USIU-Africa floored thirteen other film schools in Kenya to win the Best Student Short Film Award at the recently-concluded 72Hrs Film Series 2018 competition held on Thursday, November 29 at the Anga Diamond Cinema, Diamond Plaza in Nairobi. USIU-Africa’s film, Mad Love, impressed a panel of jurists comprising renowned film makers from the France, Kenya, Nigeria, Pakistan, Spain, Uruguay and the United States.

72Hrs Film Series is an online Pan African film competition aimed at unveiling the untold African stories, by giving both industry professionals and student filmmakers a platform to tell African stories by Africans, to the world.

The Kenyan edition premiered the series in Africa, and for USIU-Africa, it was timely as its start favorably coincided with the start of the Cinematic Arts training.

The team comprising Collins Akunga (Director), Achleus Barrys (Scriptwriter), Rachael Muthoni (Production Manager), Andrew Ogonji (Editor), Assistant Professor of Film and Animation Dr. Rachael Diang’a (Producer) and Radio and Television Technician Mr. Zerubbabel Odera (Technical Advisor), worked day and night over a period of 72 hours between October 20 and 22, to come up with a concept, script, plan, shoot and carry out post-production.

The film - Mad Love (2018) - stars Andrew Ogonji (as Red) and Rachael Muthoni (as Debbie). Red is madly in love with fellow college student Debbie, but he cannot face her in broad daylight. He inwardly yearns for her but cannot fathom freely expressing his feelings to Debbie, who is known for her off-putting high social standards and influence in campus.

Red tries several crude means to reach out to Debbie, ultimately physically assaulting her, which forces him to explain himself. Debbie is actually more shocked at this revelation than the physical attack, especially when he loses hope of living, if his life has to go on without her.

Remarkably, given that this is the first film that the Film Production & Directing freshmen have entered into a film festival/competition, its success has positioned USIU-Africa’s Film Production & Directing program as a game changer in the country and the region.
The Sustainable Blue Economy Conference was held on November 26-28 in Nairobi, and brought together the global community of governments, organizations, businesses and the private sector, as well as to individual experts from around the globe. The two-day conference explored how to harness the potential of oceans, seas, lakes and rivers to improve the lives of all, particularly people in developing countries, women, youth and indigenous peoples, leverages the latest innovations, scientific advances and best practices to build prosperity while conserving waters for future generations.

The Blue Economy is considered to encompass the sustainable use and conservation of the oceans, seas, lakes, rivers and other water resources. These resources present potential for sustainable and inclusive development. The 2030 Agenda for Sustainable Development gives prominence to the Blue Economy’s contribution towards the achievement of sustainable development.

The conference also featured several side events in partnerships with local universities, private sector organizations and government to discuss specific topics that will spur growth and encourage investments in the Blue economy.

USIU-Africa, University of Nairobi, International Organization for Migration, the Ford Foundation and Africa Development Bank co-hosted a side event to discuss “The contribution of global diaspora to the sustainable blue economy for national development and international solidarity” at the University of Nairobi on November 26.

In his address, Vice Chancellor Prof. Paul Zeleza, whose research project on the African academic diaspora conducted for the Carnegie Corporation of New York in 2011-12 led to the establishment of the Carnegie African Diaspora Fellowship Program in 2013, that has to date sponsored nearly 400 African born academics in the United States and Canada to work with dozens of universities in six African Countries, noted that the diaspora economic contributions are equally diverse in their range and impact “Diaspora economic contributions include remittances, philanthropy, investment, and human capital flows,” said Prof. Zeleza. In his remarks, he mentioned that in 2007, remittances to the developing countries were estimated at more than $320 billion, almost double the amount in 2001. A World Bank report estimates that in 2017, they reached $457 billion out of total global remittance flows of $613 billion. According to the World Bank report on Migration and Remittances in 2017 and 2018, remittances in African countries reached $69.5 billion after dropping in 2015 and 2016 and the $2 billion that is remitted on a yearly basis to Kenya, is the largest source of foreign exchange earnings and contributes a significant amount toward the Gross Domestic Product (GDP).

“The diaspora community not only provide financial contribution through remittances, they can promote trade and direct investments to businesses that spur entrepreneurship and create and transfer new knowledge and skills. Over the last couple of years, African countries have been making a plea to the diaspora to make their contributions towards development,” Prof. Mbithi, University of Nairobi Vice Chancellor.

It has become imperative for governments to anchor their development agenda on diaspora and create opportunities for them. In addition, governments and international development agencies need to employ the best skilled diaspora because they possess valuable skills that cannot be sourced locally and are highly trained in their respective fields. According to Michael Pillinger IOM Chief of Mission in Kenya, “The important thing to acknowledge is that they bring skills to the countries they visit and stay in. In addition, they learn new skills at the international arena and have a good understanding on how to deal with different cultures.”
School hosts Public Lecture to commemorate Universal Declaration of Human Rights

By Antonio Longangi

The School of Humanities and Social Sciences through the International Relations Program hosted Amnesty International Kenya’s Executive Director Mr. Irungu Houghton for a public lecture on Tuesday, November 27 at the Chandaria School of Business’ Lecture Theater II. The lecture revolved around the significance of human rights 70 years after the adoption of the Universal Declaration of Human Rights and locally and global youth engagement in human rights activism.

The Universal Declaration of Human Rights is a historical document consisting of 30 articles underlining universal individual rights. It was adopted by the United Nations General Assembly on December 10, 1948, as Resolution 217 following a vote by member states including two African countries - Ethiopia and South Africa.

Using South Africa’s embrace of apartheid, and the status of Kenya as a Colony and Protectorate at the time the Universal Declaration of Human Rights was adopted, Mr. Houghton elaborated on how individual rights were then second to colonial laws, while locals were subjects and not citizens. 70 years later, the situation has evolved, where all citizens have the equal opportunity to their basic human rights respected and the rule of law upheld.

However, despite this evolution, numerous human rights challenges such as an adequate standard living, access to justice, right to education, right to social security, and freedom from discrimination, are yet to be adequately addressed.

According to Mr. Houghton, these challenges present an opportunity for the youth to act, to become part of a movement where young people can involve themselves in human rights activism. He argued that these challenges can form the basis for a career, and students of USIU-Africa should take advantage of that through positive and selfless actions and voluntarism.

As a senior management professional Mr. Houghton specializes in areas of public policy advice and advocacy, institutional strengthening and expansion. In addition to his role as Executive Director at Amnesty International Kenya, he is also a columnist and public interest advocate.
The International Relations class IRL2100 visited the offices of the Kenya National Commission of Human Rights (KNCHR) during a study trip on November 29, 2018 as part of the 70th anniversary of the Universal Declaration of Human Rights celebrations across the globe.

The trip was designed to inform students of their human rights and teach them how to react to reported cases of human rights violations, as well as learn the functions of KNCHR and other national human rights institutions.

The trip also appreciated the work that had been put in place to protect human rights in the country since the establishment of the commission. Kenya has made significant strides in protecting human rights through its constitution and the commission appreciated the gains made so far. It was also noted that the Human Rights Day will be observed on December 10, 2018 across the world which honors the United Nations General Assembly’s adoption and proclamation of the Universal Declaration of Human Rights.

The students were taken through the background of KNCHR, its core mandate and its duties and responsibilities.
By Stephen Ario and Boniface Odhiambo

Three USIU-Africa librarians took part in the just concluded Kenya Association of Library and Information Professionals Conference from November 21-23 in Kisumu. The conference, which attracted participants from Kenya, Nigeria, Sweden and Tanzania, was hinged on the theme: “Information Management Centres’ Tools for Provision, Access, Marketing and Communications”.

This theme was further broken down into four sub-themes: Children’s Libraries; Library Marketing & Communication; Digital Curation, and Innovations on Traditional & E-media Centres (Case studies).

The three librarians Mr. Stephen Ario, Ms. Ednah Omare and Ms. Beatrice Yebei all presented research papers on the above themes. Mr. Ario’s paper focused on Children’s Libraries as Technology Access Centres (TACs), which explained that children in the 21st century are technologically literate and the adoption of TACs in their libraries is inevitable.

Ms. Omare’s paper focused on Students’ Pain Points in Accessing E-resources in Academic Libraries at USIU-Africa. She argued that challenges faced by students in accessing these resources have not been adequately addressed by most practicing librarians.

On her part, Ms. Yebei presented her research paper which framed Ethics of Image Use and Sharing with specific focus on Visual Literacy for Libraries. The conference ended with a national Annual General Meeting, presentation of certificates of participation and the publishing of the Maktaba Journal of the Kenya Association of Library and Information Professionals, which contained the research papers presented by Mr. Ario and Ms. Omare.

International Council of Archives (ICA) 2018 Conference

Under the theme “Archives: Governance, Memory and Heritage” the Library participated in the just concluded International Council of Archives (ICA) 2018 Conference in Yaoundé, Cameroun.

Given that it is the first conference to be held on African soil, the conference provided an incredible opportunity to demonstrate the international archival community’s support for colleagues in Sub-Saharan Africa.

From November 24-30, conference activities ranged from governance meetings, to workshops, paper presentations, and trainings for archivist and records practitioners so as to enable them begin managing digital records in an appropriate and cost-effective way.

Archivist Boniface Odhiambo was a rapporteur for the session on developing the pan-African approach to archives and information management.

The session co-chaired by Prof. Papa Momar Diop from Senegal representing African Francophone and Prof. Patrick Ngulube from South Africa representing African Anglophone led to the formation of ICA Yaoundé 2018 resolutions dubbed “Yaoundé 2018 Declaration” which now provides a framework for Records and Archives management.

In conclusion, the conference provided the means by which the library, and the entire University, will be able to promote professional and scholarly co-operation and communication between archives and archivists of universities, colleges, research institutions, and assist the development and strengthening of records and archives through symposia, publications and the exchange of information in collaboration with other professional bodies.
Google finds answers for your queries, Amazon know your preferences, Facebook not only knows your friends but also can help you find the perfect partner. These platforms seem to know what we are thinking almost before we do. Our world has taken on a digital smartness through AI, data, natural language processing, automation, and robots that, although nearly invisible, impact much of what we do.

This digital smartness is projected to have a massive influence on the world economy, adding $15.7 trillion to global GDP by 2030. It will increase productivity and wages, allowing individuals to purchase more and/or better products. Automation driven by AI and robotics, is estimated to require the reskilling of the work force.

If smart machines are having such impact on the economy and our profession, what will they mean to higher education? For example, could a chat box be your next Teaching Assistant?

At Beckett University in the United Kingdom, chatbots help prospective students find available courses for study. Georgia State University (GSU) uses an AI chatbots to respond to questions on enrollment and financial aid, handling peak volumes of as many as 2000 calls per day, with 200,000 questions answered. In a situation where the system is less than 95% confident of an answer, the query is passed on to a staff member. The impact goes beyond handling call volumes - GSU estimates that the timely responses to questions helped reduce “summer melt” (i.e., the loss of students who are admitted but not yet registered) by 20%.

Deakin University in Australia has created a platform - Genie - that combine chatbots, AI, voice recognition, and a productive analytics engine to create an intelligent virtual assistant that provides students with advice. They are being tested as English tutors.

As the world around us is getting smarter, what does it mean to be a professional?

The smart machines around us

These increasingly capable systems not only retrieve and present information more quickly and accurately but also solve problems and offer advice. Machine learning allow computers to consume information such as medical records, financial data, purchases and social media and then develop predictions or recommendations. Today’s AI uses brute force computing, enabled by massive amount of data, memory and processing power. Beyond processing instructions at incredible speed, these machines can create their own guidelines and discover patterns invisible to humans.

In healthcare, AI allows lBMs Watson, to aggregate clinical guidelines, medical literature and patient data to help physicians diagnose and treat cancer. AI and imaging software can speed up the diagnosis and treat treatment strokes. Robots allow surgeons to perform precision surgery. Robotic prosthetics and exoskeletons help amputees and those with impaired mobility, self-driving cars and trucks promise to make transportation more efficient.

And that’s not all, today’s robots interacts with the physical world. Robotic sensing gives machines the ability to ‘hear’ through signal processing, ‘see’ through image processing, and ‘touch’ through pressure and pattern processing. This generation of robots can detect and express emotions. Social companion technology, in which a machine displays empathy, is being explored for the elderly to help to combat loneliness as well as monitor wellness. These part robot, part – AI system use animatronic gestures and ‘speak’, providing information, reminders and support as they adapt to and learn from their human companions.

If smart machines can take on all these human tasks, what does that mean for people? Will we need to know or do less – or more? And with this large impact on the economy and the work force, what will they mean for higher education? Rather than replacing people, smart machines augment human capabilities, meaning that we need to learn to work with machines as partners. Changes in our professions are becoming more rapid, suggesting that the way we develop and find expertise will change as well.

Augmenting Human Expertise

AI and robotics have catalyzed a wave of automation – based on artificial cognition, cheap sensors, machine learning, and distributed smarts – that will touch virtually all jobs, from manual labor to knowledge (Continued on page 7)
work. However, automation may be a less apt term than augmentation. As Garry Kasparov, former world chess champion, has observed: “Humans are not being replaced by AI, we are being promoted. Machine-generated insights add to ours, extending our intelligence in the way a telescope extends our vision. Think of AI as augmented intelligence. Our increasingly intelligent machines are making us smarter.”

As machines can do more, professional roles shift. New tasks take the place for the ones that were automated. Historically, new technologies have spurred the creation of more jobs than they have destroyed.

Whether it is AI, robotics, or another technology, today’s machines can work alongside professionals as partners, amplifying human performance and augmenting human intelligence.

Data-Driven Insights

“Knowledge processing” – something much more sophisticated than information retrieval – is an example of a new approach to professional work. Today’s systems can capture and reuse massive amounts of information allowing a computer to compare a patient’s symptoms against a database of millions of past patients.

In law, intelligent search systems can outperform junior lawyers and paralegals in reviewing large sets of documents. Court decisions can be predicted by tapping databases of hundreds of thousands of past cases. Machines can consume vast quantities of information, discern patterns, and predictions that allow professionals to work in different ways.

Scientific research is an example of how the work of a higher education professional can change. Data intensive science and computational science have augmented the traditions of theoretical or experimental research. Today, AI and automated hypothesis generation platforms are used to mine scientific literature and formulate hypotheses to help researchers focus their laboratory resources in areas that are most promising. For example, Baylor College of Medicine, used IBM’s Watson to design a Knowledge Integration Toolkit (KnIT). One test KnIT focused on the functional properties of p53, a protein that is important in tumor suppression. At the time of the test, there were about 70,000 scientific articles involving p53. Humans can consume about 1 to 5 scientific articles a day, so it would have taken a researcher approximately 38 years at best (assuming 5 articles consumed in every single day) to assimilate the existing research. In one month, KnIT successfully helped researchers identify 6 proteins kinases that phosphorylate had been found in the prior 30 years. Following the many steps in the R&D process – observation, hypothesis generation, experimental design, and result analysis, AI can provide insights that augment human capability, increase efficiency, and improve outcomes.

More Accessible Expertise

Smart machines can perform faster and more accurately than humans, but they don’t necessarily use the same processes. For example, when there is an unresolvable dispute between two parties, they can go to court which is too time consuming and expensive to be viable for low-level claims such as are common in online commerce. Rather than sending dispute through the courts, ebay resolves an estimated 60 million disputes per year using Online Dispute Resolution (ODR). One approach to ODR involves a three-round blind bidding system that matches plaintiffs’ demands with offers from defendants. If the offers are close, the system splits the difference
between the bids and declare a settlement. Many disputes are resolved in the first round. In New York City, ODR has been used for personal injury claims, with 66 per cent of the claims settled within thirty days, saving a lot in litigation on claims. The U.K. has explored ODR and Internet-based court services as future options because the current judicial system is too slow, costly, and complicated, making it inaccessible and unaffordable for many people.

The importance is not that machines can do things differently – it is that people can benefit from the outcomes. Society profits from sharing of expertise, not just from the legal fields but also in areas such as health care, education, business, architecture, agriculture, and engineering. Globally, there is a huge unmet demand for this expertise.

**Collective Expertise**

We tend to think of professional work as being conducted by experts – people who hold degrees certifying their expertise and whose practices are defined by their profession. However, large numbers of people making small contributions have the power to impact scientific advances, social movements, product innovation, fundraising and more.

Online innovation platforms capitalize a lot on ‘collective intelligence’ encouraging more people, enthusiastic volunteers to become involved in solving problems. The ideas and insights gained through increased cognitive diversity can spark new ideas.

“Communities of experience” which tap the experiences of laypeople to advance a profession, are another form of collective intelligence. A good example is PatientsLikeMe - a social networking site for patients who suffer from rare and chronic diseases. The platform does much more than provide moral support for patients and their families. Over 600,000 people report on their experiences with 2,800 conditions.

The platform aggregates and organizes more than 43 million member data points with clinicians, pharmaceutical companies and other institutions enabling research and innovation. Using a give-data, get-data philosophy, patients are helped to find new treatments and connect with others.

**Challenges for Higher Education**

AI and other technologies will find their place in higher education but greater challenge is to anticipate what it means to be a knowledge worker in a world of smart machines. Changes brought about by AI and robots are taking place in the professions faster than they are in higher education. Without a close connection to business and industry, higher education will be challenged to anticipate the changes in our disciplines and professions.

END OF PART I.

(Continued from page 7)

**SPORT UPDATES**

By Antonio Longangi

The USIU-Africa ladies’ hockey team will participate in the Africa Cup of Clubs Championships (ACCC) from December 15 to 23 in Abuja, Nigeria. The ACCC is an annual competition organized by the African Hockey Federation, and which brings together professional hockey clubs from all over Africa.

The ladies’ team qualified for the continental tourney after emerging second in the League behind Telkom Kenya ladies hockey team, at the conclusion of the Kenya Hockey Union (KHU) Women’s Premier League 2017.

Meanwhile, the team recorded their first loss in the KHU Premier League 2018, falling to Chase Bank 0 – 1, with the loss appearing towards the end of the match held on Sunday, December 2 at the City Park Hockey Stadium.

**Media Mentions**

Compiled by Diana Meso

**DECEMBER 7:** The Star mentioned USIU-Africa in an article titled “Kisumu RFC coach expects tough battle against Bulls.”

**DECEMBER 4:** USIU-Africa was mentioned by the Daily Nation in an article titled “I can draw your portrait too.”

**DECEMBER 4:** USIU-Africa was mentioned by Citizen Digital in an article titled “Niger Flickers seek Kenyan magic ahead of Club Championship.”

**DECEMBER 3:** The Star mentioned USIU-Africa in an article titled “Sigh of relief as Kisii overcome Kisumu in KRU Championship.”

**DECEMBER 3:** USIU-Africa was mentioned by the Standard in an article titled “Masinde Muliro on fire as Bulls thump Kitale.”

**DECEMBER 2:** The Daily Nation mentioned USIU-Africa in an article titled “10 stars with strong links to Kenyan refugee camps.”

**NOVEMBER 30:** Citizen Digital mentioned USIU-Africa in an article titled “Kenya Police, Warriors resume hockey title race.”

**Upcoming events**

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<tr>
<th>Event</th>
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<tr>
<td>Psychology Symposium</td>
<td>Tuesday, December 11</td>
<td>9am - 12pm</td>
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<tr>
<td>PUBLIC HOLIDAY: Jamhuri Day</td>
<td>Wednesday, December 12</td>
<td>12am</td>
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<td>Graduate Spring 2019 Orientation</td>
<td>Friday, December 14</td>
<td>8.45am</td>
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<td>End of Year Party</td>
<td>Tuesday, December 18</td>
<td>12pm</td>
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<td>University Recess</td>
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