national or preferably international.
4. **Infrastructure.** The achievement of a doctorate and postdoctoral training is a start not a finish. Where possible the research plan should focus on an important local issue with fundamental international dimensions. There are numerous instruments that can be brought to bear: exchange scholarships and fellowships, university partnerships, research and teaching internships. At a time when higher education and research everywhere is subject to major change and challenge, the mainstreaming of diversity and inclusion must include the future horizon and framework, rather than just the present or past. Appropriate instruments through the formative years are essential if a fully formed academic teacher, researcher and leader is to emerge.

Yours sincerely



Abstracts & bio's – in order of appearance

SDGs and the role of Higher Education

The adaptation of the SDGs provided HEIs with many opportunities to support the global framework of human advancement. More incorporating than its predecessor, the SDGs have come about through a collective approach, bringing in civil society actors as well as the political sphere. Addressing the issue of why these goals matter and what is in it for higher education, this talk will look at not only what higher education can do to support the goals but also what it needs to take away for itself if it wants to retain its position as a key stakeholder in the area of social and economic development. This session will discuss the importance of moving the narrative on from a focus just on what universities can do to support the SDGs to how universities can learn from this global initiative.

Joyce Achampong

Joyce Achampong is a bilingual seasoned leader with over 15 years' experience in the not-for-profit sector; the majority of that time in Higher Education. Originally from Canada, Joyce has worked in various aspects of educational management and development. Holding degrees in International Business, Political Economy and European Policy and Management, she moved to the UK in 2003, subsequently working in the Campaigns and Communications team at the National Council for Voluntary Organisations.

Previous to this, Joyce worked for the international development agency CUSO/VSO and as a consultant for United Nations Association (Canada) on community engagement, leadership management and fundraising. A proven relationship builder who is focused on strategic development of organisations and individuals, she has built up strong partnerships with executive heads and senior leadership international higher education. Her experience in organisational strategy, managing complex international organisations helps guide institutional growth and development.

She is Executive Director at Pivot Global Education Consulting Group, a collaborative consultancy supporting the research agenda, leadership development, change management and internationalisation. She has worked with universities all over the world and helps her clients to think practically, strategically and supports them as they face big challenges and pressing, significant issues.

Supporting access to African and international research to make a difference to development

Access to information is frequently identified as a major obstacle for African researchers. Thanks to a number of initiatives, many thousands of journals are now available to academics across the continent, so in this session I want to approach the issue from a different angle. I will consider how the problems of accessing information intersect with other issues relating to how research is done and communicated, and how this is supported and enabled by a national research system. I will look at three challenges (1) access to information; (2) the visibility of research published in Africa; (3) how research evidence enters the policy-making process. I will suggest what we might do in practical terms to address these and show what has worked, using examples from INASP's work.

Jon Harle

John Harle is Senior Programme Manager for Research Access and Higher Education. He is also Director of INASP's Strengthening Research and Knowledge Systems (SRKS) programme, working with partners in 22 developing countries (12 in Africa), to develop the skills and structures needed to support access to research, and the production and communication of new research knowledge. Jon has worked on the intersections of research, higher education and development for the last ten years, working with universities across Africa.

Putting research and knowledge at the heart of development

INASP is an international development charity based in Oxford. We work with universities and research institutes to strengthen the foundations for research and teaching, supporting them to produce quality research, to share and communicate it effectively, and to ensure their knowledge can inform policy and practice. We also work with government ministries, civil service training centres and parliaments to support the use of evidence in policymaking, with national research and education networks to support the development of IT infrastructure, and with library consortia to ensure strong national mechanisms for access to information.

We support individuals and institutions to

- **Produce** research and knowledge - to improve both the quality of research and to ensure that research responds to national development challenges.
- **Share and communicate** research and knowledge - to both academic and non-academic audiences, including policy makers and practitioners.
- **Use** research and knowledge - to inform development policy and practice.

Three pillars to our work

- **Capacity Development:** Our core expertise is in providing skills development for key actors in the research and knowledge system: researchers, ICT staff, journal editors, librarians, parliamentarians and government policymakers.
- **Convening:** We promote collaboration and co-creation by bringing together different partners involved in the production and use of knowledge for national development.
- **Influencing:** capacity development needs to be complemented by influencing those who have the power to make change happen, both locally and internationally.

Some key achievements from the past 10 years include

- Enabling over 4 million students and researchers in over 1900 universities and research institutes in 20+ countries to [access more than 50,000 online journals and 20,000 online books](#). In 2015 we estimate that we saved these institutions more than US\$92 million
- [Supporting library consortia](#) in more than 15 countries to develop their negotiation skills so that they can work directly with publishers and continue to provide sustainable access to online journals and books
- Training over 1,800 librarians to [manage digital libraries](#) and support researchers and students to [find the information](#) they need
- Enabling [national research and education networks](#) (NRENs) in Tanzania, Uganda and Zambia to train over 200 IT engineers and improve the reliability and performance of university IT networks, ensuring that research and students can access digital information and communicate with peers across the world
- Founding [AuthorAID](#) –a virtual platform which helps researchers in developing countries to publish and otherwise communicate their work. It links new researchers with experienced academic mentors, organises online courses, and works to overcome the barriers faced by developing country researchers to publish in refereed journals. By March 2016 there were more than 12,000 members of



the AuthorAID community from more than 170 countries.

- Developing a suite of [online courses](#) designed for low-bandwidth environments, which employ a unique approach utilising local facilitators from across the globe. Courses in research writing skills are designed to reach as many as 1000 early career researchers from more than 40 countries in a single course. This enables networking and peer-learning across country and regional borders and has given us the ability to reach researchers in fragile countries such as Afghanistan, Somalia and South Sudan.
- Setting up [Journals Online](#) platforms to increase the visibility, accessibility and use of Southern research. The biggest of these platforms, African Journals Online, hosts more than 500 African journals and is now managed from South Africa. There have been more than 20 million downloads of journal articles from the Journals Online platforms since they were founded.
- Co-developing, with African Journals Online (AJOL) and the Directory of Open Access Journals (DOAJ) a set of publishing-quality 'tiers', accompanied by a 'journal quality' course.
- Supporting the [use of evidence in policy making](#) in Ministries and Parliaments across eight countries so that they can make more informed decisions. This includes the development of evidence informed policy making curricula for civil service training centres.
- Supporting a series of innovative approaches that encourage the use of evidence in policymaking, including the [incorporation of scientific information in a Climate Change Bill in Kenya](#), and an [online course to promote the use of evidence in Latin America](#), which is now being rolled out in Africa.
- Supporting institutions to [analyse and address gender issues](#) in their context. This includes support to the University of Dodoma in Tanzania to develop a gender and sexual harassment policy and to the Gender Centre for Research and Training in North Sudan to provide [training to policy makers on how to incorporate gender](#) considerations into government policy.



The SDGs from an African Perspective: The University of Pretoria's Future Africa Initiative

Research is critical in ensuring the measurement, monitoring and achievement of the 17 SDGs. As the custodians of research, universities and other research-intensive institutions in industry and in the post-school system have a critical role to play in enabling progress towards the attainment of the SDGs.

From an African perspective two realizations are important in this regard. The first is the general perspective that the complexity of these challenges means that traditional singular, linear approaches to science are no longer appropriate. A transdisciplinary approach is required which integrates perspectives across disciplines, scales and sectors. Secondly, the current research landscape in Africa is severely under-capacitated to meet these challenges.

The approaches that have created the current development trajectory need urgent revision to allow the continent to rapidly increase both the size and efficiency of its research system. Herein lies an opportunity for the development of academic systems, which are geared to prepare researchers and institutions for a more transdisciplinary approach that will assist African countries to make considerable progress in the attainment of the SDGs.

To this end, universities will be required to adopt brave and innovative approaches, while not losing sight of the need to develop or preserve more traditional strengths of disciplinary excellence and scientific rigour.

To illustrate how universities can respond meaningfully to the SDGs, we will use the University of Pretoria's Future Africa Initiative.

Bernard Slippers

Bernard Slippers is a Professor in Genetics at the University of Pretoria (UP). He is a core team member of the Tree Protection Co-operative Programme and Centre of Excellence in Tree Health Biotechnology in the Forestry and Agricultural Biotechnology Institute (FABI). Bernard's research focuses on the ecology and evolution of insects and micro-organisms that affect tree health, and the development of tools to mitigate their impact. He has received wide recognition for his research nationally and internationally.

He holds a B1 rating from the National Research Foundation and recently received the Chancellors Medal, the highest research award from UP. He has published more than 185 papers, an edited book and a number of book chapters. He is a founding member of the Global Young Academy (GYA) and the South African Young Academy of Science (SAYAS). He has served in the leadership of both these organizations, including as co-chair of the GYA. Bernard is also a Young Affiliate of Academy of Science of the Developing World (TWAS). He currently leads the Future Africa project at UP, aimed at developing excellence in transdisciplinary science leadership for innovation in Africa.

Tinyiko Maluleke

Professor Tinyiko Maluleke is Advisor to the Principal and Vice Chancellor at the University of Pretoria. Amongst others, he is an elected member of the Academy of Science for South Africa and owing to the international recognition of his research publications, he is an NRF

rated researcher. He is a member of the Boards of the Khulumani NGO for Human Rights and the South African National Research Foundation.

He has supervised 11 PhD students to completion published more the 80 peer-reviewed articles. He has also published dozens of opinion pieces on social and political issues pertaining to South Africa and the continent of Africa.

Prof Maluleke has held various executive management positions at various South African universities, including, Deputy Executive Dean, Dean of Faculty, Executive Director for Research, Deputy Registrar and Deputy Vice Chancellor. Well-read and published in the humanities, Prof Maluleke's PhD is in Theology.

Agriculture and Food and Nutrition Security: Meeting SDGs and the Challenges of Climate Change

- End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Protect, restore and promote sustainable use of terrestrial ecosystems
- Take urgent action to combat climate change and its impacts

Many studies (IPCC 2014) indicate that a warming climate has a negative effect on crop production and generally reduces yields of staple cereals such as wheat, rice, and maize, although the effects differ between regions and latitudes. Climate-related disasters (including droughts, floods and storms) are among the main drivers of food insecurity, as the destruction of crops, arable soil and infrastructure has long lasting implications, especially in less resilient communities.

Other links in the food chain from production to consumption are sensitive to climate but such impacts are much less well known. Warmer conditions could affect the availability and quality of food, with increased opportunity of spoilage, and, higher incidences of pests and pathogens damage may affect food storage. Changes in temperature, rainfall and seasonality in may provide suitable habitats for the spread of dangerous weeds, such as *Striga hermonthica*, which is a major cause of low cereal yields in sub-Saharan Africa.

The impact on Food and Nutritional security cannot, however, be viewed in isolation and must be seen in the context of all the appropriate SDGs.

Dr Peter Johnston

Peter Johnston is a climate scientist at the University of Cape Town. His research focuses on the applications and impacts of climate variability and change on various user sectors. He specialises in agriculture and water related activities with special emphasis on vulnerability and adaptation options. His interests and involvements have taken him to many African countries to learn from and contribute to other water and agricultural adaptive practices to climate change and variability. Current research includes the application of models to determine the sustainable adaptation options for agricultural under climate change scenarios for commercial and small scale farmers. His latest work is focused on the climate risks and decision-making time frames associated with agriculture and food security for Western Cape Department of Agriculture.

He is PI of a current AAUN Proposal Development titled “Agro-diverse farming systems in Africa: potential for improving Food and Nutritional Security in the context of climate variability and change” involving parallel case studies in South Africa, Malawi, Nigeria and Western Australia.

He has numerous publications and co-authored the South African chapter of *Southern African Agriculture and Climate Change*, IFPRI, 2013).

Climate Impacts Researcher
Climate System Analysis Group, University of Cape Town
Email: peter@csag.uct.ac.za

Healthy Environment for Healthier Global Food Production Systems (tbc)

Maintaining adequate global food supplies at a time of rapidly rising population, significant economic growth, increasing food and stockfeed demand, changing climate, declining natural resources, trade liberalisation and regional disturbances is a critical issue for mankind. To meet this life threatening challenge, we must adopt scientifically sound and sustainable agricultural practices.

Science plays a major role in feeding the world, as clearly demonstrated by the green revolution post 2nd World War. However, future food and national security challenges will increasingly require a multi-disciplinary approach, involving environmental, economic, social and political solutions.

Population growth, rising incomes, the declining rate of agricultural productivity trends, climate change, and the increased uses of grain and sugar cane for biofuel production are leading to a competitive surge in food commodity demand. This is occurring in an environment where land and water constraints will limit agricultural production growth. Total urban population will double, changing diets as well as overall demand, because urbanites tend to eat more meat products.

World leaders increasingly realise that feeding the world with diminishing resources is a massive task and hence, greater co-operation between countries, governments and scientific disciplines is required. Interestingly, while the need to have food on their plate is shared by all consumers, the more affluent are now demanding their food should also be clean, green and ethically and sustainably produced.

Soil, water and land management are key components for sustainable food production and supply and ecosystems.

Prof Sheryl Hendriks

Prof Sheryl Hendriks is a Professor in Food Security. She is the Co-Director of DST/NRF Centre of Excellence in Food Security and founding Director of the Institutional Research Theme and Institute for Food Nutrition and Well-being (IFNuW). Her research has contributed to developing the transdisciplinary understanding of food security as a complex societal problem, methodological innovation for dealing with complex problems and brokering new directions in food security policy. This pioneered transdisciplinary research crosses multiple academic disciplines and government sectors at national, continental and global levels. This has led to the development of multi-disciplinary teams and platforms not only to develop a deeper understanding of food insecurity but also to translating scientific research into practical public policy guidance with demonstrated up-take and impact. She serves on multiple global food security advisory panels. Most notable is her contribution to the establishment of United Nations Committee for World Security (CFS) High Level Panel of Experts on Food Security and Nutrition (HLPE) between 2010 and 2015. Prof Hendriks is leader of numerous national and international collaborative food security research projects. She has graduated students from 18 African countries, contributing significantly to developing the food security capacity in Africa.

Professor Kadambot Siddique, AM FTSE

Professor Kadambot Siddique is the Hackett Professor and Director of The University of Western Australia's Institute of Agriculture. He has 30 years' experience in agricultural research, teaching and management in both Australia and overseas. Professor Siddique has developed a national and international reputation in agricultural science especially in the fields of crop physiology, production agronomy, farming systems, genetic resources, breeding research in cereal, grain and pasture legumes and oilseed crops. Professor Siddique's publications (more than 300) are considered as key papers in the above fields and are widely cited. Professor Siddique has conducted research on adaptation of crops to water deficits and the phenological,

morphological, physiological, biochemical and genetic traits that enable crops to cope with various abiotic stresses. As a result of Professor Siddique's personal research and with others with whom he collaborates, Australia has become one of the major grain legume exporting nations in the world. His pioneering research on chickpea has contributed enormously to the Australian chickpea industry which is currently valued at more than \$500 million per annum.

On April 18, 2016 Professor Siddique was designated by FAO as Special Ambassador for the International Year of Pulses. In 2015 Professor Siddique was named among the The Knowledge Nation 100 - a group of Australians named in The Australian newspaper's The Deal Magazine as the "stars of the Australia innovation constellation". In 2015 Professor Siddique was elected as the International Fellow of the Indian Society of Plant Physiology (FISPP) and the Foreign Fellow of the Indian National Academy of Agricultural Sciences (FNAAS).

Professor Siddique is winner of the Western Australian Year of the Award 2014 (Professions Category). In 2013 he was honoured with a prestigious Dunhunag Award by China's Gansu Provincial Government. In 2013 Professor Siddique was also elected as a Fellow of the Australian Agricultural Institute (FAAI). In 2011 Professor Siddique was made Member of the Order of Australia (AM) in Queen's Birthday Honours List. In 2005 he was elected as a Fellow of the Australian Academy of Technological Sciences and Engineering (FTSE). In 2009 he received a gold medal and citation from the former President of India, Dr A.P.J. Abdul Kalam, for his international contribution to agricultural science and education. In 2001, Professor Siddique received the prestigious "Urrbrae Memorial Award" for his contribution to Australian agricultural science and the industry.

Public Sector Priorities and Policy Interventions

Dr Mickler has just commenced a new research project, funded by a UWA Research Collaboration Award in partnership with colleagues at UWA, the University of Queensland and WUN partner the University of Sheffield. The comparative project analyses relationships between modes of stakeholder engagement, perceptions of legitimacy and organisational/policy outcomes in the principal regional organisations in Africa, Europe, Southeast Asia and South America (AU, EU, ASEAN, UNASUR). Dr Mickler and co-investigator

Dr Kathryn Sturman (University of Queensland) are producing the component study and paper on stakeholder engagement, legitimacy and policy outcomes in the African Union, using the AU's African Governance Architecture as the institutional focal point. In examining stakeholder relations with AU member states, civil society groups, and relevant external actors, Dr Mickler will conduct field research for this paper at the AU and associated bodies in Ethiopia and South Africa in June 2016, including semi-structured interviews, participant observation of organisational culture and working practices, and archival policy document analysis.

A project workshop will be convened in Perth in November 2016 at which the projects' respective papers will be presented, finalised and then produced as a special issue of a leading policy journal.

Dr David Mickler

Dr David Mickler is a Lecturer in Foreign Policy and International Relations at the University of Western Australia (UWA). At UWA he holds the positions of Chair, Political Science and International Relations discipline, and Coordinator, UWA Africa Research Cluster. He teaches classes on international security; peace and security in Africa; and the international politics of Africa.

David is also Co-Chair of the WUN Global Africa Group, Co-Editor of the *Australasian Review of African Studies*, and Convenor of the 39th annual conference of the African Studies Association of Australasia and the Pacific (UWA, 5-7 Dec 2016). Dr Mickler was previously a Lecturer in International Relations at the University of Melbourne and a Visiting Scholar at the Institute for Peace and Security Studies at Addis Ababa University, Ethiopia.

His research examines both the African Union as a regional governance organisation and contemporary Australia-Africa relations. Dr Mickler's publications include *New Engagement: Contemporary Australian Foreign Policy Towards Africa* (co-edited with T. Lyons, Melbourne University Press 2013) and *The African Union: Addressing the Challenges of Peace, Security and Governance* (co-authored with S. Makinda and F. W. Okumu, 2nd ed, Routledge 2015).

AAUN Project Progress Reports

Education imperatives for food, nutrition and environmental security

Mapping Australia-Africa Partnerships in Higher Education

With rising interest in the internationalisation of higher education, university partnerships have gained currency as a way for universities to increase their teaching and research impact on the global economy. Universities around the world have developed internationalisation strategies (eg. attracting international students and staff; setting up branch campuses abroad, etc.) in the hope of strengthening their impact on the current global competitive economy. This is particularly the case with African higher education institutions as they seek to manage rapid transformation of their system. In response to African universities' struggles to address quality issues, limited research output, high graduate unemployment; capacity building through collaborative partnerships has become the strategy to combat these complex and difficult issues.

However, not much is known about the extent and the nature of such collaborations especially in the Australian-African context, in particular factors contributing to successful and sustainable partnerships. Australia has contributed significantly to Africa's human resource development, providing more than 3600 scholarships since the 1960s¹. In 2014, *Universities Australia* reported 82 bilateral agreements between Australian and Sub-Saharan African Universities. But the extent and quality of these relationships are still unknown. This study draws on secondary data from Universities Australia (2000-2014), Scopus (2010-2015), six case studies of Australian and African AAUN members with the hope of increasing collaborations and cultivations of institutional partnerships between Australia and Africa.

Authors:

Professor Anthony Welch
Professor Crain Soudien and Derek Gripper
Professor Chika MT Sehoole
Rose Amazan

Cooperating Institutions:

The Sydney University
University of Cape Town
University of Kwazulu-Natal
University of Pretoria

Rose Amazan

Rose Amazan is a lecturer at the University of New England's School of Education. Rose's research and teaching is in the area of international and developmental education. She has extensive experience in many countries and has contributed to numerous analyses of issues such as female skilled-migration, diaspora mobility, gender and higher education in Africa and African university partnerships. Her current research project explores the issues surrounding the position of women in Ethiopian society, particularly in relation to their demonstrable increased participation as students and teachers in higher education. She is also examining the outcomes of Australian scholarships for

¹ *Inquiry into Australia's Relationship with the Countries of Africa Report, 2011*

Africans including re-integration, development of networks of practice among returnees and gender implications.

Toward 'developing the next generation of academics and researchers': a study of academics without doctorates

How to develop an appropriately qualified 'next generation' of academics and researchers is an issue of international concern, with variations according to context and discipline. The role and importance of the doctoral degree is an important aspect. This AAUN seed-funded research project focuses on academics without doctoral degrees, a particularly pertinent issue in Africa where universities generally have low proportions of staff with PhDs. In South Africa, for example, only 41% of academics in permanent academic positions in 2014 had doctoral degrees, with individual university totals ranging from around 10% to 67%. Our study aims to produce detailed qualitative and quantitative information about academic staff who do not have PhDs, and compare it with data from Mauritius and Australia. While Australia has a much higher proportion of academics with PhDs overall (around 69% headcounts and 73% FTEs in 2014), there are some fields and institutions with similar concerns, either currently or historically, and a growing cohort of less qualified casual staff. Through this research, we hope to make a contribution to institutional and national policies about doctoral education and researcher development and also fill a gap in the literature on doctoral education, which is largely silent about the needs and challenges of academics who do not have doctoral degrees but already have academic appointments.

Dr Mignonne Breier

Dr Mignonne Breier is based in the Research Office at the University of Cape Town where she manages interdisciplinary, cross-faculty programmes that are designed to develop research capacity among academic staff. She was previously at the Human Sciences Research Council (HSRC) and the Centre for the Study in Higher Education (CSHE) at the University of the Western Cape, where she specialised in research on higher education. She is an NRF-rated researcher and has published on professional education (in the health sciences in particular), recognition of prior learning, the South African higher education system and issues around student access, success, funding and drop out.

Extractives & Mining

With the significant downturn in global commodity prices and the concomitant reduction in mining activity (exploration and mining) for many minerals a number of countries are facing significant shortfalls in revenue from mining and a slow-down in related economic activity. At the same time this “cyclical pause” creates opportunities for sovereign governments and various regional economic organisations to examine policy settings, regulations and cooperative structures designed to maximize the value of mining activity, and minimize the potential negative sequelae. In addition national governments are able to undertake reviews of their capacity and capability building efforts to ensure that their own populations are equipped to participate in opportunities created by mining activity.

This paper examines the opportunities for AAUN members to contribute to this pan-African debate. The discussion will be forward looking with a view to framing new research questions for members and how these might be advanced at the upcoming “Africa Down Under” Conference in Perth where the AAUN will hold a joint meeting with the Africa Australia Research Forum.

Commodity Supper Cycles and Extractive Industries in Africa: What Lessons Going Forward? (Associate Prof Horman Chitonge)

Many African countries enjoyed steady economic growth in GDP and GDP per capita on the back of one of the longest primary commodity booms since the 1960s. High prices of primary commodities such as crude oil, coffee, tea, cotton, cocoa, oil seed, coal, tobacco, ores and minerals etc., enjoyed between 2001 and 2011, generated a continent-wide growth momentum, resulting in increased public revenue, improved investment flows and a positive outlook for investment and growth, with GDP per capita rising at an average of 3 percent per annum over the ten year period.

But this commodity boom, as expected, does not last forever; prices of primary commodities started declining steadily in the second half of 2012 and declined sharply in 2014 and 2015. There are clear signs that the boom has burst. The burst of the first commodity boom in the 21st Century, in most countries, has led to prices of primary commodities declining to only a third of their peak levels in 2008/2009. For example, the price of crude oil declined from US\$138 per barrel in September 2008 to US\$28 in December 2015, and is currently at US\$45. Similar declines in the prices of primary commodities which constitute the bulk of export from African countries have been reported since 2014.

This burst of the commodity boom, though not a surprise, has generated a lot of uncertainties on various fronts including investment flows, employment generation, public revenue, fiscal sustainability, exchange rates, inflation and the broader economic growth prospect for the continent. And the key question is, Will the continent sustain the growth momentum we have seen over the past 12 years?

This paper explores the dynamics of the commodity boom and burst in African economies, with the aim of drawing broad lessons from current and past commodity booms and bursts. The paper also examines the response of African countries to the dynamics of commodity supper cycles. Particular attention in the paper is given to examining evidence of whether the African governments have used the commodity boom to lay a solid foundation for economic diversification from extractive industries and broader economic structural transformation.

David Doepel

Chair, Africa Research Group at Murdoch University and Chair, Africa Australia Research Forum

David has held a number of positions in research management positions at Murdoch University including Deputy Vice Chancellor of Research and Development, Interim CEO of the National Centre of Excellence in Desalination, and Director, Research Institute for Resource Technology.

Prior to that, he served in a variety of roles in the Western Australian Government, including Principal Policy Advisor (Science and the Arts) to the then Premier Alan Carpenter and inaugural Regional Director for the Americas for the Western Australian Trade and Investment Office in Los Angeles.

His current research interests include policy settings for structural transformation in an African context, the nexus between the extractive industries and the agricultural sector and farming system innovations.

David holds degrees from Murdoch University, the Melbourne College of Divinity and Boston University.

Associate Prof Horman Chitonge

Horman Chitonge is associate professor at the Centre for African Studies, University of Cape Town (UCT). His research interests include agrarian political economy, hydro-politics, and alternative strategies for economic growth and poverty reduction in Africa. He has published extensively in peer reviewed journal on agrarian reforms, access to water, economic growth, and poverty and inequality in Africa.

His most recent books include: *Economic Growth and Development in Africa: Understanding Trends and Prospects* (by Routledge) and *Beyond Parliament: Human Rights and the Politics of Social Change in Global South* (by Brill). He has also co-authored a number of books including *The Accumulation on Capital in Southern Africa* (2006); *Customary Land Tenure in Africa Today: Navigating the Contours of Change* (Cornell University Press, forthcoming), and *the Evolution of Social Welfare Policy and Practice in South Africa* (forthcoming, UKZN Press).

He is currently working on a project looking at the challenges of economic structural transformation in Africa in the context of the Africa Rising Narrative and the post-2009 global financial crisis.

Email: horman.chitonge@uct.ac.za or chitongeh@gmail.com

Navigating International Economic Laws and Structures for African Development: Issues of Weak Governance, Weak Public Sector, and Education

The paper will examine how African economies have navigated international economic laws (IELs) and structures for development. Despite its abundant natural resources, Africa is the least developed of all continents. While many economies on the continent are now growing faster than their developed counterparts, they are coming from a very low base and the growths are fragile.

The paper argues that African economies have not navigated existing IELs and structures effectively. It draws on examples from Asian economies, which have used IELs and structures more effectively, and much better than Africa. Ironically, in the early 1960s, Africa was largely seen as a more promising and prosperous continent than Asia, which was then mired in poverty and ravaged by wars—extensive destruction in World War II, Chinese Revolution, Korean War, bloodbath in Indonesia and the Vietnam War that spilled over into Laos and Cambodia. But Asia emerged from these troubles to achieve remarkable economic successes that are widely acknowledged today. A major part of the successes have been by policies that engendered effective use of foreign investments and exports.

The paper explores the reasons for Africa's lack of effective use, and economic stagnation (in many cases retrogression). It examines, particularly, the part played by weak governance, weak public sector, and educational gaps and mismatches. It suggests that, for better and more effective use of the IELs and structures, and economic development in Africa, better governance, improved public sector and better aligned educational programs are necessary.

Associate Professor Emmanuel Laryea

Dr Emmanuel Laryea is an Associate Professor in the Law Faculty, Monash University. He is member of the Monash Centre for Commercial Law and Regulatory studies. Dr Laryea's teaching and research interest is in International Economic Law and African Development. He is the author of several publications, including *Paperless Trade: Opportunities, Challenges and Solutions* (2002) Kluwer. He is co-editor of *International Economic Law: Voices of Africa* (2012) and *International Economic Law and African Development* (2014) both published by Siber Ink, Cape Town, South Africa.

Emmanuel.Laryea@monash.edu