

FOURTH ARUA BIENNIAL  
INTERNATIONAL CONFERENCE

# REIMAGINING THE FUTURE OF HIGHER EDUCATION IN AFRICA

Date: 15 - 17 November, 2023  
Time: 9am daily (WAT)

Host: University of Lagos



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AFRICA**

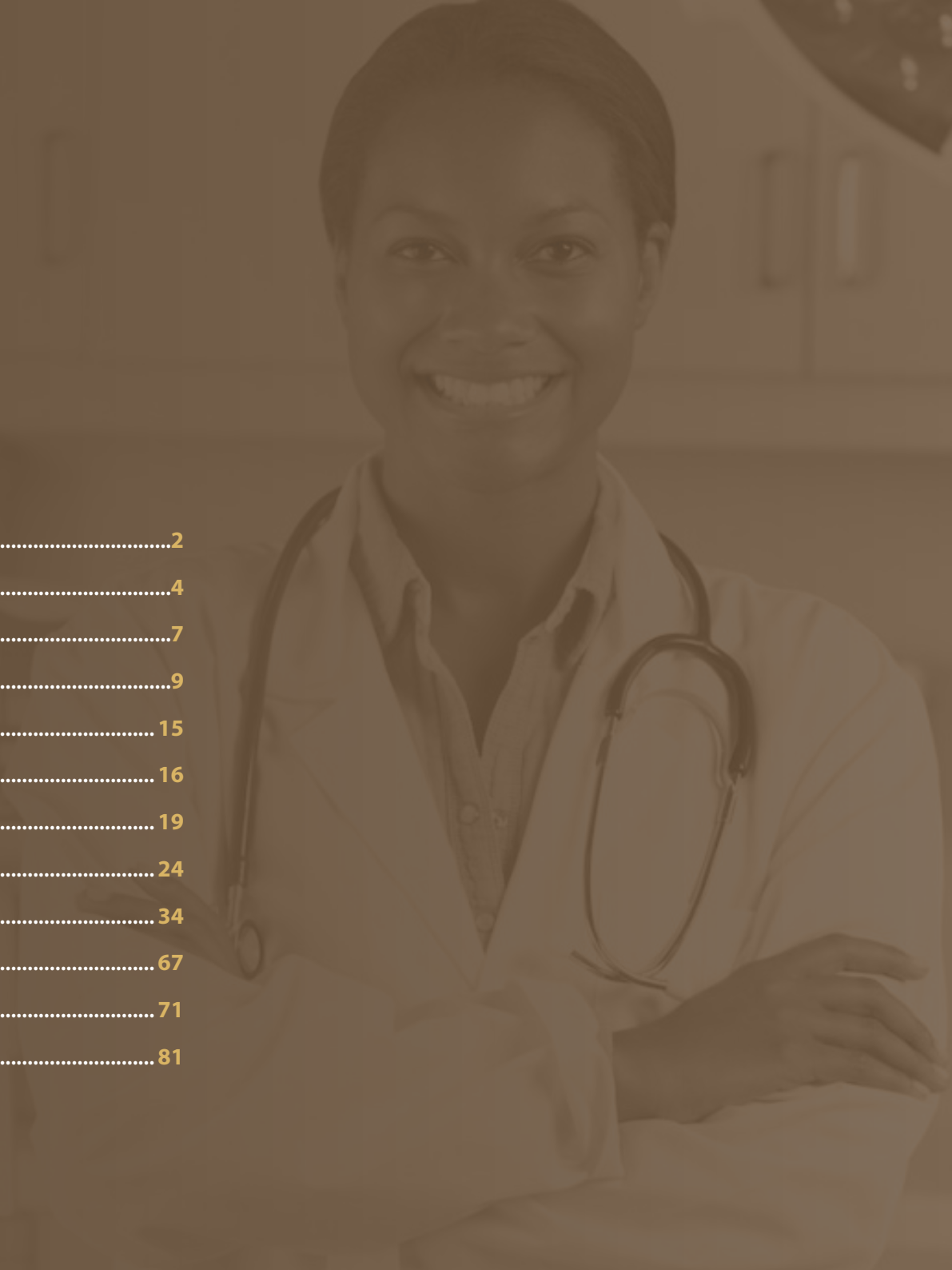
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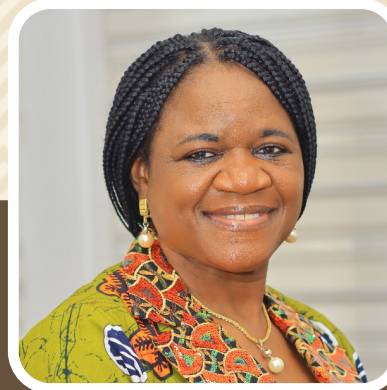
# Opening of Conference



**Prof. Folasade Tolulope Ogunsola, OON**

*Vice Chancellor, University of Lagos  
Host*

A Professor of Clinical Microbiology at the University of Lagos since 2008, who for over 25 years has significantly contributed to the diagnosis, management and control of Infections. In 2013 she became the first female Provost of College of Medicine, University of Lagos in its over 50 years of existence and in 2017 became the first Deputy Vice Chancellor (Development Services) of the University of Lagos, responsible for entrepreneurship, innovation, internationalization and advancement. She is currently the 13 th and First Female Vice Chancellor of the University of Lagos after 60 years of its existence.

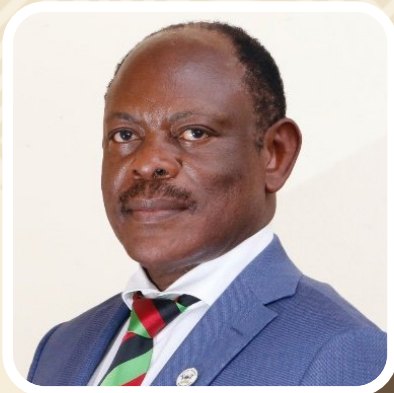


**Prof. Grace Otinwa**

*Chair, Local Organising Committee*

Grace Otinwa is a Professor of Exercise Physiology at the Department of Human Kinetics & Health Education, University of Lagos, Nigeria. She serves as the National Chairman, Education Management Systems–ISO/IEC 21001:2018 and a member of the Scientific Advisory Board of the Foundation for Global Community Health, USA. Her expertise encompasses educational strategic management and leadership. Dr. Otinwa's research focuses on the Epidemiology of Physical Activity, Wellness and Wearable Technology in Diverse Populations. She has served as the Director of Quality Assurance & SERVICOM at UNILAG as well as the Africa Regional Vice President of the International Council for Health Physical Education, Recreation Sports and Dance.

# Opening of Conference



**Prof. Barnabas Nawangwe**

*Vice Chancellor, Makerere University  
and Board Chair, ARUA*

Prof. Barnabas Nawangwe is the Vice-Chancellor of Makerere University, one of Africa's largest and oldest universities. He holds a PhD in Architecture from the Kiev National University of Building and Architecture. Prior to his appointment as Vice-Chancellor in September 2017, Prof. Nawangwe worked as the Deputy Vice Chancellor in charge of Finance and Administration, Principal of the College of Engineering, Art, Design and Technology, Dean of the Faculty of Technology and pioneer Head of the Department of Architecture. Prof. Nawangwe is overseeing the transformation of Makerere to a research-led university. His research interests are in vernacular architecture and urbanization.



**Prof. Ernest Aryeetey**

*Secretary-General, African Research Universities  
Alliance (ARUA)*

Ernest Aryeetey is the Secretary-General of the African Research Universities Alliance (ARUA), a network of 16 of Africa's flagship universities. He is a Professor of Economics and former Vice Chancellor of University of Ghana (2010-2016). He was also previously Director of the Institute of Statistical, Social and Economic Research (ISSER) (2003-2010) at University of Ghana and the first Director of the Africa Growth Initiative of Brookings Institution, Washington D.C.

He has held academic appointments at the School of Oriental and African Studies (London), Yale University and Swarthmore College in the U.S. at various points in time. Ernest Aryeetey was a member of the Governing Council of the United Nations University (2016 – 2019) and was previously Chairman of the Advisory Board of the United Nations University - World Institute for Development Economics Research (WIDER), Helsinki, Finland. He is currently Board Chairman of Stanbic Bank Ghana Limited and the African Economic Research Consortium (AERC) One of Ernest Aryeetey's strategic priorities as Vice Chancellor at University of Ghana was to develop the University into a research-intensive institution that supports structural transformation in Africa.

# Keynote Speakers



**Prof. Adam Habib**

*Director, SOAS University of London*

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Adam Habib is an academic, researcher, activist, administrator, and well-known public intellectual. A Professor of Political Science, Habib has over 30 years of academic, research and administration expertise, spanning five universities and multiple local and international institutions.

Prior to his appointment as Director of SOAS, he was Vice-Chancellor and Principal of the University of the Witwatersrand (Wits) in Johannesburg, South Africa between 2013 and 2020. He has also served as Deputy Vice-Chancellor of Research at the University of Johannesburg, Executive Director of Democracy & Governance at the Human Science Research Council and Director of the Centre for Civil Society and Professor of Development at the University of KwaZulu-Natal. He is widely published, among which are his two well received monographs, *South Africa's Suspended Revolution: Hopes and Prospects* and *Rebel & Rage: Reflecting on #FeesMustFall*.

Habib's academic contributions resulted in his election to the American Academy of Arts and Sciences, in addition to serving as a fellow of both the African Academy of Science and the Academy of Science of South Africa. He also serves on the Council of the United Nations University.



**Prof. Evelyn Welch**

*Vice Chancellor, University of Bristol*

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Evelyn became Vice-Chancellor and President of the University of Bristol in September 2022.

Evelyn Welch graduated from Harvard University, receiving her PhD from the Warburg Institute, University of London. She was previously Senior Vice-President for Service, People & Planning at King's College London, and had been Vice-President (Arts and Sciences) and Provost (Arts and Sciences). She has taught at University of Essex, the Warburg Institute, and held leadership roles at University of Sussex (PVC Teaching and Learning) and Queen Mary, University of London (Dean, Arts and PVC Research and International). As Professor of Renaissance Studies, she has led major research programmes including 'The Material Renaissance,' and 'Beyond Text: Performances, Sounds, Images'. She recently completed a Wellcome Trust Senior Investigator Award for a project on 'Renaissance Skin' and has authored numerous books, including *Fashioning the Early Modern: Creativity and Innovation in Europe, 1500-1800* (OUP 2017), and *Shopping in the Renaissance* (Yale 2005), winning the Wolfson Prize for History.



# Keynote Speakers



**Prof. Peter Maassen**

*University of Oslo*

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Peter Maassen is a professor in Higher Education and Science studies at the University of Oslo, Norway, and extraordinary professor at Stellenbosch University, South Africa. His main research interests are public governance and policy, academic freedom, and organizational development in higher education and science. He has participated in many national and international research projects, expert committees, and evaluation panels. He has taken a number of leadership positions in higher education and is currently a member of the executive board of the Barratt Due Music Academy, Oslo, and a special envoy of the Guild for Africa. He has produced over 250 international publications



**Prof. Kwame Akyeampong**

*Director, The Open University, UK*

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Kwame Akyeampong is Professor of International Education and Development and Director of the Centre for the Study of Global Development (CSGD) at the Open University, UK and was previously a professor of international education and development at the University of Sussex, UK for 18 years. He served as a senior policy analyst with UNESCO's Global Monitoring Report team in Paris from 2011 to 2013. He has researched and published on teacher education and led large scale impact evaluation studies on education interventions in several African countries. Kwame co-chairs the World Bank and the UK Foreign, Commonwealth and Development Office (FCDO) Global Education Evidence Advisory Panel (GEEAP).

# Keynote Speakers



## **Prof. David Mills**

*Vice-President of Kellogg College, and Deputy Director of the Centre for Global Higher Education, University of Oxford*

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David Mills is Associate Professor in the department of Education at the University of Oxford, Vice-President of Kellogg College, and Deputy Director of the Centre for Global Higher Education.

His research interests include the postcolonial history of universities in Anglophone Africa, doctoral education, and the political economy of the global science communication system. His most recent book is 'Who Counts: Ghanaian Academic Publishing and Global Science', co-written with colleagues from the University of Ghana and from Oxford, and available open access from African Minds: <https://www.africanminds.co.za/who-counts/>

# Plenary Session Chairs



**Prof. Folasade Tolulope Ogunsola, OON**

*Vice Chancellor, University of Lagos*

A Professor of Clinical Microbiology at the University of Lagos since 2008, Prof. Folasade Tolulope Ogunsola has for over 25 years significantly contributed to the diagnosis, management and control of Infections. In 2013 she became the first female Provost of College of Medicine, University of Lagos in its over 50 years of existence and in 2017 became the first Deputy Vice Chancellor (Development Services) of the University of Lagos, responsible for entrepreneurship, innovation, internationalization and advancement. She is currently the 13<sup>th</sup> and First Female Vice Chancellor of the University of Lagos after 60 years of its existence.



**Prof. Nana Aba Appiah Amfo**

*Vice Chancellor, University of Ghana*

Nana Aba Appiah Amfo, PhD, FGA, is the (first female) Vice-Chancellor of the University of Ghana. She is a Professor of Linguistics and an experienced university administrator, with over 21 years' experience in the higher education sector.

As Vice-Chancellor, she's leading her university to uptake technology in all its operations, while keeping people as the focus. As part of the execution of her vision, she has launched a seven-million-dollar digitalization program to enhance the experience of the University's students, faculty, and staff.

Professor Amfo also serves on several Boards and committees including ARUA Executive Committee.

# Plenary Session Chairs

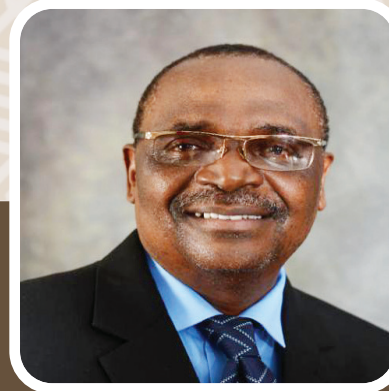


**Prof. Sizwe Mabizela**

*Vice Chancellor, Rhodes University.  
Co-Chair, ARUA*

Dr Sizwe Mabizela is the Vice-Chancellor of Rhodes University. Prior to assuming this position in 2014, he was the Deputy Vice-Chancellor: Academic & Student Affairs at Rhodes University.

Dr Mabizela is a Mathematician, and his research field is Abstract Approximation Theory, a subfield of Functional Analysis. He has published widely in his field of research in both national and international journals and has produced three Lecture Notes Series. He has presented numerous scientific papers at national and international conferences, workshops, and seminars in the field of Functional Analysis and Approximation. He obtained his PhD from Pennsylvania State University.



**Emeritus Professor Olufemi Bamiro**

*Former Vice Chancellor, University of Ibadan*

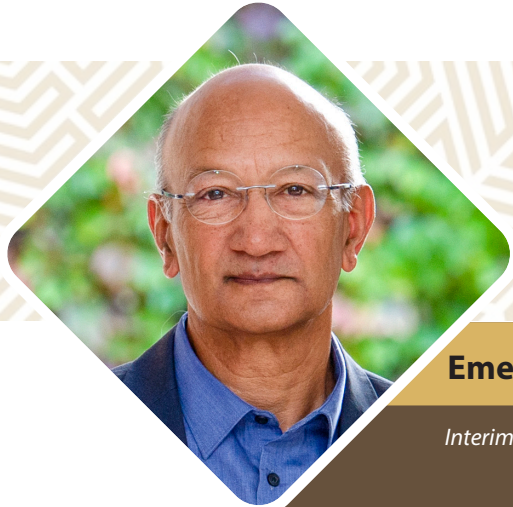
Emeritus Professor Olufemi Bamiro is a former Vice-Chancellor of University of Ibadan, a position he occupied from 2005 to 2010. A Professor of Mechanical Engineering, he is a recognized expert in issues related to science and technology policy, higher education, entrepreneurship studies, and information technology.

Professor Bamiro has close to 85 Publications in Learned Journals and refereed Proceedings on Solid Mechanics, Energy, Science and Technology Policy and Entrepreneurship. He is also author of several books in Introductory Technology, Solid Mechanics for Engineers, and Entrepreneurship. He is Consultant to several companies in both the private and public sectors of the Nation's economy as well as International Agencies.

His tenure was marked by a Visitation to the University which has been described as a period of significant transformation of the physical and academic environment of the University.

Professor Bamiro is a recipient of many scholarships, Fellowships and Awards including the United Nations Human Settlement (UN-Habitat) in respect of the Organo-Mineral Fertiliser Plant Design and Construction Project, and Distinguished Shell Scholar Award (2013).

# Plenary Speakers



**Emeritus Professor Daya Reddy**

*Interim Vice Chancellor, University of Cape Town*



**Prof. Emmanuel Ojo**

*Deputy Head of the School of Education University of the Witwatersrand*

Daya Reddy is a Professor Emeritus in applied mathematics at the University of Cape Town (UCT) and a graduate of the Universities of Cape Town and Cambridge. He served as dean of the science faculty at UCT over the period 1999 – 2005 and is currently vice-chancellor interim at UCT. He has made major contributions, through more than 200 publications, to the analysis of and development of computational approaches to problems in mechanics, with applications inter alia in materials science and biomedical mechanics. Reddy was a founder member in 2003 of AIMS, the African Institute for Mathematical Sciences, a pan-African network of centres of excellence for postgraduate education, research and outreach with institutes in five African countries. He is actively involved in bodies that work at the science-society-policy nexus and served terms as President of the Academy of Science of South Africa, and, at the global level, as inaugural President of the International Science Council. Daya Reddy is a recipient of the Order of Mapungubwe, awarded by the President of South Africa for distinguished contributions to science, and of the Georg Forster Research Award from the Alexander von Humboldt Foundation of Germany.

Emmanuel Ojo is an Associate Professor and Deputy Head of the School of Education at the University of the Witwatersrand in South Africa. He also serves as the Chair of the Faculty of Humanities Transformation, Internationalisation, and Partnerships Committee. He earned his doctorate in Higher Education and holds a Master's degree in Educational Leadership, Policy, and Skills from the same institution. He is recognised as a C2-rated researcher by the National Research Foundation (NRF) of South Africa. His research interests primarily encompass higher education, economics education, interdisciplinary higher education, and sustainable development.

# Plenary Speakers



**Prof. Wendy Thomson CBE**

*Vice Chancellor, University of London*

Professor Wendy Thomson CBE is Vice-Chancellor of the University of London, where she was appointed following a distinguished career in government and higher education.

Professor Thomson is recognised as an international expert in public service governance and reform, experienced leader and adviser, working closely with governments in Canada and the United Kingdom. Her international work includes advising government in Nigeria and Ghana, UNDP and OECD missions in the Middle East.

In her role as Chair and Professor at McGill, she led the School of Social Work, and pursued research and teaching in comparative social policy, health service reform, child welfare, social welfare education.

She has served on many public and private Boards of Directors and is currently on the Board of London Higher and The Association of Commonwealth Universities (ACU). She also is chair of the Social Market Foundation, a London-based think tank.



**Prof. Graham Carr**

*President and Vice Chancellor, Concordia University*

Graham Carr is President and Vice-Chancellor of Concordia University. Ranked as the top North American University under 50 years old, Concordia's two Montreal campuses are home to 50,000 students from more than 150 countries.

Graham's previous leadership positions at Concordia include Provost and Vice-President, Academic Affairs; Vice-President, Research and Graduate Studies; and Dean of Graduate Studies.

Born in Quebec, Graham earned his PhD from the University of Maine and is a Professor in the Department of History. His research focuses on Cold War cultural history.

Graham is a member of the Executive Committee of the Bureau de coopération interuniversitaire, and the Steering Committee of Montreal Climate Partnership (Partenariat climat Montréal). He currently serves as Chair of the Universities Canada Research Committee and Chair of the Board of U SPORTS, the national brand for university sports in Canada. He previously served on the Board of Directors of Centraide (United Way) of Greater Montreal, the board of the Leadership Council for Digital Infrastructure, as president of the Canadian Federation for the Humanities and Social Sciences, as chair of the Canada-US Fulbright selection committee, and for many years on the National Capital Commission's Advisory Committee for Communications, Marketing and Programming.

# Plenary Speakers



**Prof. Olanrewaju Fagbohun SAN**

*Former Vice-Chancellor, Lagos State University*

Professor Olanrewaju Adigun Fagbohun is a scholar and practitioner specialising in environmental law, climate change, and sustainable development. He has a rich background in working with various governmental and non-governmental organizations, contributing significantly to environmental policy and law. Most recently, he led the review of Nigeria's Water Resources Bill 2020 and the Climate Change Act, 2021. He has collaborated with global partners on regional projects and served in the Special Task Force of the International Bar Association on Climate Change. He served as Vice Chancellor Lagos State University between 2016 and 2021. He is currently a member of the Board of Trustees Nigerian Law Academy, member JAMB Equal Opportunity Group, and member National University Ranking Advisory Committee. He is a recipient of the National Productivity Order of Merit Award.



**Prof. Lis Lange**

*Special Advisor to the Deputy Vice-Chancellor (Learning and Teaching), Stellenbosch University*

Lis Lange is currently Special Advisor to the Deputy Vice-Chancellor Learning and Teaching at Stellenbosch University. Until April 2022 she was UCT's Deputy Vice-Chancellor: Teaching and Learning. Between 2014 and 2018 she held a similar portfolio at the University of the Free State.

She was the Executive Director (2006-2010) of the Higher Education Quality Committee of the Council of Higher Education (CHE), and Acting CEO of the same organisation between August 2007 and April 2008. She has been involved in the development and implementation of science and technology and higher education policy in South Africa for a decade and a half.

# Plenary Speakers



**Prof. John Effah**

*Director of Institutional Research and Planning Office (IRPO),  
University of Ghana*

John Effah is the Director of Institutional Research and Planning Office (IRPO) and a Professor of Information Systems at the University of Ghana. As a director, he is responsible for generating and retrieving institutional data for analysis and reporting to support senior management decision making and planning as well as meet the information needs of other internal and external stakeholders. In addition, he leads a team of data analysts and managers to conduct surveys into the University's activities and its environment. As a professor of information systems, his research interests span areas of digital innovation in the public and the private sector in developing countries. John Effah can be contacted at [jeffah@ug.edu.gh](mailto:jeffah@ug.edu.gh)



**Prof. Russ Ganim**

*Associate Provost and Dean of International  
Programs, University of Iowa*

Russ Ganim is Associate Provost and Dean of International Programs at the University of Iowa. In the realm of global engagement, his current focus lies in rebuilding international student recruitment pipelines and in creating research networks across disciplines. Dean Ganim's expertise includes obtaining external funding to promote global partnerships and expanding international opportunities for students and faculty through philanthropic initiatives. Among his recent accomplishments are working with USAID to secure a cooperative agreement to advance public-private partnerships in Kosovo and fostering new collaborations between Iowa and partners in Senegal, South Africa, Ghana, Nigeria and Kenya. Dean Ganim is a professor of French by training and currently serves as Chair of the Senior International Officer Group of the Big Ten Academic Alliance.



# Plenary Speakers



**Prof. Adeniyi Isafiade**

*Department of Chemical Engineering,  
University of Cape Town*

Dr. Adeniyi Isafiade is a Professor at the Department of Chemical Engineering, University of Cape Town, South Africa. He obtained his PhD from the same institution in 2008. Before joining the staff body of the department, he was a Claude Leon Postdoctoral Fellow. His research involves process optimisation for sustainable development with emphasis on integrated renewable energy and resource network optimisation. He is a chartered chemical engineer and a member of the Institution of Chemical Engineers. He is also a member of the editorial board of several international journals which includes Process Integration and Optimisation for Sustainability Journal.



**Mr. Jerome September**

*Dean of Student Affairs, University of the Witwatersrand*

Jerome September is Dean of Student Affairs at the University of the Witwatersrand. He has held this position as part of the Wits Senior Executive Team since May 2018. September chairs the Student Services Advisory Committee and the Board of Residences, and is a member of the Senate Teaching and Learning Committee, the Student Success Committee, amongst others. Prior to joining Wits, September was Head of Student Affairs at Sol Plaatjie University in Kimberley, after serving in various roles at his alma mater, the University of Cape Town (UCT), for over a decade. He served as President of the Students' Representative Council (SRC) at UCT in the late 1990's.

September serves on the University South Africa (USAf) Strategy Group on Transformation, serves on the Council on Higher Education's Reference Group on the Development of a Good Practise Guide on Student Engagement in Quality Assurance and Promotion in Higher Education, is a board member of the University Sports Company, and is a member of the Ministerial Task Team on Sexual Harassment and Gender-based violence in Higher Education as appointed by the Minister of Higher Education, Science and Technology.

September holds a Bachelors of Arts degree in Political Studies and a Master of Philosophy degree in human rights from UCT. He is currently pursuing a Doctor of Business Administration at the University of Bath in the UK.

# Plenary Speakers



**Prof. Gordon Awandare**

*Pro Vice Chancellor (Academic and Students Affairs)  
University of Ghana*

Gordon Awandare is the Pro Vice-Chancellor responsible for Academic and Students Affairs at University of Ghana. He is a Professor of Biochemistry, Cell and Molecular Biology and the Founding Director of the West African Centre for Cell Biology of Infectious Pathogens (WACCBIP).

He obtained his BSc Biochemistry and MPhil Biochemistry degrees from the University of Ghana, and a PhD in Infectious Diseases and Microbiology from the University of Pittsburgh, Pennsylvania. He did his postdoctoral fellowship at the Walter Reed Army Institute of Research in Maryland.

He led the establishment of WACCBIP as one of the World Bank's African Centres of Excellence. Subsequently WACCBIP has provided fellowships to over 350 scientists from 15 African countries for Masters, doctoral and postdoctoral training.

He is a Fellow of the Ghana Academy of Arts and Sciences and the Royal Society of Biology, UK, and a recipient of the Royal Society Pfizer award 2015.



**Prof. Roberta Comunian**

*King's College, London*

Roberta Comunian is Professor of Creative Economies at the Department for Culture, Media and Creative Industries at King's College London (UK).

She is interested in the relationship between public and private investments in the arts, art and cultural regeneration projects, cultural and creative work, careers, and creative social economies. She has also undertaken research on knowledge transfer and creative industries and the role of higher education in creative economies through funded grants. She is recognised internationally for her work on creative graduates in the UK and their career trajectories. She has contributed extensively to the development of sustainable creative economies through EU and internationally funded projects. Her latest project focused on supporting the development of sustainable creative economies in Africa ([www.creative-economies-africa.org](http://www.creative-economies-africa.org))

# Dinner Speakers



**Dr Max Price**

*Former Vice Chancellor, University of Cape Town*

Dr. Max Price is a former Vice-Chancellor of the University of Cape Town, South Africa, and the founding chair of the African Research Universities Alliance (ARUA).



**Prof. Funmi Olonisakin**

*Vice-President, King's College, London*

Professor 'Funmi Olonisakin is Vice-President International, Engagement and Service (IES) at King's College London. She is also Professor of Security, Leadership and Development at the African Leadership Centre in the School of Global Affairs at King's. In her role as Vice-President IES, Professor Olonisakin seeks to facilitate the deployment of King's assets (including knowledge, scholarship and talent in service of society) locally, nationally and internationally, to enable transformative and lasting impact. She is committed to building interdisciplinary and intersectoral collaboration and sustaining equitable partnerships to realise positive and lasting impact within and beyond King's.

# Policy Roundtable and Wrap-up **Speakers**



## **Prof. Imraan Valodia**

*Pro Vice-Chancellor (Climate, Sustainability and Inequality), University of the Witwatersrand*

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Professor Imraan Valodia is Professor of Economics; Pro Vice-Chancellor: Climate, Sustainability and Inequality; and Director of the Southern Centre for Inequality Studies, University of the Witwatersrand, Johannesburg (Wits).

His research interests include: inequality, climate justice, competition policy and industrial development and employment in developing countries.

Professor Valodia played a leading role in establishing and leading Wits University's Southern Centre for Inequality Studies (SCIS). The SCIS is a multi-disciplinary, cross-country initiative to promote research and policy change to advance greater equality.

Professor Valodia serves on a number of national committees in South Africa, including the Competition Tribunal; the Presidential Economic Advisory Council; the National Minimum Wage Commission; and the Academy of Science of South Africa (Assaf) Standing Committee on Science for the Reduction of Poverty and Inequality.

Internationally, Professor Valodia serves on the following boards: United Nations Research Institute for Social Development (UNRISD); UNAIDS Global Council on Inequality, AIDS and Pandemics; Women in Informal Employment: Globalizing and Organizing (WIEGO); and the Global Development Institute.



## **Prof. Jan Palmowski**

*Guild lead on Africa-Europe Clusters of Research Excellence*

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Jan Palmowski has been Secretary-General of The Guild since its creation in 2016. A contemporary historian, he started his career at the University of Oxford before moving to King's College London where he taught European politics and EU integration. He was Head of the Faculty of Arts and Humanities at King's College London (2008-12), and Pro-Vice-Chancellor and Academic Vice-President at the University of Warwick from 2013 to 2018.

His wider international engagements include membership in the German Science Council's Strategy Commission (2013-16), and the German Excellence Commission's joint expert Group (2016-18). He also served on the Humanities panel of the Comparative Expert Assessment of Lithuanian Universities (2018), and currently chairs the International Advisory Board of the Université Paris Cité.

Jan has published extensively about the history and politics of Germany during the 19<sup>th</sup> and 20<sup>th</sup> centuries. His last book, entitled *German Division as Shared Experience: Interdisciplinary Perspectives on the Postwar Everyday* was published in 2019.

# Policy Roundtable and Wrap-up **Speakers**



**Prof. Robert Darko Osei**

*Dean, School of Graduate Studies,  
University of Ghana*

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Robert Darko Osei is a Professor of Development Economics at the Institute of Statistical, Social and Economic Research (ISSER), University of Ghana, Legon, and is currently the Dean for the School of Graduate Studies at the same University. His main areas of research include evaluative poverty and rural research, structural transformation and its implications for poverty and inequality, and other economic development policy concerns. He is currently the Country Director for the Ghana node of the African Centre of Excellence in Inequality Research (ACEIR). Robert serves on a number of boards nationally and internationally is currently a co-chair of the Digital Agricultural Innovations and Services Initiative (DAISI), an initiative which is being jointly managed by J-PAL (based in MIT, USA) and the Center for Effective Global Action (based in UC Berkeley, USA). He currently serves as a Board member of the Ghana Statistical Service and also Stanbic Bank Ghana Limited. He has published widely and in some of the highest-ranked international journals in Economics and Development including Science, Quarterly Journal of Economics, and the Journal of Development Economics.



**Prof. Margaret Jesang Hutchinson**

*Deputy Vice-Chancellor (Research, Innovation and  
Enterprise), University of Nairobi*

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She is a Horticulturalist and Professor at the University of Nairobi with over 30 years' experience in the agriculture sector. Her research and outreach work cover most areas of Horticulture and more so Floriculture, from policy to programming and the entire value chain of several commodities.

She has provided strong leadership in several areas and institutions such as being one of the longest serving Board Member for the Horticultural Crops Development Authority; Faculty of Agriculture Representative to the Senate; Chairman, Faculty of Agriculture Postgraduate Studies Committee and Head of the Horticulture Unit of the Department of Plant Science and Crop Protection. She served in the Taskforce for Higher Education in Kenya (TAHEST) Science, Technology and Innovation, with the Ministry of Higher Education which sought to harmonize the higher education sector with the new Kenya Constitution (2010) and Vision 2030.

# Policy Roundtable and Wrap-up **Speakers**



## **Prof. Bola Oboh**

*Deputy Vice Chancellor (Academics & Research),  
University of Lagos*

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Professor Bola Oboh is currently Deputy Vice Chancellor (Academics & Research) at the University of Lagos, where she oversees all academic matters such as academic administration, curriculum development, examinations and admissions; and also coordinates research performance, funding, integrity, external research engagement, research promotion and governance. In addition, she functions as the Director/Coordinator of the TETFund Centre of Excellence for Biodiversity Conservation & Ecosystem Management (TCEBCEM).

She holds a Ph.D. in Plant Science from the University of Ife now Obafemi Awolowo University. Her area of research is population genetics, conservation biology & genetics, genotoxicology & forensic biology.



# PROGRAMME OUTLINE



## Programme (26<sup>th</sup> October 2023)

### Day 1: 15<sup>th</sup> November 2023

#### Conference Opening

**Chair: Professor Barnabas Nawangwe, Board Chair, ARUA**

9.00 am Introductory Remarks: **Professor Grace Otinwa**, Chair of Local Organising Committee

**Professor Ernest Aryeetey**, ARUA Secretary-General

Welcome Remarks: **Professor Folasade Oguniola**, Vice Chancellor, University of Lagos

Remarks from the Chair: **Professor Barnabas Nawangwe**, Vice Chancellor, Makerere University and Board Chair, ARUA

9.20 am Opening of Conference: **Prof. Tahir Mamman**, Hon. Minister of Education, Nigeria

9.30 am First Keynote Address: **Professor Adam Habib**; Director, School Oriental and African Studies, London

**Title: "Reinventing Higher Education in the 21<sup>st</sup> Century: Bridging the Gap Between National Agendas and Transnational Challenges"**

10.00 am Tea/Coffee Break

10.30 am First Plenary Session:

**Theme: Understanding the Changing Dynamics of Higher Education: A Global Perspective**

**(Chair: Professor Folasade Oguniola, Vice Chancellor, University of Lagos)**

1. **Professor Daya Reddy**, Vice Chancellor (Interim), University of Cape Town

**Title: "Partnerships and collaboration in scholarship: crossing and eliminating boundaries"**

2. **Professor Emmanuel Ojo**, Deputy Head: Wits School of Education & Chair: Faculty of Humanities' Transformation, Internationalisation, and Partnerships Committee, University of the Witwatersrand

**Title: "Mapping the Academic Landscape: A Bibliometric Journey Through Higher Education in Africa"**

3. **Professor Wendy Thomson CBE**, Vice Chancellor, University of London

**Title: 'Transnational Education on Tides of Change'**





12.00 pm **First Parallel Sessions | Side Events**

1.30 pm Lunch

2.30 pm Second Keynote Address: **Professor Evelyn Welch**, Vice Chancellor, University of Bristol

**Title: "The Africa Charter for Transformative Research Partnerships: A New Approach to Research Relationships"**

3.00 pm Second Plenary Session **Theme: Governance at the Universities of the Future**

**(Chair: Professor Nana Aba Appiah Amfo**, Vice Chancellor, University of Ghana)

**1. Professor Graham Carr**, President and Vice Chancellor, Concordia University (TBC)

**Title: "Concordia: a next-generation university"**

**2. Professor Lanre Fagbohun**, Former Vice Chancellor, Lagos State University

**Title: "Mapping Governance Risks, the Future of Universities"**

**3. Professor Lis Lange**, Former Deputy Vice Chancellor (T&L) University of Cape Town, Special Advisor: Deputy Vice-Chancellor Learning and Teaching, Stellenbosch University

**Title: "Re-engaging Governance Praxis at African Universities: A reflection from the trenches"**

4.30 pm Tea/Coffee Break

**5.00 pm Second Parallel Sessions | Side Events**

6.30 pm Light Refreshment/  
Cocktails Presentation of "Statues and Storms: Leading a University through Change" by **Dr Max Price** (former Vice Chancellor, University of Cape Town)



**Day 2: 16<sup>th</sup> November 2023**

9.00 am Third Keynote Address: **Professor Peter Maassen**, Deputy Head/Research Coordinator, Department for Educational Research, Faculty of Education, University of Oslo  
**Title: “The Impact of Digital Technologies on the University’s Primary Processes - Possible Implications for African Universities”**

9.30 am Third Plenary Session: **Theme: Technology and Changing Higher Education Practice: How Should African Universities Respond?**  
**(Chair: Professor Sizwe Mabizela, Vice Chancellor, Rhodes University)**

1. **Professor John Effah**, Director, Institutional Planning and Research, University of Ghana  
**Title: “Digital innovation and transformation of HEIs in Africa: opportunities, challenges, and responses”**
2. **Professor Russ Ganim**, Dean of International Programs, University of Iowa  
**Title: “Tech and Teams: The Promise of Webinars and Global Classrooms”**
3. **Professor Adeniyi Isafiade**, Department of Chemical Engineering, University of Cape Town  
**Title: “African universities can enhance teaching and learning using technology by leveraging opportunities”**

11.00 am Tea/Coffee Break

11.30 am **Third Parallel Session | Side Events**

1.00 pm Lunch

2.00 pm Fourth Keynote Address: **Professor Kwame Akyeampong**, Director of the Centre for the Study of Global Development, **Open University, U.K.**  
**Title: “Preparing the future student for Africa’s development: how should African Universities respond through its research and pedagogy?”**

2.30 pm Fourth Plenary Session: **Theme: Preparing African Students for the Future**  
**(Chair: Emeritus Professor Olufemi Bamiro, Former Vice Chancellor, University of Ibadan)**

1. **Mr. Jerome September**, Dean of Students, University of the Witwatersrand  
**Title: “Breaking down the walls: Student Success as a common purpose for Academic and Student Affairs. A Wits University Perspective”**
2. **Professor Gordon Awandare**, Pro-Vice Chancellor, Academic and Student Affairs, University of Ghana  
**Title: “Preparing Students for the World of Competitive Research”**
3. **Professor Roberta Comunian**, Professor of Creative Economies, Department of Culture, Media and Creative Industries, Kings College London  
**Title: “It takes a village: Supporting creative graduates in and beyond the creative industries”**

4.00 pm Tea/Coffee Break

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**4.30 pm Fourth Parallel Sessions | Side Events**

6.15 pm Buses Depart for Conference Dinner

7.00 pm **Conference Dinner:** Dinner Speech by **Professor 'Funmi Olonisakin**, Vice President (International, Engagement and Service), King's College London

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## Day 3: 17<sup>th</sup> November 2023

9.00 am **Final Keynote Address:** **Professor David Mills**, Pedagogy and the Social Sciences, University of Oxford

*Title: "Refiguring Africa's research and publishing infrastructures: From a citation economy to knowledge ecosystems"*

10.00 am Tea/Coffee Break

### Centre of Excellence Workshops for Early-Career Researchers

10.30 am **5 Parallel CoE Sessions**

1.00 pm Lunch

2.30 pm **5 Parallel CoE Sessions**

5.30 pm **Policy Roundtable and Wrap-Up: Global Challenges and the Implications for Research at African Universities**

(Chair: **Professor Ernest Aryeetey**, ARUA Secretary-General)

1. **Professor Imraan Valodia**, Dean of the Faculty of Commerce, Law and Management, University of the Witwatersrand
2. **Professor Jan Palmowski**, Guild lead on Africa-Europe Clusters of Research Excellence
3. **Professor Robert Osei**, Dean, School of Graduate Studies, University of Ghana
4. **Professor Margaret J. Hutchinson**, Deputy Vice-Chancellor (Research, Innovation and Enterprise), University of Nairobi
5. **Professor Bolanle Oboh**, Deputy Vice-Chancellor (Academics and Research), University of Lagos

7.00 pm End of Conference and Workshops

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# SCHEDULE OF PARALLEL SESSIONS

## Wednesday, 15<sup>th</sup> November 2023

### (First Parallel Session)

Parallel Session 1.1: 12.00 PM WAT <i>Theme: African higher education and national development I</i>	Parallel Session 1.2: 12.00 PM WAT <i>Theme: Bringing industry closer to HEIs &amp; HE reforms</i>	Parallel Session 1.3: 12.00 PM WAT <i>Theme: Capacity building for research &amp; Faculty Development I</i>	Parallel Session 1.4: 12.00 PM WAT <i>Theme: Changing technology and reimagining the future of higher education in Africa I</i>	Parallel Session 1.5: 12.00 PM WAT <i>Theme: Pathways/best practices for enhancing higher education: lessons and opportunities I</i>	<b>Side Event 1: 12.00 PM WAT</b>  <b>ESSA Session 1</b>  <b>Venue:</b> Guest Houses Committee Room  <b>Theme:</b> <i>Co-creating sustainable pathways that will enhance education research in Africa (Part I)</i>
<b>Chair: Prof. Sarah N Ssali,</b> Makerere University <b>Venue:</b> Tayo Aderinokun Lecture Theatre	<b>Chair: Dr Jane Tanner,</b> Rhodes University <b>Venue:</b> Law Board Room	<b>Chair: Dr Linda Mtwisha,</b> University of Cape Town <b>Venue:</b> Faculty of Law Room 1 (Ground Floor)	<b>Chair: Prof Jackson Maalu,</b> University of Nairobi <b>Venue:</b> Faculty of Law Room 2 (Ground Floor)	<b>Chair: Prof. Taibat Lawanson,</b> University of Lagos <b>Venue:</b> Faculty of Law Lecture Theatre (2 <sup>nd</sup> Floor)	
<b>Olaniyi Felix Olayinka</b> <i>Redeemer's University</i> Nigerian Students' Experiences of University Education System: Issues, Prospects and Challenges of University Education Being "Fit for Purpose"	<b>Jen Snowball et al.</b> <i>Rhodes University</i> Supporting the festival industry in troubled times: higher education research and collaboration with festivals in South Africa during COVID-19	<b>Sheona Shackleton et al.,</b> <i>University of Cape Town   ARUA CoE CD</i> Development of an online training course on multistakeholder collaboration in transdisciplinary sustainability research with a focus on African landscapes	<b>Omolabake Fakunle</b> <i>University of Edinburgh</i> Rethinking internationalisation towards re-imagining the future of higher education in Africa	<b>Nicola Branson et al.,</b> <i>University of Cape Town</i> South African student retention during 2020: Evidence from system wide higher education institutional data	
<b>Rufaro Mushonga</b> <i>University of Zimbabwe</i> Higher Education as a Catalyst of Development in Africa: The Case of Education 5.0 in Zimbabwe's Universities.	<b>Oluyomi Susan PITAN</b> <i>Lead City University, Ibadan / University of KwaZulu-Natal</i> Linking Higher Education Policy to Labour Market Policy: Exploring the Impact of Socioeconomic Variables on Graduate Labour Market Outcomes in South Africa	<b>David Reiersgord,</b> <i>IES Abroad Cape Town</i> Expanding footprints without expanding reach: IES Abroad Cape Town's Strategic Network	<b>Mr Innocent Mamvura</b> <i>University of Witwatersrand</i> Technology's New and Evolving Roles in Pedagogy and Research in African Higher Education Institutions	<b>Kenneth G. Brown et al.,</b> <i>University of Iowa</i> Applying Curricular and Co-Curricular Structures to Advance Student Learning Experience to Engender Global North and South Future Economic Collaborations: From Iowa to Africa	
<b>Laté A., Lawson et. al.,</b> <i>Education Sub Saharan Africa (ESSA)</i> The Education-Training-Work-Continuum in Africa: How Useful is your Education for work?	<b>Nicola Branson et al.</b> <i>University of Cape Town</i> Exploring employment transitions by educational attainment and gender: Evidence from the Ghanaian Socioeconomic Panel Survey	<b>Philip Kwaku Kankam,</b> <i>University of Ghana</i> The role of Academic Libraries Towards Research Capacity Building in Africa	<b>Ulingeta O.L. Mbamba</b> <i>University of Dar es Salaam</i> The role of African governments in provision of higher education in the fourth industrial revolution era	<b>Ameha Mulugeta Gewe et al.,</b> <i>Addis Ababa University</i> Influence of diversity in collaborative research capacity building initiatives to reimagine the future of higher education research in Africa	

**Wednesday, 15<sup>th</sup> November 2023**  
**(Second Parallel Session)**

Parallel Session 2.1: 5.00 PM WAT <i>Theme: African higher education and national development II</i>	Parallel Session 2.2: 5.00 PM WAT <i>Theme: Capacity building for research &amp; Faculty Development II</i>	Parallel Session 2.3: 5.00 PM WAT <i>Theme: Changing technology and reimagining the future of higher education in Africa II</i>	Parallel Session 2.4: 5.00 PM WAT <i>Theme: Governments, development of HEIs and governance reforms</i>	Parallel Session 2.5: 5.00 PM WAT <i>Theme: Pathways/best practices for enhancing higher education: lessons and opportunities II</i>	Side Event 2: 5.00 PM WAT <b>ESSA Session 2</b>  <b>Venue:</b> Guest Houses Committee Room  <b>Theme:</b> <i>Co-creating sustainable pathways that will enhance education research in Africa (Part II)</i>
<b>Chair: Dr. Frederick Bukachi,</b> University of Nairobi <b>Venue:</b> Tayo Aderinokun Lecture Theatre	<b>Chair: Dr. Catherina Theron,</b> Stellenbosch University <b>Venue:</b> Law Boardroom	<b>Chair: Professor Sunday Adebisi,</b> University of Lagos <b>Venue:</b> Faculty of Law Room 1 (Ground Floor)	<b>Chair: Dr. Mercy Fekadu Mulugeta,</b> Addis Ababa University <b>Venue:</b> Faculty of Law Room 2 (Ground Floor)	<b>Chair: Dr. Quinton Johnson,</b> University of Cape Town <b>Venue:</b> Faculty of Law Lecture Theatre (2 <sup>nd</sup> Floor)	
<b>Elizabeth Mkandawire et al.,</b> <i>University of Pretoria</i> The alignment between gender and food systems research, policies and research funding A study of six African countries	<b>Ann A. O'Connell et al.,</b> <i>The Ohio State University</i> Broadening Participation in Research and Quantitative Methods Training for Education Research in Ethiopia and other African HEIs	<b>N. Fouché &amp; M. Mentz-Coetzee,</b> <i>University of Pretoria</i> Automating monitoring and evaluation data analysis by using an open-source programming language – A case study from the FSNet-Africa project	<b>Mekasha Kassaye (PhD)</b> <i>Addis Ababa University,</i> Perceptions, Challenges and Opportunities towards University Autonomy: The Ethiopian Experience of Higher Education Governance Reform Initiative	<b>Abimbola Windapo et al.,</b> <i>University of Cape Town</i> Critical Challenges to the Efficiency of Artisan Development Programmes: Insights from South Africa	
<b>Asiphe Mzendana</b> <i>University of the Witwatersrand</i> Supply and Demand: Pathways for enhancing critical skills in South Africa	<b>Eness Paidamoyo Mutsvangwa-Sammie et al.,</b> <i>University of Pretoria</i> Building Capacity in African Women Early Career Researchers (WEERs) towards Transforming African Food Systems	<b>M. O. Daramola &amp; P. N. Mothapo,</b> <i>University of Pretoria</i> Can African Higher Education Institutions leverage on Artificial Intelligence and its related Tools? Implications, challenges and opportunities	<b>Tshepo H. Tong-Mongalo,</b> <i>University of the Witwatersrand</i> Restrictions on Private Universities in South Africa is a Self-Defeatist Approach	<b>Iyanuoluwa Akinyemi et al.,</b> <i>University of Ibadan</i> Trends of Government Expenditure on Tertiary Education in West Africa: Analysis of Secondary Data From 2000 To 2018	
<b>Rufus Akinyele</b> <i>Maranatha University, Lagos, Nigeria</i> Beyond Research and Technology Fairs: Connecting University and Industry for National Development	<b>Zama M Mthombeni,</b> <i>University of KwaZulu Natal</i> The 'Academic Precariat': Towards professionalizing postdoctoral fellowships in South African higher education institutions.	<b>Okenwa, Patience Chinyere et al.,</b> <i>University of Lagos</i> Digital (ICT) Competences and Capabilities in Higher Education Institutions in Africa	<b>Atse Kambo Martial,</b> <i>Pan-African University of Cameroon</i> Bifurcations between African countries National Development Plans and African higher education: the case of Côte d'Ivoire from 2012 to 2022"	<b>Simon Ngalomba et al.,</b> <i>University of Dar es Salaam</i> Job Satisfaction among Early Career Academics in Tanzania's Universities	

**Thursday, 16<sup>th</sup> November 2023**  
**(Third Parallel Session)**

Parallel Session 3.1: 11.30 AM WAT <i>Theme: National higher education policy; harmonies and dissonance</i>	Parallel Session 3.2: 11.30 AM WAT <i>Theme: Research collaboration and resource sharing I</i>	Parallel Session 3.3: 11.30 AM WAT <i>Theme: Capacity building for research &amp; Faculty Development III</i>	Parallel Session 3.4: 11.30 AM WAT <i>Theme: Pathways/best practices for enhancing higher education: lessons and opportunities III</i>	Parallel Session 3.5: 11.30 AM WAT <i>Theme: African higher education and national development III</i>	Side Event 3: 11.30 AM WAT <b>IREX Session 1</b>	Side Event 4: 11.30 AM WAT <b>Universitas 21 (U21)</b>
<b>Chair: Prof. Ayoka Olusakin,</b> University of Lagos <b>Venue:</b> Tayo Aderinokun Lecture Theatre	<b>Chair: Prof. Ismail Ibraheem,</b> University of Lagos <b>Venue:</b> Faculty of Law Room 1 (Ground Floor)	<b>Chair: Prof. Khalid Adekoya</b> University of Lagos <b>Venue:</b> Faculty of Law Room 2 (Ground Floor)	<b>Chair: Prof. Ayo Atsenuwa,</b> University of Lagos <b>Venue:</b> Faculty of Law Lecture Theatre (2 <sup>nd</sup> Floor)	<b>Chair: Prof. Oluwole Familoni,</b> University of Lagos <b>Venue:</b> Faculty of Law - Board Room (3 <sup>rd</sup> Floor)	<b>Venue:</b> Guest Houses Gallery <b>Theme:</b> <i>Research Management as a Pathway for Reimagining Higher Education in Africa - Part 1</i>	<b>Venue:</b> Guest Houses Committee Room <b>Theme:</b> <i>International Collaboration: A Universitas 21 (U21) perspective</i>
<b>Peter Kiilu et al.,</b> <i>University of Nairobi</i> Strategic Agility and Organizational Performance- A Conceptual Paper Approach	<b>Melody Mentz-Coetzee et al.,</b> <i>University of Pretoria/ARUA CoE SFS</i> Towards equitable and sustainable partnerships: The FSNet-Africa case study	<b>Yideg Alemu</b> <i>Hawassa University</i> Examining Resistance and Strategies for Embracing New Pedagogical Technologies in Higher Education: Case Study at Hawassa College of Teacher Education, Ethiopia	<b>Peace Musiimenta, Makerere University</b> Documenting existing transformative pedagogies with potential to interrupt relations of domination in gender studies at Makerere University	<b>Bekele Gutema,</b> <i>Addis Ababa University</i> The African University: Retrospect and Prospects	<ul style="list-style-type: none"> <li>• Perspectives on the State of Research Management: A preliminary analysis of UASP course data</li> <li>• Pathways for Strengthening Research Management: What works and why?</li> </ul>	<p><i>A panel of four U21 partners (McMaster, Glasgow, Lund and Johannesburg) discuss how the U21 network supports researchers, staff and students through its focus on researcher engagement, student experience and educational innovation. They draw on experience from their universities to illustrate the diversity and benefits of international collaboration. The presentations will be followed by Q&amp;A.</i></p>
<b>Temitope J. Owolabi et al.,</b> <i>University of Lagos</i> The role of entrepreneurship education in preparing graduates for the future of work in Nigeria	<b>F. Lisk, University of Warwick &amp; S. Moyo, Stellenbosch University</b> Advancing excellence in research through internationalisation for, sustainable development: Some case studies	<b>Sukhmani Kaur Mantel et al.,</b> <i>Rhodes University /ARUA CoE Water</i> Nature-based Solutions for Shifting Africa's Complex Issues	<b>Sarah N. Ssali, Makerere University/ ARUA CoE Nol</b> Re-Imagining Curriculum at HEIs in Africa: A Case of Gender Studies at Makerere University.	<b>Amanuel Gebru Woldearegay et al.,</b> <i>Addis Ababa University</i> University Social Responsibility: Exploring Policies and Practices in Flagship Universities in Africa		
<b>Nancy Rushohora,</b> <i>University of Dar es salaam</i> This Is Not for Women: Diversity and Inclusion of Women in Tanzania Archaeology at Higher Learning Institutions	<b>Roberta Comunian et al.,</b> <i>King's College London</i> African Hub for Sustainable Creative Economies: collaborative activities, impact and shared learning	<b>Rebecca Ward,</b> <i>IREX (International Research and Exchanges Board)</i> Understanding Research Management Capacity Across ARUA Institutions	<b>David Mickler,</b> <i>Curtin University</i> Building International Research and Education Collaborations between Africa and Australia	<b>Lesley Alison Cornish,</b> <i>University of the Witwatersrand</i> Using People to Strengthen Science and Engineering Education in Africa		

**Thursday, 16<sup>th</sup> November 2021**  
**(Fourth Parallel Session)**

Parallel Session 4.1: 4.30 PM WAT <i>Theme: Capacity building for research &amp; Faculty Development IV</i>	Parallel Session 4.2: 4.30 PM WAT <i>Theme: Research collaboration and resource sharing II</i>	Parallel Session 4.3: 4.30 PM WAT <i>Theme: Pathways/best practices for enhancing higher education: lessons and opportunities IV</i>	Parallel Session 4.4: 4.30 PM WAT <i>Theme: Pathways/best practices &amp; Capacity Building</i>	Side Event 5: 4.30 PM WAT  <b>IREX Session 2</b>	Side Event 6: 4.30 PM WAT  <b>IDRC</b>	Side Event 7: 4.30 PM WAT  <b>UCL</b>
<b>Chair: Prof Abidemi Akindele,</b> University of Lagos <b>Venue:</b> Tayo Aderinokun Lecture Theatre	<b>Chair: Prof Obinna Chukwu,</b> University of Lagos <b>Venue:</b> Faculty of Law Room 1 (Ground Floor)	<b>Chair: Prof Muyiwa Falaiye,</b> University of Lagos <b>Venue:</b> Faculty of Law Room 2 (Ground Floor)	<b>Chair: Prof. Timothy Nubi,</b> University of Lagos <b>Venue:</b> Faculty of Law Lecture Theatre (2 <sup>nd</sup> Floor)	<b>Venue:</b> Guest Houses Gallery  <b>Theme:</b> <i>Research Management as a Pathway for Reimagining Higher Education in Africa: Part 2</i>	<b>Venue:</b> Guest Houses Committee Room  <b>Theme:</b> <i>Reimagining African Universities as Gender-Inclusive</i>	<b>Venue:</b> Simulation Laboratory  <b>Theme:</b> <i>Research Collaboration and Resource Sharing</i>
<b>Abidemi J. Akindele et al.,</b> <i>University of Lagos</i> Institutionalization of Robust Culture of Research Integrity and Responsible Conduct of Research in African Universities: Lessons from a Research Management Fellowship	<b>P. W. Mwangi &amp; F. Bukachi,</b> <i>University of Nairobi</i> Leveraging Frugal Innovation for Health (FIH) To Enhance Network Building and Knowledge Production by African Universities to Deal with Emergent Health Crises.	<b>R. P. Gunpath &amp; A. Beebeejaun,</b> <i>University of Mauritius</i> New Challenges in Higher Education Institutions Following the Covid-19 Experience -The Mauritian Case Study-	<b>Henriksson, R. et al.,</b> <i>Rhodes University/ARUA CoE Water</i> Strengthening Social-Ecological Systems Integration in African Transdisciplinary Research Towards Equity and Sustainability	Lightening Talks on UASP Alumni Initiatives  Strengthening Research Management		
<b>Yohannes Workeferahu Elifneh,</b> <i>Addis Ababa University</i> Work-Life Balance Among University Academic Leaders in A Developing Country Context: Empirical Evidence from Ethiopia	<b>Samuel Asare, et al.,</b> <i>Education Sub Saharan Africa</i> Understanding Education Research Productivity in Africa: overview of the African Education Research Database	<b>F. E. Nweke &amp; O. Olokodana-James,</b> <i>University of Lagos</i> The Nigerian Film Industry and Culture Relocation: A Translation on the Modes and Forms in Music and Dance Culture.	<b>Porroche-Escudero, Ana et al.,</b> <i>Lancaster University</i> Compounding Inequalities preventing African universities taking its place on the world stage: A Critical Reflection from a large African Socio-Ecological Systems Research Programme			
<b>Susan Murray,</b> <i>African Journals Online (AJOL)</i> The future of research communication out of African universities: some solutions to current problems in publishing	<b>Khuthadzo Nemakononi,</b> <i>University of Cape Town</i> Changes in climate extremes at 1.5°C, 2.0°C and higher levels of global warming in South Africa	<b>Tivani Mashamba-Thompson et al.,</b> <i>University of Pretoria</i> Philosophy of Peer-Mentorship in Higher Education in An African Context: Experience from The Early and Mid-Career Academic Platform	<b>Weaver MJT et al.,</b> <i>Rhodes University /ARUA CoE Water</i> "IMPACT" IN SOCIAL-Ecological Research Projects: The Hidden Value Catalysed by Transdisciplinary Research Interventions			

**Friday, 17<sup>th</sup> November 2021**  
**ARUA CENTRES OF EXCELLENCE EARLY CAREER WORKSHOPS**

Time	Workshop Sessions
Morning Sessions (10.30 AM WAT)	<p><b>CoE Session 5.1 (Unemployment &amp; Skills Development) @ Entrepreneurship and Skills Development Centre</b>  <b>Topic:</b> <i>Reimagining the Future of Higher Education in Africa - The Place of Entrepreneurship and Innovation Curriculum Integration in Driving the Knowledge and Creative Economy.</i></p> <p><b>CoE Session 5.2 (Inequality Research) @ Tayo Aderinokun Lecture Theatre</b>  <b>Topic:</b> <i>Use of panel data in the analysis of poverty, inequality, and related topics</i></p> <p><b>CoE Session 5.3 (Post-Conflict Societies) @ Faculty of Law Boardroom</b>  <b>Topic:</b> <i>Reimagining higher education in post-conflict societies</i></p> <p><b>CoE Session 5.4 (Sustainable Food Systems) @ Faculty of Law Room 1 (Ground Floor)</b>  <b>Topic:</b> <i>Using applied theatre in reimagining higher education for sustainable food systems</i></p> <p><b>CoE Session 5.5 (Notions of Identity) @ Faculty of Law Room 2 (Ground Floor)</b>  <b>Topic:</b> <i>Theorising African Identities</i></p>
Afternoon sessions (2:30 PM WAT)	<p><b>CoE Session 6.1 (Climate and Development) @ Faculty of Law Boardroom</b>  <b>Topic:</b> <i>Universities as change agents in the sustainability pathways</i></p> <p><b>CoE Session 6.2 (Water) @ Faculty of Law Room 1 (Ground Floor)</b>  <b>Topic:</b> <i>Reimagining our academic journeys - connecting insights, contentions, and conversations</i></p> <p><b>CoE Session 6.3 (Non-Communicable Diseases) @ Faculty of Law Room 2 (Ground Floor)</b>  <b>Topic:</b> <i>Higher education and NCDs in Africa</i></p> <p><b>CoE Session 6.4 (Materials, Energy and Nanotechnology) @ Faculty of Law Lecture Theatre (2<sup>nd</sup> Floor)</b></p> <p><b>CoE Session 6.5 (Urbanization and Habitable Cities) @ Tayo Aderinokun Lecture Theatre</b></p>



## Poster Presentations

	Title	Author(s)
In-Person	<b>Guidance and Counselling as Catalyst for Reinventing African Higher Education for Sustainable Development</b>	<b>STELLA CHINWE ANYAMA (Ph.D.)</b> <i>Department of Educational Foundations, Faculty of Education, University of Lagos, Lagos, Nigeria sanyama@unilag.edu.ng</i>
	<b>Appraising The Academic Training of Architecture, Engineering and Construction Graduates in Fourth Industrial Revolution Technologies</b>	<b>Olajide Julius FAREMI,</b> <i>University of Lagos, Department of Building, ofaremi@unilag.edu.ng</i>
		<b>Patricia Omega KUKOYI,</b> <i>University of Lagos, Department of Building</i>
		<b>Kudirat Ibilola ZAKARIYYAH,</b> <i>University of Lagos, Department of Building</i>
<b>Adegboyega Sunday SOTUNBO,</b> <i>University of Lagos, Department of Building</i>		
<b>Dele Roger SIMEON,</b> <i>University of Lagos, Department of Building</i>		
<b>Oluranti Olupolola AJAYI,</b> <i>University of Lagos, Department of Building</i>		
<b>Gideon Oluwafemi ADEYANJU,</b> <i>University of Lagos, Department of Building</i>		
<b>Olumide Afolarin ADENUGA,</b> <i>University of Lagos, Department of Building</i>		
	<b>Localizing Global Architectural Principles via Transformative Pedagogies</b>	<b>Mokóládé JOHNSON,</b> <i>Department of Architecture, University of Lagos. Lagos. Nigeria.</i>

	Title	Author(s)
In-Person	<b>Strategic Partnership between Industry and Higher Educational Institutions: A Recipe for African Development</b>	<b>Dr. Ehiorobo, Osa Abraham</b> <i>Department of Business Administration, University of Lagos.</i> <a href="mailto:newdawnabraham@yahoo.com">newdawnabraham@yahoo.com</a>  <b>Professor Adebisi, Sunday Abayomi ,</b> <i>Department of Business Administration, University of Lagos.</i>
	<b>Reimagining Technical and Vocational Education and Training (TVET) Through Production Units and Consultancy Services (PUCS) to Enhance Skills Development and Reduce Youth Unemployment</b>	<b>SHOBOWALE, Ishola Olukayode</b> <i>Department of Technology and Vocational Education, University of Lagos, Nigeria</i> <a href="mailto:ishobowale@unilag.edu.ng">ishobowale@unilag.edu.ng</a> ;
	<b>Peer Pressure as a Catalyst for Students' Entrepreneurship Engagements in Nigeria's Private Universities</b>	<b>UJENE, Ikem Godspower</b> <i>Department of Sociology, Criminology and Security Studies, Achievers University, Owo, Nigeria.</i> <a href="mailto:ijene2146@stu.ui.edu.ng">ijene2146@stu.ui.edu.ng</a>  <b>OLAOSEBIOMO, Tolulope Omolara</b> <i>Department of Sociology, Criminology and Security Studies, Achievers University, Owo, Nigeria</i>
	<b>Impact of Intellectual Property Governance System on Research Commercialization in a Selected Sub-Saharan African University</b>	<b>Titilayo Olubunmi Olaposi</b> <i>African Institute for Science Policy and Innovation, Obafemi Awolowo University, Ile-Ife, <a href="mailto:tolaposi@oauife.edu.ng">tolaposi@oauife.edu.ng</a></i>
	<b>Blended Learning, Talent Management as Predictors of Entrepreneurship Skills Development Mechanism in Universities in Lagos State, Nigeria.</b>	<b>Olubunmi O.Jagun</b> <i>Department of Educational Management, University of Lagos, Nigeria</i>  <b>Oluwabukunola Oye Olawole</b> <i>Department of Educational Management, University of Lagos, Nigeria., <a href="mailto:bukky.olawole@yahoo.com">bukky.olawole@yahoo.com</a></i>  <b>Bukola Amao-Taiwo</b> <i>Department of Educational Management, University of Lagos, Nigeria</i>
	<b>Overview Of Fire Safety Education in Architecture in The Universities: A Pathway to Reducing Fire Outbreaks in Nigeria</b>	<b>Odaudu Ugbede Sunday</b> <i>Aliko Dangote University of Science and Technology, Wudil, Kano State of Nigeria. Department of Architecture.</i> <a href="mailto:arcodauduugbede@yahoo.com">arcodauduugbede@yahoo.com</a>  <b>Abdullahi Aminu Lawan</b> <i>Aliko Dangote University of Science and Technology, Wudil, Kano State of Nigeria. Department of Architecture.</i>  <b>Abbas Ibrahim Mu'azu</b> <i>Baze University, Abuja, Nigeria. Department of Architecture.</i>

	Title	Author(s)
In-Person	<b>Optimising Living Laboratories for Sustainable University Entrepreneurial Ecosystem Development: Case of Universities in Ethiopia, Kenya, and Nigeria</b>	<p><b>Bukola AMAO-TAIWO</b> <i>Entrepreneurship and Skills Development Centre, University of Lagos, Nigeria.</i> Corresponding Author: <a href="mailto:bamao-taiwo@unilag.edu.ng">bamao-taiwo@unilag.edu.ng</a></p> <p><b>Moni Beryl HARRAIAH,</b> <i>Faculty of Business and Management Science, University of Nairobi, Kenya</i></p> <p><b>Mahir Jibril AHMED</b> <i>School of Commerce, Addis Ababa University, Ethiopia</i></p> <p><b>Oluwabukunola Oye, OLAWOLE,</b> <i>Department of Educational Management, University of Lagos, Nigeria</i></p> <p><b>Elohor Katherine IDOLOR</b> <i>Department of Business Administration, University of Lagos, Nigeria</i></p>
	<b>Entrepreneurship Education Delivery and Economic Independence of Young Adults in Nigerian Universities</b>	<p><b>Yinusa Oyekunle (Ph.D.)</b> <i>University of Lagos</i> <i>Department of Adult Education</i> <i>Faculty Member, ARUA Centre of Unemployment &amp; Skills Development, <a href="mailto:yoyekunle@unilag.edu.ng">yoyekunle@unilag.edu.ng</a></i></p>
	<b>Gaps and Opportunities in Research on Food Systems; A Micro-institutional Analysis of the University of Nairobi</b>	<p><b>Sussy Munialo<sup>1,2,</sup></b> <b>Cecilia Moraa Onyango<sup>1,3,</sup></b> <b>Jane Ambuko Lukachi<sup>1,3,</sup></b> <b>Oliver Vivian Wasonga<sup>1,4,</sup></b> <b>Joyce Gichuku Maina<sup>1,5,</sup></b> <b>Jonathan Makau Nzuma<sup>1,6,</sup></b> <b>Abeda Dawood<sup>7,</sup></b> <b>Lindiwe Majele Sibanda<sup>8</sup></b></p> <p><i>1 - African Research Universities Alliance Centre of Excellence in Sustainable Food Systems (ARUA CoE – SFS), University of Pretoria, <a href="mailto:munialos@yahoo.co.uk">munialos@yahoo.co.uk</a>;</i> <i>2 - Department of Plant and Soil Science, University of Pretoria;</i> <i>3 - Department of Plant Science and Crop Protection, University of Nairobi,</i> <i>4 - Department of Land Resource Management and Agricultural Technology, University of Nairobi;</i> <i>5 - Department of Animal Science, University of Nairobi;</i> <i>6 - Department of Agricultural Economics, University of Nairobi,</i> <i>7 - Office Sustainable Food Systems Research Chair, Future Africa, University of Pretoria</i> <i>8 - Department of Animal Science, Faculty of Natural and Agricultural Sciences, University of Pretoria.</i></p>

	Title	Author(s)
	<b>Higher Education Institutions' Deliverables and the Quality of Life of the African People: Connecting the Missing Link</b>	<p><b>Funmilayo Grace Ajetunmobi, Ph.D.</b> <i>University of Lagos, <a href="mailto:foyebanjo82@gmail.com">foyebanjo82@gmail.com</a></i></p> <p><b>Ojuolape Ifiok Ukobo, Ph.D</b> <i>Africa Centre for Theological Studies, <a href="mailto:ujuolapeukobo@acts.edu.ng">ujuolapeukobo@acts.edu.ng</a></i></p> <p><b>Adebukola Dorcas Adebisi</b> <i><a href="mailto:bukolaadebisi5@gmail.com">bukolaadebisi5@gmail.com</a>, University of Lagos</i> <i>ARUA Centre of Excellence for Unemployment and Skills Development, University of Lagos.</i></p>
Online	<b>Development of Early Career Researchers Mentorship and Capacity Advancement Policy in Addis Ababa University, Ethiopia</b>	<p><b>Solomon Kiros</b> <i>School of Chemical and Bioengineering, Addis Ababa Institute of Technology, Addis Ababa University, <a href="mailto:solomon.kiros@aait.edu.et">solomon.kiros@aait.edu.et</a></i></p> <p><b>Habtamu Getnet</b> <i>Research officer at Director for Research Office, Addis Ababa University, <a href="mailto:habtamu.getnet@aau.edu.et">habtamu.getnet@aau.edu.et</a></i></p>
	<b>Enabling peace education through universities in conflict affected contexts: Experiences and reflections from Ethiopia and Sudan</b>	<p><b>Dr Miho Taka</b> <i>Assistant Professor, Centre for Trust, Peace and Social Relations, Coventry University, <a href="mailto:miho.taka@coventry.ac.uk">miho.taka@coventry.ac.uk</a></i></p> <p><b>Dr Michaelina Jakala</b> <i>Assistant Professor, Centre for Trust, Peace and Social Relations, Coventry University</i></p> <p><b>Dr Hala Nur</b> <i>British Council</i></p>
	<b>Patients, paperwork, and paediatricians: Using clinical databases for postgraduate medical education</b>	<p><b>Rossella M Bandini, PRINCE</b> <i>Project to improve neonatal care, School of Clinical Medicine, Faculty of Health Sciences, University of the Witwatersrand, Johannesburg, South Africa, <a href="mailto:rossella.bandini@wits.ac.za">rossella.bandini@wits.ac.za</a></i></p> <p><b>Robin T Saggars, PRINCE</b> <i>Project to improve neonatal care, School of Clinical Medicine, Faculty of Health Sciences, University of the Witwatersrand, Johannesburg, South Africa and Department of Critical Care Medicine, Chris Hani Baragwanath Academic Hospital, Johannesburg, South Africa</i></p> <p><b>Tanusha D Ramdin,</b> <i>PRINCE (Project to improve neonatal care), School of Clinical Medicine, Faculty of Health Sciences, University of the Witwatersrand, Johannesburg, South Africa and Department of Paediatrics and Child Health, Charlotte Maxeke Johannesburg Academic Hospital, Johannesburg, South Africa</i></p> <p><b>Daynia E Ballot,</b> <i>PRINCE (Project to improve neonatal care), School of Clinical Medicine, Faculty of Health Sciences, University of the Witwatersrand, Johannesburg, South Africa</i></p>

	Title	Author(s)
Online	<b>The Role of Mentorship in Faculty Development among Early Career Academics: A Comparative Study of Selected Public and Private Universities in Kenya</b>	<b>Bhoke Chacha</b> <i>University of Nairobi</i> <i>Department of Sociology, Social Work and African Women's Studies</i>
	<b>The Place of Collaborative Research and Partnerships: Towards the Restoration of Health Promoting Universities in Kenya</b>	<b>Agnetta Nyabundi</b> <i>Center for the Advancement of Scholarship, University of Pretoria, <a href="mailto:agnetta.nyabundi@up.ac.za">agnetta.nyabundi@up.ac.za</a></i>
	<b>Strengthening Postgraduate Supervision: Reflections and lessons from a supervision workshop</b>	<b>Thobeka S Nkomo</b> <i>University of Witwatersrand</i> <i>School of Human and Community Development</i> <i>Department of Social work, <a href="mailto:thobeka.nkomo@wits.ac.za">thobeka.nkomo@wits.ac.za</a></i>
	<b>Sharing Resources and Building Capacity of HEI Faculty in Quantitative Research</b>	<b>Beverly J. Vandiver, Brian Timm &amp; Ann O'Connell,</b> <i>The Ohio State University, <a href="mailto:vandiver.10@osu.edu">vandiver.10@osu.edu</a></i>
	<b>Emerging Technologies and Higher Education: Virtual Reality, E-learning or Physical Classrooms</b>	<b>Winful Fiifi Baffoe Payin<sup>1</sup>, Charles Nutrokor<sup>1</sup>, Jarawura Vincensia Welagamu<sup>1</sup>, Elikem Atsakpo<sup>1</sup>, Gifty Oforiwa Gyamera<sup>2</sup> &amp; Isaac Wiafe<sup>1</sup></b> <sup>1</sup> <i>Department of Computer Science, University of Ghana</i> <sup>2</sup> <i>Ghana Institute of Management and Public Administration, <a href="mailto:iwiafe@ug.edu.gh">iwiafe@ug.edu.gh</a></i>
	<b>Food systems capacity building through resilience monitoring</b>	<b>Colleta Gandidzanwa, Elizabeth Mkandawire, Eness Paidamoyo Mutsvangwa-Sammie &amp; Melody Mentz-Coetzee,</b> <i>University of Pretoria, <a href="mailto:colleta.gandidzanwa@up.ac.za">colleta.gandidzanwa@up.ac.za</a></i>

# BOOK OF ABSTRACTS



## Parallel Session 1.1:

### **Nigerian Students' Experiences of University Education System: Issues, Prospects and Challenges of University Education Being "Fit for Purpose"**

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University system in any state presents an ivory tower which is meant to serve as catalyst towards meeting the developmental needs of that nation. The paper as such investigates the conception and running of the universities in Nigeria if it has not outlived its usefulness. It questions if the state as a standard duty bearer does enough in ensuring institutional autonomy and academic freedom to the university, the professor and the students. It questions if the universities are positioned to show creativity and flexibility such that affords dynamism desired in a self-reliant nation. The larger society experiences insecurity of lives and properties, inadequate infrastructure and a struggling private sector which are distasteful to a functioning university environment. In the circumstances of persistent industrial actions and insecure academic calendar, students graduate as disgruntled unengaged people, unable to participate in the state economy and nothing to add to the family purse. The paper recommends that the political leadership in Nigeria should be more committed in turning the economy around giving best impact on the Nigerian university system. The research methodology adopted is doctrinal, focusing particularly on historical, descriptive and prescriptive perspectives

### **Higher Education as a Catalyst of Development in Africa: The Case of Education 5.0 in Zimbabwe's Universities.**

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This qualitative research study delves into the interconnectedness among Education 5.0, Africa's Agenda 2063, and the Sustainable Development Goals (SDGs) within the specific context of Zimbabwe. The study seeks to explore how Education 5.0 can actively contribute to the realization of these vital developmental frameworks. To achieve this objective, a purposive sampling technique was employed, selecting 20 participants from state universities in Zimbabwe, including students and senior staff members actively engaged in Education 5.0-led projects. Semi-structured interviews were conducted, and thematic analysis was utilized to meticulously analyse the gathered data. The study findings shed light on numerous initiatives that vividly demonstrate the practical implementation of Education 5.0 in Zimbabwe. These commendable initiatives hold immense potential to contribute significantly to the attainment of both the Agenda 2063 and SDGs. The study strongly advocates for other higher learning institutions and various sectors of the economy to wholeheartedly embrace Education 5.0 and effectively leverage strategic partnerships, scientific advancements, technological innovations, and cross-jurisdictional collaborations. The critical collaboration between educational institutions, industry stakeholders, and government entities plays an indispensable role in fostering innovation, stimulating industrialization, and promoting modernization across the African continent. The research findings also underscore the utmost importance of robust investments in research, comprehensive training programs, and robust infrastructure to facilitate skills acquisition and foster efficient knowledge transfer across diverse sectors. Finally, African leaders and policymakers should consider adopting similar approaches, integrating Education 5.0 into their national strategies, and prioritizing investments in education, research, and technology to drive sustainable development across the continent. By doing so, they can ensure that Africa remains at the forefront of progress and prosperity in the 21st century.

## The Education-Training-Work-Continuum in Africa: How Useful is your Education for work?

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Higher education for young people, including marginalised groups, is essential for equitable and sustainable development. Yet, in a context of youth bulge and youth employment crisis, education may not deliver on its promises, motivating this investigation into graduates' transition to employment. Using recent data collected in Ghana, Kenya and Uganda, this study reports on graduates' opinions on the usefulness of their education for their transition into the workforce, exploring the impact of various factors such as the quality of the educational system, age, gender, STEM education, and residence areas, among others. Our findings reveal that not all graduates perceive their education as highly beneficial for securing employment and excelling in their roles. The quality of the education system and gender are found to significantly impact the perceived usefulness of education to transition into employment. Specifically, female graduates tend to view their education as less beneficial, while a higher-quality education system is associated with a more positive perception of its effectiveness in preparing graduates for the workforce. In light of these results, we advocate for policies that go beyond expanding access to higher education. We emphasize the urgent need to enhance the quality of tertiary education and training for African youth, as this plays a pivotal role in their successful transition into employment.





## Parallel Session 1.2:

### Supporting the festival industry in troubled times: higher education research and collaboration with festivals in South Africa during COVID-19

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Festivals in South Africa – but also globally – play a key role in the sustainable development agenda for their economic, social and cultural impact, so the shared knowledge networks and collaborative practices between festivals and Higher Education Institutions (HEIs) can have a real impact on the future of sustainable development. The paper highlights the role that research networks and collaborations across HE and the creative sector can have in contributing to more sustainable development – especially following the impact of the pandemic – for the creative and cultural sector. The paper presents a critical reflection on the way the impact of the COVID-19 lockdowns in 2020-2022 has brought the festival industry closer to higher education (HE) via a new and innovative collaboration with HE researchers at Rhodes University (South Africa) and King's College London (UK). Working with a group of seven South African festivals, the project "Future Festivals South Africa: Possibilities for the Age of COVID-19" investigates the impact of COVID-19 on arts festivals in South Africa (SA) during the pandemic and its multiple lockdown phases between 2020-22. It was funded by the AHRC in light of the extraordinary circumstances being faced by arts and cultural festivals due to the pandemic, and the urgent need for research and knowledge to support their activities – such as the utilisation of new platforms and funders, reaching audiences across the digital divide, and providing work for creatives. The collaboration

allowed the research team to facilitate knowledge sharing and research support during a very challenging time for the industry. Co-creation of knowledge through collaboration with the sector, seen as part of a shared journey, not imposed by researchers or policymakers, improved both the research and its value to the sector.

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### Linking Higher Education Policy to Labour Market Policy: Exploring the Impact of Socioeconomic Variables on Graduate Labour Market Outcomes in South Africa

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Since the end of apartheid, the South African government has increased funding for Higher Education (HE) to rectify the inequalities of the past, aiming to provide access to education for all citizens. Consequently, HE enrolment rates have risen, resulting in a growing graduate labour force. In South Africa, as in other regions, university graduates generally enjoy better prospects in the labour market. For instance, in 2018, the average graduate unemployment rate was 7%, compared to 12% for diploma holders, 28% for those with secondary school certificates, and 31% for those with less than secondary school qualifications. However, despite these relatively low figures, evidence shows a gradual increase in graduate unemployment over time, reaching 9.3% in the first quarter of 2021 and 11% in the second quarter. This challenges conventional models linking higher education investment to increased earnings and employment rates. One of the major drivers of graduate unemployment in South Africa is the quality of education, skill demand-supply imbalances, and limited work experience among graduates. Beyond unemployment, a more pressing concern is the continuing disparities in labour market outcomes among different categories of university graduates. These disparities are rooted in socioeconomic factors such as race, university attended, gender, and field of study, all deeply entrenched in the legacy of apartheid. The focus of this study is to elucidate the persistence of these socioeconomic issues in HE and labour market outcomes for South African university graduates. Despite increased government investment and commendable policies aimed at expanding access to higher

education and addressing past imbalances, this paper argues that producing employable graduates and increasing the supply of skilled labour requires more than just investment and access. To address these complex socioeconomic problems, the paper suggests that while the government continues to promote HE access, it should also prioritize the alignment of higher education policy with labour market policy to create more holistic solutions.

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## Exploring employment transitions by educational attainment and gender: Evidence from the Ghanaian Socioeconomic Panel Survey

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Released publicly only recently in November 2022, the Ghanaian Socioeconomic Panel Survey (GSPS) provides a rich source of information about education and employment-related activity in a middle to low-income context. We aim to explore the pathways between education and work, and the extent to which the completion of post-basic education may facilitate more stable labour market connections especially for women, by tracking the same individuals through time. To do so, we construct a panel of 5 277 adults (aged 20-64), who are observed in all three waves of the GSPS. We show contrasting employment patterns based on educational attainment, with those holding post-basic education more likely to secure formal employment than those with basic education; second, the stability observed in enterprise employment over time; third, the temporary nature of NEET (Not in Education, Employment, or Training) status among youth, and last, the persistent gender disparities in employment stability among prime-age adults. Results provide input into discussions on broader education sector reforms and the role of education in society more broadly.



## Parallel Session 1.3:

### Development of an online training course on multistakeholder collaboration in transdisciplinary sustainability research with a focus on African landscapes

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In this paper, we introduce a new, open-access online short course on ‘Multistakeholder Collaboration for Equitable and Climate Resilient Landscapes’ developed by the ARUA Centre of Excellence on Climate and Development (ARUA-CD) under their ARUA-UKRI Capacity Building grant. We start by describing how we came to develop this short course, which was conceived amidst ongoing interactions and conversations between ARUA-CD partners on the theme of climate resilient landscapes in Africa, and the process we used to ensure that the course responds to real needs amongst early career researchers as well as clear gaps in current training and curricula. We outline how we explored the potential content for the course through a multistakeholder engagement process and an online survey and how we brought a team of academics, facilitators, and science communicators together to design, develop and pilot the course. We then go on to describe the core modules of the course and other materials, and how the course can be accessed by interested learners. It is designed to be multipurpose and interested students, researchers or practitioners can either take the course (in their own time and at their own pace) or lecturers can download elements from the course to use in their own lectures. The course may also be used as it stands as a module in the formal curriculum (at Honours or Masters level) with contact sessions organised by lecturers to discuss the content with students. While the focus is the landscape context, the theoretic content of the course and the practical learning it provides would be applicable in many other engaged or transdisciplinary research contexts where the objective is to understand and seek solutions to complex sustainability problems together with relevant stakeholders.

## Expanding footprints without expanding reach: IES Abroad Cape Town's Strategic Network

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We as IES Abroad Cape Town wish to present on the strategic network we're developing in South Africa. As an American study abroad organisation based in Cape Town, South Africa, we provide international education opportunities in South Africa for students studying at American universities. We're partnered with the University of Cape Town, where our centre is located. Our vision for the next phase of the centre is to increase our reach within South and Southern Africa, without expanding our footprint. To achieve this, we are reaching out to, and currently working with, additional universities in South Africa located outside of Cape Town. We believe our centre can play a pivotal role in creating a new platform for partnerships that open up international education opportunities to South African students, establish a network for research collaboration and provide capacity building, in addition to serving our core students studying at the University of Cape Town. Through these goals we intend to further integrate our programming as IES Abroad Cape Town with South African institutions. A secondary but nevertheless significant goal of ours is reaching out to universities within the African continent to learn from fellow practitioners and form new relationships we can cultivate to discover how our strategic network can be further leveraged to create research collaboration and fellowships and capacity building exchanges beyond South Africa. With this presentation we trust that we can contribute to the conference's overarching theme of "reimagining the future of higher education in Africa" because this strategic network offers an alternative model for advancing international education in Africa, and can lead to the development of inclusive and academically relevant opportunities that position African partners as leaders while IES Abroad Cape Town functions as facilitator.

## The role of Academic Libraries Towards Research Capacity Building in Africa

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Due to the numerous problems facing the continent, there is a significant need for increasing research capability in higher education in Africa. African policy initiatives and assessments of educational research have emphasized the value of enhancing research capability. These regulations mainly aim to improve faculty members' capacity for leading and supervising high-quality research. By providing information resources for teaching and research, libraries in higher education are proven to have a significant impact on the academic community in which they operate. Through review of existing literature, the study looked into how academic libraries could be positioned towards research capacity building in Africa. Thematic narrative review report based on the literature analysis was employed for this study. Based on the findings of the study, academic libraries are well-positioned to serve their users' desire for research by providing them with fast, accurate information resources as well as teaching in information literacy and digital literacy. Particularly, it was discovered that these educational services helped researchers develop their deep knowledge and understanding through efficient inquiry on the literature and their interests to establish relevance to solving real-world problems. The study recommends that academic libraries in Africa implement a guided inquiry framework, with the purpose of equipping researchers with the required prescriptive information and procedures to design and build a comprehensive understanding of their topics; guiding them in their inquiry; and providing intellectual, impactful, and behavioral support toward research capacity building.

## Parallel Session 1.4:

### Rethinking internationalisation towards re-imagining the future of higher education in Africa

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Despite over 30 years of internationalisation discourses, there remains a lack of consensus on what it entails. This foundational lack of clarity around internationalisation as a concept has attendant implications for policy and practice, and direct relevance to important questions that the ARUA 2023 biennial conference seeks to answer, such as: Can African HEIs leverage the opportunities offered through various international cooperation agreements that relate to the knowledge economy, e.g., the AU-EU innovation agenda? As implied above, the goals of developing international collaborative research relationships and agreements as well as global competitiveness remain imperative for a burgeoning knowledge economy. However, there is growing debate about erstwhile dominant depiction of internationalisation as apolitical activities and hegemonic construction of knowledge. This links to the lack of attention to the relational and micro-level(individual) contributions that are integral to internationalisation processes, including international partnerships. Hence, Africa's relatively underdeveloped embrace of normative discursive postulations of internationalisation might provide an opportunity for reimagining alternative narratives as to what exactly internationalisation of higher education is or should be for, in Africa and globally. Internationalisation is an important concept, but it cannot be accepted 'à la carte' for re-imagining higher education in Africa, given criticisms such as a narrowness of focus on organisational processes, detachment from practice, and persisting notions of exclusivity that diverges from SDG 4 goals on inclusive education – for all. The lack of embeddedness of internationalisation in African higher education discourses therefore can be considered as an opportunity to envision and integrate an inclusive ethos in policy development. This will have a demonstrable impact on partnership agreements in key priority areas including international research collaborations, and transnational higher education involving international education partnerships, for context-relevant strategies and as potential pathways for global competitiveness, as part of re-imagining the future of higher education in Africa.

### Technology's New and Evolving Roles in Pedagogy and Research in African Higher Education Institutions

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Technology is transforming the way we teach and learn, and African Higher Education Institutions (HEIs) are no exception. This paper examines the new and evolving roles of technology in pedagogy and research in African HEIs. In terms of pedagogy, we explore the use of online learning platforms, digital tools for collaboration and engagement, and data analytics and learning management systems. These technologies are enabling African HEIs to reach more students, promote collaboration and engagement, and provide targeted support. In terms of research, we examine the use of high-performance computing, mobile technology, and open access and open data policies. These technologies are enabling African researchers to conduct complex simulations and data analysis, collect data in remote areas, and share their findings with a wider audience. The paper concludes with a discussion of the opportunities and challenges presented by these new technologies, and the implications for the future of pedagogy and research in African HEIs.



## The role of African governments in provision of higher education in the fourth industrial revolution era

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The world has reached the fourth industrial revolution. A revolution that is challenging and changing almost all the wisdoms in all sectors of the economy, including higher education. The revolution brings challenges to higher education that may need to be mitigated by governments to keep higher education institutions relevant. The paper broadly defines the fourth industrial revolution as a fusion of technologies in the physical, digital and biological domains. Specifically, twelve technologies are discussed: additive manufacturing (including 3-D and 4-D printing), advanced materials (including nanotechnology and new materials), artificial intelligence (including deep learning and advanced robotics), quantum technology (including quantum computing and Big Data analytics), ubiquitous networked sensors (including Internet of Things), distributed ledger technology (including blockchain technology), biotechnology, neurotechnology, virtual and augmented reality, geoengineering, space technologies, energy generation, storage and transmission. For each technology, the impact of the technology on higher education is assumed. The challenges for African higher education are highlighted and what governments can do to mitigate the risk of African higher education institutions becoming irrelevant. It is clear that governments need to adopt appropriate policies in controversial areas (such as biotechnology, data security and control, cryptocurrencies and other ethical issues), give HEIs some autonomy based on policy and allocate funds for research and development (especially in basic research), improve access to fifth industrial technologies and coordinate the process of adoption.

## Parallel Session 1.5:

### South African student retention during 2020: Evidence from system wide higher education institutional data

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Using longitudinal, institutional data we document the impact of COVID-19 on undergraduate student retention at public universities in South Africa. We find that student dropout increased in 2020 for students in 3-5th year, with little evidence of a change for those entering their second year of study. These aggregate findings mask significant differences across institutions. Students enrolled in most historically advantaged traditional institutions, and some comprehensive institutions, were not significantly affected, whereas dropout increased significantly at the University of Fort Hare, Walter Sisulu University and the University of Venda, three historically disadvantaged institutions located in rural areas. No difference in retention is found, however, for students enrolled at the University of Zululand (UZ) or the University of Limpopo (UL), equally resource-disadvantaged institutions where a majority (over 90%) of students are funded via the National Student Financial Aid Scheme (NSFAS). Furthermore, at institutions where dropout increased, NSFAS-funded students were less impacted than their unfunded peers. Our overall findings accord with growing evidence that COVID-19-related changes in the sector differentially impacted students from lower socioeconomic backgrounds. However, they also illustrate that the NSFAS bursary appears to have provided a social safety net during this time. Finally, the example of UZ and the UL provide suggestive evidence that institutional relational aspects are important too. Together, these results foreground the complex interplay of factors impacting a student's decision to drop out of or remain in university, highlighting that institutional responses and/or relational context during a crisis like COVID-19 can positively impact student retention.

## Applying Curricular and Co-Curricular Structures to Advance Student Learning Experience to Engender Global North and South Future Economic Collaborations: From Iowa to Africa

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In 2014, the Tippie College of Business and the John Pappajohn Entrepreneurial Center (JPEC), University of Iowa, USA, set a strategic plan to become more engaged with the business community in the US and internationally. Just a year later, by coincidence, University of Lagos Nigeria, Entrepreneurship and Skills Development Centre (ESDC) started an innovative engagement with industry and the global North to prepare its students to harness entrepreneurial opportunities. ESDC's goal was to build student capabilities for enterprise startups creation via transnational entrepreneurship training. The distinct plans of these institutions led them to rework their curricular and co-curricular structures. When officials of the two institutions subsequently met, a collaborative agreement was quickly signed because their missions were well-aligned. This paper describes the independent and mutual efforts of these institutions to advance student learning and entrepreneurial activity. The primary focus of the Tippie College and JPEC has been on undergraduate business and entrepreneurial education in three areas: 1) New graduation requirement, 2) new entrepreneurship major, and 3) new international learning opportunities. For its part, The University of Lagos has engaged a University-wide entrepreneurial curriculum change that includes supporting faculty to work beyond the borders of Nigeria. The two institutions then co-designed a capacity building and entrepreneurship-oriented curriculum known as Transnational Entrepreneurship Course (TEC). Today, TEC brings together students from the United States, Nigeria, and Senegal to create new enterprises across the global North and South.

## Influence of diversity in collaborative research capacity building initiatives to reimagine the future of higher education research in Africa

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Collaborative research partnerships between scholars from different parts of the world are becoming increasingly important in higher education. However, it is crucial to ensure that these partnerships are equitable and beneficial to all parties. One way to ensure that South-North partnerships are equitable is to understand the role of diversity within these partnerships and how it contributes to building sustainable relationships. This paper considered the International Research & Exchanges Board (IREX) University Administration Support Program (UASP) as a case study to explore the importance of diversity in collaborative research capacity building. A qualitative analysis of a survey of 38 past and current program fellows on their perceptions and experiences with diversity dimensions during the program participation allows evaluating the impact of diversity on capacity-building research collaborations with African higher education institutions (HEIs). The study highlights the importance and potential of incorporating diversity dimensions in capacity-building programs. The positive impact of working with diversified groups of experts is indicated to influence research activities and outputs achieved by fellows after the program completion. The significance of diversity in recruitment and academic programming in African higher education institutions has been found to be beneficial. Overall, the study suggests that diversity is important when developing and implementing collaborative research capacity-building programs. By focusing on diversity, these programs can help to build sustained relationships between partners, promote collaborative research, and have a more positive impact on African HEIs.

## Parallel Session 2.1:

### The alignment between gender and food systems research, policies and research funding A study of six African countries

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Research plays a fundamental role in achieving food and nutrition security, health, environmental sustainability, and improved livelihoods, which can be considered the outcomes of an effectively functioning food system. While there is an increasing demand for evidence-based policy, research

fundamental role in achieving food and nutrition security, health, environmental sustainability, and improved livelihoods, which can be considered the outcomes of an effectively functioning food system. While there is an increasing demand for evidence-based policy, research funders and researchers in some cases set agendas that are not necessarily informed by policy needs. Using gender and food systems as a case study, this study aims to determine the extent to which synergies exist between research publications and policy priorities. The study combined a literature search and classification process with document and thematic analysis. The Food Systems Research Network for Africa (FSNet-Africa) food systems framework was used to map literature on gender and food systems in six African countries that was published between 2015 and 2022. A similar mapping was conducted for continental and national policies. Grant data from the Dimensions database were reviewed to assess which gender and food systems areas are prioritised in research funding. The study found that while research publications are significantly aligned with research funding, policy priorities are less aligned with research publications. The research capacity in the six African countries is thus not being adequately leveraged via funding to investigate food systems challenges that are considered national priorities. Research funders need to collaborate with researchers and policymakers to define research agendas that cut across disciplines to effectively explore and optimise trade-offs and leverage points in the food system.

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### Supply and Demand: Pathways for enhancing critical skills in South Africa

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Over the years, the South African government, along with non-governmental organisations have pledged themselves in promoting access to education through bursaries and subsidized programs. Through these interventions, the higher educational sector in the country has experienced a rise in admission. Although South Africa has produced a number of graduates, most of these graduates remain unemployed and depressed, while some look for employment out of the country. This linkage does not only leave South Africa wanting but it also poses a threat to the economy and the reputation of the higher educational sector. This paper aims to explore the imbalance between demand and supply of critical skills in South Africa focusing mainly in the city of Johannesburg. Using a mixed methodology, the researcher will explore a qualitative research method, which will involve the review of existing research around the theme. This will determine what contributes to the imbalance in order to establish what interventions can address it. The study seeks to understand the relationship between of higher education and companies in the demand and supply of critical skills in South Africa. Furthermore, it aims to establish the role of skill retention in balancing the demand and supply for critical skills. Understanding the



imbalance between the demand and supply of critical skills in the country will initiate innovative ways in which strategies can be developed to close the gap between the two. While the aim of the researcher is not to bridge the gap between demand and supply of critical skills but to recommend best methods to enhance the critical skills demand and supply in South Africa. This will contribute in minimising brain drain, while also placing the country on a global scale when it comes to skills retention.

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## Beyond Research and Technology Fairs: Connecting University and Industry for National Development

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Post-independence African countries have always regarded science and technology as the tools that will unlock the resources of the continent and bring about the desired national growth and development. Consequently, many of them have established universities of technology and research institutes whose research outputs and technical innovations are expected to be harnessed into the industry and to promote economic growth. Although virtually all the universities have research and innovation units and have produced prototypes of inventions, the inventions have remained largely not commercialized. The challenges to their commercialisation include inadequate funding, poor reward system, poor marketing strategies and the nature of the relationship between the universities and the industry. This paper explores how the linkage can be strengthened beyond the current practice of inviting some industries and companies to participate in annual university research and technology fairs. The subject is discussed with reference to Nigeria as a case study. Some of the practical suggestions include the return of university planners to the concept of the university as a service station. Second, the industry should have direct input into the curriculum of universities, as was the case of the Faculty of Business Administration University of Lagos, where a Business Advisory Council was established to serve as a bridge between the faculty and the industry. The Research and Innovation Office of the different universities is encouraged to hold periodic meetings and consultations with industry captains to identify their research needs and encourage them to provide funds for university researchers to help solve them. The universities, through the School of Postgraduate Studies, can select suitable candidates to benefit from such grants. This platform can also be used to source for sponsorship for PhD research and grants for research clusters whose products can easily be commercialised or put into immediate use in industry.

## Parallel Session 2.2:

### Broadening Participation in Research and Quantitative Methods Training for Education Research in Ethiopia and other African HEIs

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Across Africa, training opportunities and research capacity-building efforts for education research and related social sciences research critically lag behind similar efforts in health and public health domains. Yet to achieve the promise of the UN's Sustainable Development Goals for education, faculty and graduate students in African higher-education institutions must be empowered to strengthen and focus their expertise on country-specific educational priorities and problems. We

present components of an overall model that can broaden participation in education research through collaborative quantitative training and locally-identified research topics. We discuss development and use of a quantitative methods survey for faculty and graduate students that identifies quantitative training gaps and needs; a collaborative early childhood education research project in Ethiopia that trained 10 Ethiopian PhD students and early scholars; and our emerging efforts to expand teaching and research methods through a Quantitative Methods Training Network in Africa. Our goal is to contribute to conversations regarding strategic directions for improving education research quality globally and collaboratively.

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## Building Capacity in African Women Early Career Researchers (WECRs) towards Transforming African Food Systems

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Women researchers have a key role in food systems transformation and driving economic development in Africa. For this to be feasible, women need to have an equitable role in planning and decision-making. Approximately 70% of daily decisions relating to household food and society are made by women. In spite of the African Union's commitment to increasing the number of African women researchers, they remain a minority, with only 32% of researchers in Africa being women. This paper presents findings from a study supported by the Australia-Africa Universities Network (AAUN) that sought to investigate the extent to which WECRs attain career paths in the STEM-aligned research area of food systems in Africa. The study sample consists of thirteen WECRs drawn from the twenty Food Systems Research Network for Africa (FSNet-Africa) research fellows, based in six African countries and ten higher education academic institutions. We found that unfavorable learning environments and the belief systems underpinning them,

social bias, persistent lack of support in learning institutions, and a lack of role models presented barriers for women's career advancement. In academic institutions, perceptions around women's care responsibilities compromise their involvement in research, publications, mobility activities and research fundraising, all of which play a vital role in promotion.

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## The 'Academic Precariat': Towards professionalizing postdoctoral fellowships in South African higher education institutions.

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This paper argues that for South Africa to develop research-intensive institutions with a strong human capital base, it should re-evaluate its postdoctoral system. The current system views postdocs as students receiving training at institutions rather than employees, and they are often referred to as the "academic precariat," a term that accurately describes the unstable and transient employment, as well as the sense of disposability and marginalization, experienced by this highly qualified workforce. To make this case, this paper uses two qualitative approaches: critical discourse analysis to examine how universities present postdocs on their websites, and social media platforms as its avenue to collect data and interact online with current and former postdocs to understand their experiences and academic function. Despite playing a critical role in academic work, postdocs are often undervalued and underpaid. The paper argues that postdoctoral fellowships in their current structure fail to retain the best talent within South African universities, and questions whether these academic scholars should not be better supported in their professional development.

## Parallel Session 2.3

### Automating monitoring and evaluation data analysis by using an open-source programming language – A case study from the FSNet-Africa project

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Research-intensive higher education institutions play a crucial role in developing a robust human capital base and an efficient national innovation system that can address a nation's challenges. Yet, African higher education institutions lag behind their global counterparts in the number of research outputs produced. To address this shortcoming and contribute to building a critical mass of researchers in African higher education institutions that can help address the continent's challenges, early career researcher development programmes play a critical role. Monitoring and evaluation (M&E) are vital in assuring that early career researcher development programmes like FSNet-Africa achieve their purpose and deliver meaningful outcomes. In addition, M&E is a key element in accountability to funding partners. However, M&E is a time-consuming and expensive process, which is particularly problematic in the resource-constrained context of the African continent. Traditionally, practitioners use the general user interface (GUI) of expensive data analysis software suites like the Statistical Package for the Social Sciences (SPSS) for analysing and visualising quantitative M&E data. Although open-source programming languages like Python are free to use, currently, there are no libraries in Python aimed at the types of analyses frequently needed for quantitative M&E data. Without a library of functions to simplify the process, the learning curve for beginners to use Python for data analysis is steep. To make Python a user-friendly and workable alternative for the analysis of quantitative M&E data, a Python library of functions automating M&E data analysis procedures has been developed within the FSNet-Africa project. The Python M&E library is tested in this paper on quantitative evaluation data of one of the FSNet-Africa capacity-building events and the output compared to the output obtained using the SPSS GUI. The results show that the Python M&E library makes Python a free and time-saving alternative for the analysis of quantitative M&E data.

### Can African Higher Education Institutions leverage on Artificial Intelligence and its related Tools? Implications, challenges and opportunities

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The Pan Africanism's vision for the Africa we all want, which is an integrated, prosperous and peaceful Africa, driven by its own citizens, representing a dynamic force in the international arena, requires development of systematic methods and tools, which enable the generation of new more sustainable alternatives with the ability to adapt to future needs. African higher institutions should produce professionals who are equipped with critical thinking skills and tools to address the needs of society for sustainable existence of equitable life on earth. At the same time, these professionals should have agency and purpose to contribute to the knowledge-based economy, and have the skills to design and implement sustainable solutions for a more harmonious existence of all humans with nature. Above all, they should understand the related risks and ethical responsibility to society and humanity while stepping into the arena of Industry 4.0 and Society 5.0. Artificial intelligence (AI), which is a technique that enables computers to mimic human intelligence using logic, if-then rules, decisions trees, and machine learning, could be a tool to re-imagine research and training in African higher institutions. Application of AI and its related tools in teaching and learning in African higher institutions could catalyse aspiration 1 of the African Agenda 2063, which is a prosperous Africa based on inclusive growth and sustainable development. However, the key question is; what are the implications, the challenges and the opportunities derivable from the application of AI in research, teaching and learning in African higher institutions? More importantly, given the current setting of African higher education institutions, at what level of readiness are we to successfully exploit AI? Thus, the paper aims to address this question by highlighting some thought-provoking discourse in this area and providing practical approaches that could stimulate application of AI and its tools.

## Digital (ICT) Competences and Capabilities in Higher Education Institutions in Africa

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In this 21st century, especially with the emergence of COVID-19 (Coronavirus) in 2020, almost every aspect of human existence has experienced heightened digital technology. Thus, it is expedient to examine the digital (ICT) competencies and capabilities of HEIs in Africa in light of global competitiveness. This study adopted a descriptive research design to examine the digital competencies and capabilities of HEIs in Africa which will aid the development of an Institutional framework for computing in education, informed by Policies, Processes, and People requirements. The population of the study comprised all lecturers and students in Higher Education Institutions in Africa. A multi-stage sampling procedure was used to select 1000 lecturers and 4000 students from eight ARUA network institutions in four countries (Nigeria, South Africa, Ethiopia, and Kenya). A researchers' developed questionnaire titled, Digital Competences and Capabilities in Higher Education Institutions in Africa's Questionnaire (DCCHEIAQ) was used to elicit information from participants. To achieve the objectives of the study, five research questions were raised to guide the study. Data were analyzed using frequency, mean, and standard deviation. The result showed that the digital competence and capability of students were considerably high but moderate with lecturers. Lecturers as well as students make use of the internet in no small way in their learning process. It recommended that both lecturers and students should be trained on the emerging information security threats, this will help to reduce being victims of cyber crime.

## Parallel Session 2.4:

### Perceptions, Challenges and Opportunities towards University Autonomy: The Ethiopian Experience of Higher Education Governance Reform Initiative

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One of the most critical issues in the 21st century higher education academic discourse is the extent to which African universities are enjoying the status of an autonomous university. An autonomous university is set in the best of conditions to exercise independence and total control and management of itself in its overall functioning including academic freedom of inquiry. This statement of autonomy has however been threatened by many African countries to an unprecedented degree as stressed in the Kampala Declaration on Intellectual Freedom and Social Responsibility. This study has attempted to bring to the scene the recent Ethiopian experience of reforming its higher education governance into an autonomous status. Taking the Addis Ababa University, the oldest and the biggest national university in the country, and employing a descriptive research methodology where quantitative and qualitative data were collected using questionnaire and document review, the study revealed the staggering status of university autonomy both at conceptual and practical levels. The dire need for members of the university community and stakeholders to get all on board for a shared vision, the unwavering commitment of the government to support universities, and the need to develop infrastructural capacities of universities emerged as critical preconditions for a successful autonomy to be in place. What is more, the study asserted that the process, nature, and procedures of granting universities an autonomous status varies from context to context and from time to time being so complex the exercise attracting many actors to play. Each reform context, it was recommended, should thus deserve to be examined and treated in its own right with due appreciation and examination of contextual factors that may lend a lesson to other contexts as well.

## Restrictions On Private Universities in South Africa Is a Self-Defeatist Approach

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Private higher education institutions in South Africa have, for a long time, been denied the status of, or of being known as, universities. The Department of Higher Education and Training (DHET) attempted, unsuccessfully, to remedy the situation by introducing the Higher Education Amendment Act, 2016. The Act promised that the Minister of Higher Education, Science & Technology would promulgate Regulations setting out 'criteria for recognition of private higher education institutions as private universities.' Such Regulations have not yet been promulgated and, as such, private higher education institutions in South Africa remain excluded from qualifying as, or falling within the meaning of, universities. This approach of the South Africa government's regulation of private higher education institution appears to unreasonably disregard the reality that all higher education institutions in South Africa, whether private or public, operate within the same regulatory environment for the accreditation of their higher education programmes. This reality means that the continued prohibition of private higher education institutions to being referred as universities is not based on any rational ground as all higher education institutions follow the same process for their educational programmes to be accredited through the Council on Higher Education (the 'CHE'). Time has come for South Africa to realize the complementary role that private higher education institutions play in bridging the gap of educating massive numbers of high school graduates who cannot all be absorbed by public universities in the country.

## Bifurcations between African countries National Development Plans and African higher education: the case of Côte d'Ivoire from 2012 to 2022"

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After the post-electoral crisis of 2010 to 2011 in Côte d'Ivoire, the country has had a new leader named Alassane Ouattara invested in May 2011 and who is committed to rebuilding the country. To do so, the head of state will put in place a national development plan 2012- 2016 to lead the country on the path of reconstruction and healing its wounds. We have seen the reopening of public universities with the effect of rehabilitation and we think of this new beginning with these exorbitant costs of these rehabilitations of these university infrastructures. From 2016 to 2020, a new National Plan of Development elaborated without that we perceive the role of the higher education and by ricochet the research in its contribution to the national development of the Ivory Coast. The metaphor is that the universities were still closed before their reopening; Côte d'Ivoire had a growth figure of about 7% from 2012 to 2018 This has tapped our mind and we wonder why research is not greatly involved in national development in Côte d'Ivoire from 2012 to 2022? The objective of this paper is to understand the reasons for this gap between research and the various National Development Plans (2012-2016; 2016-2020; 2021-2025) in Côte d'Ivoire. Côte d'Ivoire has elaborated a National Development Plan of 2021-2025 and we still have this problem of the contribution of research in the economic and social development of the country. We are going to make documentary research and interviews with the actors of the higher education in Côte d'Ivoire. To answer this problem, we will make a state of the art of the research in Ivory Coast on the one hand by trying to understand the bifurcations between the higher education and the national development in Ivory Coast on the other hand.

## Parallel Session 2.5:

### Critical Challenges to the Efficiency of Artisan Development Programmes: Insights from South Africa

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Skill shortages have impacted all sectors of the South African economy, including the construction industry. To address this problem, the government of South Africa set up an Institute of Artisan Development to meet certification standards and provide formal qualifications for occupations with a substantial proportion of workers with none. However, despite the government's efforts, there are still reported shortages of mid-level skills in the manufacturing, engineering and construction fields. Therefore, this research examines the critical challenges to the efficiency of Artisan Development Programmes towards making recommendations to solve the study problem. The research employed interviews to collect data from 33 expert stakeholders in the artisan development space who were identified using a convenience sampling technique. It emerged that the challenges to the effectiveness of the government institute in charge of artisan development comprise using paper-based registration and application systems, underfunding and approach to financing the programmes, and the complex organizational structure. Based on these findings, the study concludes that employing automation, providing adequate funding, and appropriately integrating the stakeholder agencies in the artisan development eco-system will bring about more effectiveness in the delivery of the programmes, resulting in a better programme experience by students and more outputs.

### Trends of Government Expenditure on Tertiary Education in West Africa: Analysis of Secondary Data from 2000 to 2018

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**Introduction:** Education especially at the tertiary level contributes directly to economic growth. The goal of dedicating 20% of public funds to education is not being met by several West African nations Forum. Furthermore, there is a dearth of actual data showing how higher education affects economic growth and alleviates poverty, so, it has received little attention. Analyzing these trends can provide valuable insights into the priorities of governments in the countries and their impact on economic growth. Therefore, the aim of this research is to examine the trends of government expenditure on tertiary education in West Africa over the past two decades.

**Methodology:** This study utilized secondary data from the World Bank database UNESCO Institute for Statistics education survey on GDP per capita for the 16 West African nations 2000 and 2018. Data on government spending was extracted into Microsoft excel 2019 spreadsheet and used for descriptive analysis. Ethical approval was not required as the data used is available and accessible on the public domain.

**Results:** The highest was from Niger (\$4345.48) while Liberia recorded the least (\$51.35). There was a decline from 2000 to 2001, a sharp decline between 2002 till 2003, 2007 till 2009, a further staggering fall from 2011 till 2014 and a sharp downward movement from 2016 to 2018. A sharp rise is observed from 2001 till 2002, 2006 till 2007, 2009 till 2011, 2014 till 2016. An acute rise from 2003 till 2005.

**Discussion:** With the advent of the Coronavirus pandemic that hit countries globally, reports have been generated regarding its effect on government expenditure. In year 2020, an estimated decline of 8% on per capita spending was reported in some African countries with over 25% decline in others. There must be checks and balances for the agency responsible for budgetary allocation.

## Job Satisfaction among Early Career Academics in Tanzania's Universities

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Early-career academics (ECAs) constitute a significant portion of the academic workforce in universities, and their experiences often reflect the broader institutional culture. This study sheds light on the experiences that influence the job satisfaction of ECAs in Tanzania. The study surveyed 125 ECAs working in Tanzanian universities to improve job satisfaction. The study adopted a quantitative approach with questionnaires distributed to 125 ECAs employed in two universities (one public, one private) in Tanzania. Exploratory factor analysis was performed to examine the factor structure. The findings are analysed in the context of a growing interest among scholars in ECA and the rapid expansion of higher education in Tanzania. Three key findings were established as a result of the current study. First, promotion and professional development were highly correlated with job advancement. Second, relationship with administration was significantly related to job promotion. Third increase in salary was negatively correlated with job promotion. The study has explored some new components of job satisfaction, whereas the university management and policymakers of higher education institutions can accurately utilize and develop effective strategies to improve job satisfaction of ECAs in universities. The study concludes that ECAs related their job satisfaction with motivators such as job promotion, job advancement and professional development.



## Parallel Session 3.1:

### Strategic Agility and Organizational Performance - A Conceptual Paper Approach

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Strategic management scholars and practitioners in the 21st century are preoccupied with the challenge of performance enhancement and business model innovation. The continuous and unprecedented hyper-competition, technological innovations and changing customer preferences and tastes, calls for organizations to be agile in sensing, seizing and responding to the turbulent environment. Strategic agility has emerged as an effective competitive framework that influences performance. Studies, both conceptual and empirical, show a strong correlation between organizational effectiveness and strategic agility. However, the explicit relationship remains contested and inconclusive. Research is ongoing on the role of possible contingency factors in the direct influence of strategic agility on performance. It is in this context that this paper seeks to explore the knowledge gaps by critically examining empirical and conceptual studies, on the possibility of the effects of environmental turbulence and organizational culture on the strategic agility-performance linkage. It advances emerging propositions that underpins strategic agility and organizational performance. Therefore, in order to fill in the existing knowledge gaps, empirical research in various situations could follow the postulations made in this study.

## The role of entrepreneurship education in preparing graduates for the future of work in Nigeria

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The landscape of work in Nigeria is changing rapidly, and it is essential that graduates are equipped with the necessary skills and knowledge to thrive in the future. One way to achieve this is through entrepreneurship education, which has recently become increasingly popular in Nigeria. This paper explores entrepreneurship education's role in preparing graduates for the future of work in Nigeria. Entrepreneurship education is a broad concept that refers to the teaching and training of skills and knowledge necessary for starting and managing a business venture. In Nigeria, the need for entrepreneurship education has become increasingly apparent due to the high level of unemployment, especially among the youth. Entrepreneurship education is viewed as a way to promote self-employment and reduce the overreliance on white-collar jobs. The future of work in Nigeria will likely be characterized by rapid technological advancements, globalization, and changing consumer preferences. As a result, graduates need to have skills and knowledge that enable them to adapt and thrive in a dynamic environment. Entrepreneurship education has the potential to equip graduates with the necessary skills, including critical thinking, creativity, problem-solving, and innovation, to succeed in the future of work. However, despite the growing popularity of entrepreneurship education in Nigeria, several challenges still need to be addressed. For instance, entrepreneurship education needs to be improved by ensuring that it is relevant, practical, and up-to-date. Additionally, there is a need to increase access to entrepreneurship education, especially for students from low-income backgrounds. The study was conducted using a mixed-methods approach, which involved reviewing relevant literature and surveying 500 recent graduates from Nigerian universities. The survey instrument was designed to collect data on the graduates' perceptions of the effectiveness of entrepreneurship education in preparing them for the world of work. The data collected were analyzed using descriptive statistics and inferential statistics.

## This Is Not for Women: Diversity and Inclusion of Women in Tanzania Archaeology at Higher Learning Institutions

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Archaeology traces its origin to the colonial period that saw Europeans expanding their interests to Africa. Archaeology was used to explore Africa's rich history and distort and subsequently loot the African cultural heritage to the West under the name of conservation. The overemphasis on conservation and ordinances conversely ostracised the communities' form of conservation of cultural heritage, resulting in the loss of intangible heritage that is characterised as living in the hands of the community. There is no doubt, therefore, that the entry of archaeology into the higher learning institution was a perpetuation of the colonial agenda that focused very little on articulating national policies through higher learning education. At the community level, archaeology has remained an elitist subject not well known and taught in pre-tertiary education. Although some colonial archaeologists, such as Mary Leakey, were women, the discipline took a while to incorporate women. Tanzania women working in the field of archaeology are few. This is acute in academic institutions, publications and citations. African women archaeologists are less invited to conferences to give keynote addresses and generally need equal representation in the academic milieu as their male counterparts. The case is different in the global north, however, where most archaeologists are women and high-rank academic positions are held by women. This paper examines the diversity and inclusion of women in archaeology and imagines the future of women in higher learning institutions by examining the training, enrolment and fieldwork. It highlights the challenges women encounter in archaeology and the outlook of archaeology in the African higher learning institutions and communities to which these institutions provide services. Mirroring particularly on the Tanzania national higher education policy, this paper will highlight harmonies and dissonances in education that have been 'othered' in higher learning institutions while reflecting on exclusionism.



## Parallel Session 3.2:

### Towards equitable and sustainable partnerships: The FSNet-Africa case study

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Research collaborations have a high potential for improving research quality and, when aligned with the development priorities of African countries, have significant potential for research impact. However, equitable and sustainable collaborations are needed if this potential is to be realised. Historically, research collaborations with Africa have focused on bilateral agreements of a north-south nature. However, increased emphasis has been placed on multilateral (including south-south), multisector partnerships as a mechanism for increased impact. One of ARUA's founding principles is collaboration as an additive mechanism – where collectively, collaborators can achieve a more significant and lasting impact than any individual partner could do alone. This paper will examine research collaboration through the case of the food systems research network for Africa (FSNet-Africa) project, a research excellence project within the ARUA Centre of Excellence in Sustainable Food Systems (ARUA-SFS) funded under the ARUA-UK Research and Innovation (UKRI) partnership. FSNet-Africa has established collaborations between 10 African academic institutions, one global north institution, and multisectoral networks of food systems stakeholders across six African countries. More than 80 researchers across the network are collaborating on 20 transdisciplinary research projects. The paper will explore the tangible and intangible strategies employed by FSNet-Africa to establish equitable and sustainable partnerships. Among other things, the network's approach to collaborative agreements, inclusive agenda setting, funding arrangements, distributed leadership, and relationship building will be discussed. The paper will demonstrate how these contribute to equitable and sustainable partnerships across Africa (within and beyond the ARUA), as well as between African institutions and global partners. Analysis of mixed-methods data from ongoing monitoring and evaluation within the network (surveys and interviews among partners) will be shared to demonstrate the experience of partners with regard to equity and sustainability, as well as partnership

outcomes (research excellence, capacity building for the next generation, institutional strengthening and engaged.

### Advancing excellence in research through internationalisation for sustainable development: Some case studies development: Some case studies

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The paper will present and compare different initiatives within the context of an international approach to higher education (HE), based on the experience of the two authors who in their academic careers in the UK and South Africa respectively have been actively engaged in advancing excellence in HE and building international partnerships in research and education activities which span the Global North and the Global South. It will start by locating the role of internationalisation in European and African HE institutions against the background of a more diversified HE landscape globally. Based on case studies from their current institutions, the University of Warwick, UK and Stellenbosch University, South Africa, the paper presents examples and draw lessons with respect to successes in terms of quality and impact of HE on local, national and regional development needs; identify common challenges and risks involved; and make recommendations for improvement. The paper will make use of illustrative examples to depict the importance of fundamental principles of internationalisation pertaining to equity, mutual benefit and intercultural values, as well as highlight essential modalities like high-quality knowledge exchange programmes as prerequisites for sustaining viable models of international collaboration in research and education. It will also explore opportunities, within the context of an internationalisation strategy and agenda, for engaging with stakeholders beyond universities and governments – i.e. industry and private sector businesses, private and autonomous research institutes, non-governmental organisations, foundations and international organisations – for advancing excellence in HE sectors in Africa through strengthening research, innovation, education and public policy advice capacity. In conclusion, it is envisaged that the presentation could yield valuable insights into new and more cost-effective approaches or pathways for enhancing Africa's research, innovation and higher education capacity to make them development-oriented and globally competitive, and will offer a set of recommendations for improvement.

## African Hub for Sustainable Creative Economies: collaborative activities, impact and shared learning

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This paper critically reflects on the collaborative activities, impact and shared learning that emerged during a two-year international follow-on grant funded by the Arts & Humanities Research Council (AHRC) in the UK (AH/W00688X/1). The African Hub for Sustainable Creative Economies project (AHSCE) was proposed and established with the overall aim of supporting the development of sustainable creative economies in Africa by engaging African Higher Education Institutions (HEIs) and empowering them to interact with their local creative economies. It proposed that strengthening the capacity of HEIs to interact with key stakeholders in the sector, including graduates, creative entrepreneurs, creative intermediaries and policymakers, could

have a positive and sustainable impact on the individuals, communities and sectors involved. In doing so, it aimed to empower the development of a more innovative and diverse workforce, by offering access to practical knowledge and supporting collaborative opportunities. In the paper, we highlight the collaborative activities and journey undertaken with our international academic team across King's College London (UK), University of Southampton (UK), University of Nairobi (Kenya), University of Lagos (Nigeria) and University of Witwatersrand (South Africa). We reflect on the range of impacts that the overall project and the creative projects supported through the Collaborative Voucher Scheme had. Finally, we reflect on the shared learning that the AHSCE supported and the legacy of the project. We share important policy reflections in relation to the importance of funding and business support; enhancing knowledge and skills; protecting creative workers, valuing creative careers and celebrating and supporting creativity. Finally, we consider avenues for future research and further collaborations.



## Parallel Session 3.3:

### Examining Resistance and Strategies for Embracing New Pedagogical Technologies in Higher Education: Case Study at Hawassa College of Teacher Education, Ethiopia

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Technology provides new opportunities and benefits for educators and learner in the teaching-learning practice and process. Despite its significant role, it is unevenly accessible, and brings new challenges and resistance to overcome, particularly in Africa, specifically in Sub-Saharan Africa. Consequently, Ethiopia higher institution educators and their students face a variety of difficulties, including availability, access and use of technology, finding ways to overcome resource limitations, and addressing reluctance to use both existing and new technologies. A mixed-methods approach combining Technology Acceptance Model (TAM) and a descriptive survey design was used. It involved randomly selected faculty members and students from Hawassa College of Teacher Education. Structured questionnaire, in-depth key informant interviews, checklist guided classroom observations were used to collect data. Mean Difference Standard deviation, and t-test were employed to support the analysis, aiming to understand how educators addressed resource constraints and technology resistance. The results show that 37% of the teachers surveyed at Hawassa College of Teacher Education reported receiving insufficient technology support from their school, but 63% of them instead turned to private or other sources of technology. In addition to having a grasp of the present-day pedagogical education technology, nearly 26.5 % resistance technology adoption, considered as a key barrier to technology adoption and use. Hence, this study, assert that awareness, access to and use of instructional technologies are the most pressing challenges confronting school systems and HEIs in the 21st century. In particular, the findings provide an understanding of a contemporary problem facing HEIs in Africa, like Ethiopia. The study also suggests that consolidating technology in education systems, promoting the use of technology in education, and optimizing technological infrastructure will enhance Ethiopia's overall educational quality and the learner-centered instruction at Hawassa College of Teacher Education in particular.

## Nature-based Solutions for Shifting Africa's Complex Issues

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The African Research Universities Alliance (ARUA) 2023 Biennial Conference call for abstracts noted that the 'AU-EU innovation agenda recognizes universities as the gateway between Africa and the EU' for addressing the complex sustainability issues faced by the continent. South Africa has been experiencing a severe drought since 2015, which has resulted in crop losses, imposition of water restrictions, and significant impacts on water and food security. Nature-based Solutions (NbS) go beyond, and complement, land restoration for stemming the loss of biodiversity and ecosystem services and for enhancing water availability, improving water quality and reducing

risks of water-related disasters. Water-related disasters such as droughts and floods are likely to become more intense and more frequent in the future due to changing climatic regimes; while energy, land and water demands are expected to increase globally. To address these issues, NbS are being promoted. Considering the need to build capacity in Africa, the ARUA Water Centre of Excellence (CoE) with partners in Senegal, France, Netherlands and South Africa, are commencing capacity building and curriculum development in NbS, under an EU funded project. The project goes beyond curricula and responds to the need of building capacity of actors (engineers and environmental scientists, training institutes and teachers, and development sectors) who are an intricate part of the design, development and implementation of resilient infrastructure that incorporates NbS. This paper provides the background, justification and approach of this project. The project envisages both North-South and South-South knowledge exchange and African contextualisation to ensure African students are exposed to courses that incorporate transdisciplinary approaches with high standards of knowledge base, teaching and assessment methods, and quality assurance. This, we believe, is an important strategy to not only combat the impacts of climate change, but also to stem brain drain and migration out of Africa.

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## Understanding Research Management Capacity Across ARUA Institutions

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Located within the conference sub-theme, “Capacity building for research”, and situated in the field of Implementation Research, this paper presents data on research management capacity in universities across the African Research Universities Alliance (ARUA), demonstrates how this has been used to inform the design of a research management exchange program, and shares intermediary outcome data from program monitoring, evaluation and learning. In doing so, it contributes evidence to the question, “What are the potential pathways for enhancing higher education in Africa to make them globally competitive?”. Major research funders across the world recognize the global nature of “Grand Challenges” and purportedly provide platforms for international research collaboration. However, many universities in less economically developed countries risk being marginalized in, or locked out of, global research consortia because they struggle to meet the administrative requirements of such funding bodies. In the US, it is estimated that 44% of the time of researchers leading federally funded grants is devoted to administration;

managerial and administrative capacity is every bit as important as research excellence and a vital ancillary function to unlocking access to global consortia. Since 2016, IREX1 has supported over 150 mid- and senior- university administrators from ARUA universities to build their personal capability and their institutions’ capacity for research management and knowledge transfer through structured training, fellowships at U.S. universities, and small grants in support of institutional change.<sup>2</sup> The starting point for these activities is a “Research Management and Knowledge Transfer 360” – a participative institutional self-assessment, developed by IREX, that is used to 1) help participating university leaders understand, prioritize and track their performance improvement needs; and 2) help IREX to identify broad lessons about strengths and weaknesses across the network to inform future program design. This approach enables IREX to take an evidence-based approach to program implementation, and enables participating universities to use evidence to identify and track their own priority development needs. Participants subsequently complete a 70-hour online Research Management and Leadership course which explores research governance and organization; research ethics and integrity; enhancing reputation and visibility; researcher development and career support; finding, winning and managing sponsored research; research impact and knowledge transfer; and institutional data, reporting and audit. Online dialogue and collaborative tasks associated with each topic provide a rich source of evidence on the strengths, weaknesses, opportunities and threats facing research management across the ARUA network, as perceived by practitioners within it. Synthesized data from over 50 participants’ Research Management and Knowledge Transfer assessments is presented, alongside qualitative data from participative training exercises and content analysis of online course dialogue and assignments. Together they provide a snapshot of research management capacity threats and opportunities. While significant variation across institutions is explored, the data shows that participants from the ARUA network are collectively least confident in their universities’ tracking of research and research management performance data, the pastoral support they provide to researchers, researchers’ capacity to leverage social media and develop professional networks, the sufficiency of their research equipment, and leadership accountability for agreed research outcomes.

## Parallel Session 3.4:

### Documenting existing transformative pedagogies with potential to interrupt relations of domination in gender studies at Makerere University

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The ongoing study titled Towards transformative gender studies pedagogy for challenging power relations and dominance in academia on which this paper emanates builds an argument that women and gender studies should be adopt unique pedagogical approaches. The genesis of women and gender studies traced in the local and global women's movements aligns with an education perceived to be a weapon for attaining and promoting women's rights advocacy, empowerment and gender equality. The exceptionally unique discipline as an academic arm of the women's movement is anticipated to produce students who are capable of identifying gender issues and problems in their communities and providing solutions to them. The discipline with an agenda of deconstructing knowledge sources and production as well as enabling academic freedom to revolutionize patriarchal norms and imbalances in gender relations in the academia. However, deconstructing conventional teacher/learner dualism that perpetuates dominance especially at higher education can only be realized with adoption of transformative pedagogies that support knowledge production process where both the learner and the teacher are viewed as knowledge co-creators. Despite the over three decades of teaching gender studies in the academy and even the COVID-19 pandemic that punched a hole in these conventional pedagogies, not much has been done in the teaching and learning process to shift the relations of unequal power relations among the learners and teachers at the University. The conventional pedagogical approaches embedded within the eurocentricism and androcentricism not only perpetuate unequal gender relations but also compromises the future of higher education in Uganda. Such an education is also likely produce scholars who are not relevant to the needs of the country or who cannot address the pressing socio-economic challenges that are discriminatory in nature. This paper will therefore document the existing transformative pedagogical approaches that can leveraged on to improve the learning and teaching of gender studies as well as other humanities and social science courses at Makerere University.

### Re-Imagining Curriculum at HEIs in Africa: A Case of Gender Studies at Makerere University

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Despite several attempts to decolonize the curriculum, African universities continue to be accused of being consumers of western knowledge and not producers of locally grounded knowledge. Sometimes they have been portrayed as mere sites of Western knowledge application and not academies in their own right. While many higher education institutions have attempted to address this, Eurocentric knowledge domination in the curriculum remains and issue, prompting the more recent calls for decolonization. The 1990s saw many African universities start units committed to teaching Gender/Women Studies, including at Makerere University. While African pre-colonial history is loaded with accounts of the prominence of the role women played in the different sectors of African society, including governance, politics, economic and culture, the Gender Studies curriculum in several universities continued to emphasize post-colonial narrative of the disempowered nature who was in need of external redemption. This was largely because many Gender Studies units emerged from development practice and its drive to get African women into development. To development agencies, African women had been excluded from development and needed to be brought in. Hence, most of the curriculum focused on the position of the African women vis a vis others woman, with the aim of integrating them into development on western terms. No attempts were made to re-vision development and women's contribution and power from an African perspective. The other reason was because of the limited scholarship on the Africa by African, including on Gender Studies. The School of Women and Gender Studies was started in 1991, to help develop a cadre that would enable the government's gender mainstreaming agenda. As with similar units, the programme initially emphasized Women in Development (WID) and how to integrate women. The theorization and content was largely Western. Over its last 30 years, the curriculum has morphed to bring African experiences into the study of gender power relations, identities and social transformation. This has led to more attention being paid to context and experience; capacity building developed to study and research on Africa from an African perspective; a plethora of content, teaching and research methods developed. This paper documents the journey the School of Women and Gender Studies at Makerere is undertaking to ensure that the School lives to the goal of its founders, namely to produce critical cadre in Gender Studies that is responsive to the development needs of African society. It documents the strides taken, opportunities leveraged, the challenges that pertain and the strategies to mitigate them. While focusing on Gender Studies, the lessons picked from this paper offer insights to attempts to decolonize other curriculum and making any research and innovation in Africa's higher education institutions more responsive to Africa's development needs.

## Building International Research and Education Collaborations between Africa and Australia

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The paper draws on over ten years of experience in building Australia-Africa research and education collaborations across a number of Australian Universities and through working in partnership with African universities, governments, international university networks and diaspora communities. It identifies key opportunities and challenges for enhancing future research and education collaboration between the two continents by critically reviewing a range of key initiatives, including the Australia Africa Universities Network (AAUN), Africa research centres in Australia, Australia Awards Africa scholarships and fellowships, Australian Research Council grants, and the development of Australia-Africa science diplomacy including through engaging the African science diaspora in Australia. The paper argues that, in the ongoing absence of deeper formal governmental and economic es, the higher education and research sector should play a leading role in driving wider Australia-Africa cooperation, contributing to the building of Australia-Africa literacy, and developing collaborative, evidence-based ideas to address common regional and global challenges. Given the relatively marginal status, under-resourcing and limited visibility of existing collaborative Australia-Africa research and education initiatives, the paper calls for greater investment in building the institutional infrastructure to support the flourishing of innovative and sustainable partnerships between universities, governments, industries and diaspora communities.

## Parallel Session 3.5:

### The African University: Retrospect and Prospects

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Imagining the future African University requires understanding its history. The African University came into being in the context of the colonial subjugation of many African countries. The very first universities like Makerere and a few more in the same generation were established by the colonial administrations to educate young Africans for the smooth functioning of the colonial machinery. Similar patterns are to be observed among many of our universities at the initial stage. They are such institutions that are now trying to leave the colonial legacy behind and are trying to be independent institutions useful for the peoples of Africa. Despite a considerable degree of Africanization our universities need to do a lot to be institutions that are up to the requirements of the peoples of Africa. This requires overcoming extraversion and creating/intensifying cooperation between African universities. Our universities have to realize that they have a moral responsibility for the peoples of Africa who are hosting them, despite the fact that the people have problems of food security, health, education, the environment and so on. One of the factors that prohibited the African universities from playing the role expected from them is the role of African governments. African governments have to really change and embark on the path of creating a suitable free environment for universities to be able to carry out their tasks. What are being observed among African governments is rhetoric about the necessity and importance of universities for development and nation building. But such rhetoric is not supported by an accompanying availing of resources in sufficient quantity for the tasks of the university and also the lack of the requisite freedom, academic or otherwise, that could enable universities to fulfil their moral responsibility to their communities.

## University Social Responsibility: Exploring Policies and Practices in Flagship Universities in Africa

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University Social Responsibility (USR) is a philosophy increasingly being embraced by universities around the world including in poorer parts of the world expanding the impact and influence of higher education institutions in sustainable economic, ecological, social, environmental, and technical development of communities. Universities are being called upon to be societally responsive and many now have integrated social responsibility in to their visions, structures, strategies, profiles, operations, as they undertake to carry out their ethical roles in the assurance of societal wellbeing. There is no terminological consensus but the social responsibility role is referred to as community engagement, civic engagement, third mission etc. Further, as University Social Responsibility is a multidimensional construct, affecting a broad range of activities and contexts, there is unlikely to be a standard approach or procedure relating to how USR is implemented or even conceived although it is considered as a central pillar of a university's identity. The study sought to explore the degree to which the study universities embrace university social responsibility in their mission/vision statements. The sample includes purposively selected leading universities of Steloth University and University of Cape Town from Southern Africa, Makerere University and Addis Ababa University from Eastern Africa, University of Ibadan and University of Cape Coast from West Africa and Alexandria University and American University of Cairo from North Africa. Data was obtained from a digital content analysis of the study universities websites pertaining to university social responsibility principles, programs, strategies and reports. Results indicate that most universities studied have references to university social responsibility using alternative terms but few clearly indicate their third mission. In terms of social responsibility policy, few have a full-fledged policy but many have administrative units to run university social responsibility. However, it is likely that in the context of higher education in Africa, it is clear that there are varied modalities in which universities across the continent carry out their USR roles. More research is required that examines how African universities are

classifying, documenting and reporting their societal commitment as an important element of their institutional strategy.

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## Using People to Strengthen Science and Engineering Education in Africa

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Although many African countries have been seen to fall behind in terms of quality education compared to Europe, North America and Asia, there are pockets of excellence which have high standards and good impacts, as shown by their graduates being accepted into first world institutions, publications in high quality journals and attracting funding. These pockets have managed to bypass the problems of poor funding, intermittent electricity supply and perceived low quality intake students. Using examples from several years of networking across several sub-Saharan African countries, this paper will demonstrate how collaborations, co-supervision of students and exposing students to wider experiences (workshops, conferences and industry) helped strengthen the individual students, and helped build a better experience for subsequent students, all of whom had good career prospects after graduation. The academic staff were also strengthened by the interventions.



## Parallel Session 4.1:

### Institutionalization of Robust Culture of Research Integrity and Responsible Conduct of Research in African Universities: Lessons from a Research Management Fellowship

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There is a renewed drive by African Universities to be research intensive in outlook and output within their general roles of teaching, research and service in relation to their immediate environment and the society in general. This movement is logical and commendable in view of the fact that the African region is responsible for <1% of the global research output and sub-Saharan Africa is associated with the lowest research capacity and output within the global context. Transition to research intensive institutions demands building capacity for grantsmanship and attraction of external funding from national and international sources to enable engagement in “relevant research” (conduct of research spurred by identified challenges in the environment and society and whose output proffers or helps to provide solutions to the recognized opportunity providing problems) and provision of essential research instruments and infrastructures. This calls for putting in place effective, efficient and skilfully manned Research Management administrative structures with functional units relating to grant management; research policies, governance and integrity; institutes/centres and faculty research; data management, report and communication; and research partnerships. Within the context of research policies, governance and integrity, the reputation of any research-intensive University will be in jeopardy if academics in such institution are inadequate when placed on the scale of research ethics, integrity and responsible conduct of research. This presentation proffers insights and recommendations on the institutionalization of a robust culture of research integrity and responsible conduct of research in African Universities based on the experiences and lessons learnt in the course of participation in the University Administration Support Program (UASP) Fellowship in Research Management (funded by the Carnegie Corporation of New York and administered by International Research and Exchanges Board (IREX)) comprising an online course of two semesters, virtual exchange and

on-site internship at Iowa State University and Virginia Commonwealth University, United States. We prescribe the following among other recommendations: formulation of policies specific for research ethics, integrity and responsible conduct of research; engagement in awareness, advocacy and training drives and recruitment of champions for these areas; engagement of trained Research Administrators with specific roles and responsibilities; appointment of University Research Integrity Officers; creation of safeguards in relation to fabrication, falsification and plagiarism (FFP) and questionable research practices (QRP); institution of mechanisms for reporting, assessing and managing Conflict of Interest and Commitment (COI&C); and increase in (formal) mentoring and pastoral support drives for doctoral and early career researchers.

### Work-Life Balance Among University Academic Leaders In A Developing Country Context: Empirical Evidence From Ethiopia

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**Goal:** academic leaders of the underdeveloped world deal with gruelling circumstances ranging from lack of funding to that of political interferences; and yet little is known about this subject. This empirical paper assessed academic leaders’ work-life balance, which is an issue that has received a rising attention globally, using a descriptive, mean analysis approach in the context of an underdeveloped country (Ethiopia).

**Design/Methodology/Approach:** the study surveyed the work-life balance circumstances of academic leaders in the study setting using a standard survey questionnaire. 205 complete questionnaires had been collected from academic leaders of eight Ethiopian public universities. Mean value analysis was performed to assess the level of work-life balance among the academic leaders.

**Results:** The study uncovered that the academic leaders’ work-life balance is severely compromised across all dimensions/factors - role overload; quality of health; dependent care issues; time management; support network; and overall perception of work-life balance.

**Limitations of the investigation:** the study utilized mean analysis to explore the status quo/the-current state of being about work-life balance in understudied context. While this could still be useful to extend the study to less explore regions of the world, future studies could apply more sophisticated methodological approach/s.



**Practical implications:** the findings of the study provide valuable inputs regarding the status and challenges of academic leaders' work-life balance for academic leaders, regulators, policy makers, and academic community members.

**Originality/Value:** empirical studies on the work-life balance of academic leaders from the developing world are scant. Thus, this study has both theoretical and empirical contributions.

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## The Future of Research Communication Out of African Universities: Some Solutions to Current Problems in Publishing

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Globally, the dominant system of scholarly research publishing for the past seventy years has been one of large commercial publishing companies in North America and Europe providing the prestigious journals titles through which academics building their careers strive to share their research papers. The claim to prestige of these Global North journal titles has been, in the past, largely based on commercial citation metrics. Universities around the world including those based in developing countries have actively participated in and reinforced the norm of their faculty members aiming their research papers (and even research topics) at being published in these prestigious titles. For developing countries, this approach has had a nett result of strong research from within those countries being published in, by and to the profit of businesses in developed countries, with research journals from within developing countries losing out on the best research from their own countries and regions. This perpetuates global inequities not only in research publishing and Higher Education, but even in regional development. In Latin America, for the past twenty-five years, many governments and universities have acted strongly through tangible and policy support of regional software platform hosting systems for cost-effective sharing of research outputs published by Latin American non-profit journals, which has massively strengthened the research ecosystem in that region. In Africa, a similar approach has been implemented by African Journals Online (AJOL) also for twenty-five years, but the scale of this long-standing Non Profit African intervention is limited by lack of direct African government and university support in the form of cost-recovery contributions and policy support. This paper and presentation succinctly sets out the current systems that perpetuate inequity in research sharing globally and, briefly acknowledging other important global and regional solutions to this inequity problem, goes on to suggest some proven pragmatic strategies and policy shifts for African governments and universities drawn from the Latin American approach to strengthening their regional research sharing systems.

## Parallel Session 4.2:

### Leveraging Frugal Innovation for Health (FIH) to Enhance Network Building and Knowledge Production by African Universities to Deal with Emergent Health Crises.

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**Frederick Bukachi,**

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The globe and the African continent are in the age of the multi-crisis where it must grapple simultaneously with multiple crises ranging from disease pandemics, economic and supply chain shocks as well as climate change. This is exacerbated by the demographic bulge and the epidemiologic transition from communicable to the non-communicable conditions as the main cause of morbidity and mortality. The epidemiologic transition is occurring against a background of stubbornly high prevalence and incidence of infectious disease conditions leading to complex interactions between the two classes of disease often impacting disease course and treatment outcomes. The challenge of dealing with double epidemic of communicable and non-communicable diseases will lead to ruinous escalations in healthcare costs within a background of heightened economic stress. This is an unprecedented scenario globally underscoring the need for generation of novel locally relevant solutions. This review paper discusses how African universities can leverage Frugal innovation for health (FIH) which provides an easily scalable and tractable approach with which they can share resources, establish networks with the aim of producing culturally and environmentally suitable technologies and products that can utilized to deal with the looming health challenges facing the African continent. FIH approaches can be used to leverage the high mobile phone penetration rates, ubiquitous cheap and fast 4G/5G mobile internet to leapfrog the current legacy healthcare systems to establish healthcare systems that integrate digital technologies (telehealth, electronic health records), data analytics, and AI-driven diagnostics to establish Healthcare 4.0 based systems. In this way, healthcare systems will become agile, proactive and accessible. In addition, the insights gained from the analytics can guide design of public health policy, enable continuous health monitoring and drive innovation in both diagnostic and therapeutic agents.

## Understanding Education Research Productivity in Africa: Overview of the African Education Research Database

**Samuel Asare, Pauline Essah & Stephen Acquah**

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**Pauline Rose**

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This paper draws on bibliometric analyses of publications on education by researchers based in 48 sub-Saharan Africa countries. It sheds light on issues such as research output over time, thematic focus, phase of education receiving most/least attention. Additionally, it compares output across countries, who researchers are collaborating with and how equitable is knowledge production in terms of gender. The findings suggest a huge increase in output, but female researchers are underrepresented. Also, researchers are collaborating less with those from sub-Saharan Africa. The paper recommends practical ways that stakeholders including universities and colleges, policymakers, and funders can adopt to better serve the needs of African education researchers. This will ensure increased and equitable research production that provides relevant evidence to improve educational outcomes for children and youth in the region.

## Changes in climate extremes at 1.5°C, 2.0°C and higher levels of global warming in South Africa

**Khuthadzo Nemakononi**

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The main aim of the Paris Agreement, a resolution of the Parties to the United Nations Framework Convention on Climate Change (UNFCCC), is to keep Global Mean Surface Temperature (GMST) rise to well below 2.0°C, along with the efforts to keep it below 1.5°C. Climate extremes are predicted to become more severe across most regions of the world at 1.5°C, 2.0°C global warming levels, and even more so should global temperature reach 2.0°C, which remains likely when the aggregate impact of current national emissions reduction plans are considered. It is important to understand how climate extremes might change at the scale of impact – national to local – at these global temperature policy targets, to inform local policy makers on the risks they will have to manage. This study aims to be the first one to investigate such changes in extreme climate events at these warming policy targets in different regions of South Africa. This dissertation focuses on assessing how 1.5°C and 2.0°C, as well even higher levels, of global warming will manifest as changes in extreme weather across South Africa. To achieve this, temperature and precipitation indices defined by the Expert Team on Climate Detection and Indices (ETCCDI) extracted from climate model simulations, were used to assess the spatial variations across South Africa in projected changes in extreme weather and climate at different global warming levels. The analysis was undertaken over twelve climate regions in South Africa, defined using a combination of previous studies that identified climatologically similar areas in the country. At each level of warming, the projected changes were tested to see whether they were statistically significant from present day levels; and for rainfall indices, the proportion of models showing the same direction of change were also assessed. While annual total precipitation is projected to significantly decrease across all the regions, very heavy rainfall indices are projected to significantly increase in summer rainfall regions, with no significant or slight decreases in winter rainfall areas. The decrease in annual total precipitation may likely cause drought events and shorter rainfall seasons. Temperature extremes including hot days and hot nights are projected to significantly increase in all regions together with the decrease in cold nights and cold days extremes, with the steepest changes in the interior of the country.

## Parallel Session 4.3:

### **New Challenges in Higher Education Institutions Following the Post Covid-19 Experience: Lessons for the Future - A Contribution to The Mauritian Case Study-**

**Professor Dr. Dr. Rajendra Parsad Gunputh**

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It is trite law that African universities provide excellent tertiary education but there are new and innovative challenges ahead especially in case of pandemic diseases when Covid-19 caused disruption worldwide and in all key sectors in the socio-development of a country. With unexpected pandemic diseases which may spread worldwide provoking chaos, disorders and frictions in all key sections of any country and from the lessons that were administered to us by the recent Covid-19 it is time to warm up for another lockdown because of curfew and all its procession of misfortunes which succeeded. Therefore, this paper enlightens the Mauritian approach on its educational sector and how the Mauritian government gave a legal blow to the Covid-19 so that tertiary education was not disturbed in any higher institutions with, inter alia, online meetings, exams online and the vetting of scripts online by external examiners provided the right legislations and regulations with the necessary equipment and facilities (internet allowance) were provided so that administrative staff, academics and tertiary students may meet online as a new form of education. We took a lesson from it and started to improve as there were some loopholes and complaints in the system as there were rights and obligations to observe but academics and students face some difficulties when various legislations and regulations were passed and which also challenges our daily mode of life and breached various fundamental rights. Meanwhile, the University of Mauritius (UoM, and as ARUA Member) was also strengthening its position in terms of ranking to gain international visibility with the attraction of international students with some additional online programmes after accreditation, by the Higher Education Commission (HEC), which is now compulsory for all new ones. However, in contrast, some positive feedback of the last curfew showed that there is room for universities to go online, to save, inter alia, space, time and energy, and to avoid any pandemic disease to spread but on the other side there were infringements to fundamental rights with restricted access to, inter alia, freedom of movement and religion. In addition, in addition to local and tertiary universities, and

albeit that many British universities are also mushrooming over the island nevertheless they are offering quality education online and the same degree offered in Britain is the same one which is delivered to successful candidates and British academics are coming to Mauritius to lecture with crash courses and it is an excellent opportunity for Mauritian and foreign students who cannot afford to secure a seat in British universities and/or who are unable to pay accommodation and other fees. The respected co-authors of this contextualized paper are experienced academics who have the opportunity to meet all these new challenges, in drawing new programmes, in, inter alia, lecturing and invigilating with meetings with external examines online. Therefore, relying on primary and secondary data with some feedback questionnaires (300), the research methodology and its facts and findings are restricted, however, to information gathered from Mauritian students (notwithstanding that they may be foreign and international students as well) and academics to reflect the Mauritian case study on new challenges (graduation online, exams online, feedback online, pastoral care online, or research online but these new challenges as listed are not exhaustive) that all African universities shall probably meet, that we must be well prepared for any unexpected pandemic disease or otherwise we would pay it in a very costly way.

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### **The Nigerian Film Industry and Culture Relocation: A Translation on the Modes and Forms in Music and Dance Culture.**

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The Nigerian film Industry, comprising of the Nollywood secular and the Evangelical film divisions have for many years projected the historical and contemporary culture of the Nigerian people in the most entertaining, yet, educative media. These projections mostly reflect the cultural transition from one period to another, yet, maintaining the status quo of the socio-cultural realities of the Nigerian people. This study observes that while there have been many changes in the filmic projections of the Nigerian people, the industry constantly navigates each new path with the consciousness of staying true, and serving the heterogeneous polarity of the people. The study therefore appraises the cultural transitions of the Nigerian Film Industry in the

relocation and connection of contemporary worldviews, global acclimatization and integration through the Music (Signature Tunes and soundtracks) and Dance praxis. The study has selected secular and evangelical movies, and delimited the boundary to periods between 1980 and 2020, the reason for the selection of Koto Aye (1989), Koto Orun (1990), the gods are dead (2000), the land of Fury (2015), Lionheart (2018) and Living in Bondage: Breaking Free (2019). The thematic of culture secularity and spirituality are identified variables for interrogating the movies. The study is conducted upon the framework of Afrocentrism.

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## Philosophy of Peer-Mentorship in Higher Education in An African Context: Experience from The Early and Mid-Career Academic Platform

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Conventional mentorship is part of normal practice in most higher education institutions, and a top-down approach is utilised. However, the hierarchical nature of this approach has often been associated detrimental career challenges. The peer-mentoring model have been shown to overcome the hierarchical gap by offering a greater opportunity for empathy, and a sense of equity and expertise. This mentorship approach can also provide a safe and supportive

environment to enable collective learning and career progression for mentees. This article reports on how a peer mentorship program can enable academic success and progression in a context with limited senior academics with mentorship skills. It further highlights the interventions implemented through the Early and Mid-Career Academic Platform (EMAP), which caters to the developmental needs of academics and researchers across several African institutions. These include the following: Quarterly Seminars/Workshops; Early Bird proposal development workshops at the University of KwaZulu-Natal (UKZN); Establishment of the Cancer & Infectious Diseases Epidemiology Research Unit (CIDERU) at UKZN; COVID-19 response outreach to the Historically disadvantaged Institutions (HDIs) research leadership peer-mentorship for women in science project and Establishment of the annual REASSURED conference at University of Pretoria. The EMAP initiative has contributed to the career growth and advancement of a number of researchers and academics, as evidenced by the interventions that have been implemented across a several research and higher education institutions. We recommend a peer mentorship model to other institutions of higher learning to build capacity and interdisciplinary collaboration.



## Parallel Session 4.4:

### Strengthening Social-Ecological Systems Integration in African Transdisciplinary Research Towards Equity and Sustainability

**Henriksson, R<sup>1,2</sup>, Weaver, MJT<sup>1</sup>, Porroche-Escudero, A<sup>3</sup>, and Palmer, T<sup>1</sup>**

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African Higher Education is undergoing transformative processes to achieving global competitiveness in research and teaching. This transformation seeks to make research more relevant for championing and leading the knowledge generated in the continent, for the continent. However, mirroring trends in other parts of the world, African academic education and research remains siloed within traditional disciplines. We argue that for this transformation to have maximum positive impact to address the complex realities of sustainability challenges, a strong integration of disciplinary, practitioner and lay knowledge forms is required. A social-ecological systems (SES) approach can aid to tackle sustainability problems by acknowledging that these challenges are nested within complex systems comprised of multiple, interacting components from the biophysical and societal dimensions. Addressing such challenges requires integration between academic disciplines, other knowledge forms and between science, policy and practice. Theoretical knowledge and knowledge of how to design SES research remains a gap in African research institutions. Through the experience from a large intra-African research collaboration addressing complex water sustainability challenges in seven African countries forming part of the ARUA Water CoE, we developed “the SES integration tool” to assess, design and improve the integration of 1. Disciplines and knowledge forms, 2. Concepts, system components and variables, 3. Theories, tools and methods, 4. Science, policy and practice, stakeholder participation and power, and 5. Knowledge sharing of project outcomes. Here we showcase how the tool was developed and applied to assess the extent to which the ARUA Water CoE project made progress towards achieving its integration aims. The tool can be adapted to suit the needs of the African science community, with the aim to support the design of SES research towards actions that can achieve equitable and sustainable outcomes and impacts of integrated research in the continent.

### Compounding Inequalities preventing African universities taking its place on the world stage: A Critical Reflection from a large African Socio-Ecological Systems Research Programme

**Porroche-Escudero, Ana.<sup>1</sup>; Tanner, Jane<sup>2</sup>; Palmer, Carolyn (Tally)<sup>2</sup>; Cleaver, Frances<sup>1</sup> and Weaver, Matthew<sup>2</sup>**

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Investment in strengthening the research excellence of African universities has been prioritized by high level organisations such as the European Union, donors and national strategies. It is argued that this is essential to address Africa-specific societal challenges. Strategic partnerships between African countries and global research institutions are promoted as a practical means through which African research capacity can be enhanced. More recently, there has been a tentative attempt to support African institutions to lead these collaborations. However, this shift in funding practices to enable southern leadership remains rare and it is not a panacea. The form and functioning of such programmes are shaped by the agendas of the funding agencies, their organisational cultures which value particular ways of working and the exigencies of the political environment. They are also shaped by the institutional structures of the recipients - institutions which reflect some of the unequal functioning of the societies in which they are embedded. Inequities are deeply embedded in African society, permeating throughout the institutions of research. These institutional structural inequalities remain an often under-recognised compounding factor preventing African universities taking their place on the world stage. This article examines the some of these inequalities including: safeguarding issues; lack of financial and human resources; lack of capacity to manage the complex financial reporting requirements of international donors; barriers to conventional publication excellence and poor remuneration of researchers. We argue that if research led by southern research institutions is to remain an investment priority from the global north, there is a need to (a) recognise the asymmetrical North/South funding dynamics guiding research and funding and, (b) develop enabling support mechanisms to overcome and/or mitigate the real impact of compounding structural inequalities. Our arguments draw on the authors' considerable research experience across Africa, and discussions with collaborators in the Unlocking Resilient Benefits.

## “Impact” in Social-Ecological Research Projects: The Hidden Value Catalysed by Transdisciplinary Research Interventions.

**Weaver Matthew<sup>1</sup>, Henriksson, Rebecka<sup>2,3</sup>, Nxumalo Ntombiyenkosi<sup>2,3</sup>, Porroche-Escudero, Anna<sup>3,4</sup>, Palmer Carolyn (Tally)<sup>1,3</sup>**

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African higher education needs to generate researchers capable of addressing the complex challenges facing the continent. Shifting challenges in complex social-ecological systems (cSES) towards sustainable futures depends on learning that is social, dynamic, and responsive to context. Africa is increasingly playing host to multi-collaborator transdisciplinary research projects aiming to engage with 21st-century complex social-ecological problems. It is social, dynamic, and context-informed learning that occurs within and between these multi-disciplinary teams and local stakeholders that catalyses agency, change and impact. However, impact in these projects is typically measured against the achievement of project objectives reported through pre-determined deliverables, including project reports, academic publications, and student graduations. What about the mostly undocumented and hidden value catalysed for project participants and stakeholders as they engage in social learning spaces created by these projects? Suitable methods and African evaluation researcher competence development is required to understand and promote impact and value in multi and transdisciplinary research projects. This paper applies the Value Creation Framework and its eight value creation cycles, as an evaluative tool to surface hidden value realised by project participants and stakeholders engaging in a large intra-Africa transdisciplinary research project. Flows of value catalysed in project learning spaces indicate a more nuanced and far broader scope of impact than measured and reported on through conventional evaluative approaches. By focusing on value created as a measure of impact, projects can showcase and promote the real, modest, and lasting impact of transdisciplinary interventions in cSESs.





# ARUA Conference Side Events

## CONFERENCE SIDE EVENTS

### SIDE EVENT 1 & 2:



### Enhancing Education Research in Africa (EERA)

#### *Co-creating sustainable pathways that will enhance education research in Africa*

There is a need to discuss concrete steps for achieving a vibrant, high-impact, sustainable education research community in Africa. To this end, the EERA project, led by Southern Hemisphere and ESSA is undertaking a participatory design process that puts Africans involved in creating or using education research in the lead. By October 2024, we will have a set of ideas that can be presented to education stakeholders and funders for further development.

We are inviting you to participate in two 90-minute sessions to help co-create the pathways of change to help achieving the vision of having research excellence in education in Higher Education Institutions in Africa.

**Session 1:** In this session we will present the results of our situation analysis on the education research field in Africa. The situation analysis has been developed through literature review, interviews, and ongoing consultations with various African education stakeholders. We will then discuss what needs to change in the Higher Education sector to harness the strengths, and take advantage of the opportunities that are identified in the situation analysis. This will be a highly interactive session using a participatory theory of change process to identify the intended outcomes.

**Session 2:** In this session we will invite critical comment on the identified pathways of change that emerged from the first session, and we will explore the assumptions and hypothesis about what is needed to make change happen to strengthen Education Research excellence in African Higher Education institutions.

These sessions present an opportunity for conference participants to feed directly into the design of the concrete proposals for investment. The outcome of this discussion will feed directly the overall concept document.

#### **Background**

This work builds on the Forum for Education Research in/for/by Africa which was supported by Echidna Giving, Imaginable Futures, the Bill & Melinda Gates Foundation, and Porticus. The EERA project is funded by Echidna Giving, Imaginable Futures and the Jacobs Foundation. Conference session.

### SIDE EVENT 3 & 5:



### International Research and Exchanges Board (IREX) Research Management as a Pathway for Reimagining Higher Education in Africa

The University Administration Support Program (UASP) Research Management side event will be held for UASP research manager fellows and conference participants.

The side event will be held in two parts; the first session will focus on:

- Perspectives on the State of Research Management: A preliminary analysis of UASP course data
- Pathways for Strengthening Research Management: What works and why?

The second session will host:

- Lightening Talks on UASP Alumni Initiatives, such as promotion of research dissemination and research management as a defined career track
- A Discussion on Strengthening Research Management



## SIDE EVENT 4:



### Universitas 21 (U21)

#### International Collaboration: A Universitas 21 (U21) perspective.

This session will explore pertinent issues of partnership, reciprocity, and cross-cultural engagement as experienced by the U21 network of research-intensive universities. Programmes, opportunities and achievements of U21 will be shared with a view to demonstrating the value of international university networks in higher education.

U21 welcomes the opportunity to engage with ARUA in a process of mutual learning from global and regional perspectives. Speakers from McMaster University and the Universities of Glasgow and Johannesburg will share their experiences and views.

Chaired by the U21 Provost, Professor Jenny Dixon, this session will hear from the following speakers, with an open session for discussion following their presentations:

- Professor Bonny Ibhawoh, *Vice-Provost (International Affairs) and Professor of Global Human Rights, McMaster University*
- Ms Rachel Sandison, *Deputy Vice-Chancellor, External Engagement and Vice Principal, External Relations, University of Glasgow*
- Professor Ylva Rodny-Gumede, *Senior Director, Division for Internationalisation, University of Johannesburg*
- Professor Ann Kristin Wallingren, *Pro Vice Chancellor/Vice-President for Education and Culture, Lund University*

## SIDE EVENT 6:



### International Development Research Centre (IDRC) Reimagining African Universities as Gender-Inclusive

The [UNESCO Institute of Statistics \(2022\)](#) reports that only 33% of the world's researchers are women. Yet, to obtain inclusive and sustainable development, globally, and more particularly in Africa, women must be full and equal participants in Southern science systems. Ensuring women's successful and active participation in African higher education institutions is well aligned with this year's ARUA conference theme of reimagining the future of higher education in Africa. Specifically, panelists in this session will discuss how the African university can be reimagined to address gendered inequities embedded in the system. The panellists will share policy and practice recommendations informed by findings from recent studies conducted at universities in more than 15 African countries that investigated a) the gendered trends of participation in science, technology, engineering, and mathematics (STEM) programs and b) systemic and systematic gendered barriers within the system. Those interested in making evidence informed changes to address gendered barriers at their institutions would benefit from attending this hybrid, 90-minute session, as policy and practice changes will be shared, and discussions will be had about mechanisms we can implement regionally and continentally to ensure the African university sector is reimagined to address gendered inequities.

**Facilitator:** Ms. Ogechi Ekeanyanwu, *SciDev.Net*

#### **Panellists:**

- Prof. Roseanne Diab, *University of KwaZulu Natal, Durban, South Africa*
- Dr. Florah Karimi, *African Population and Health Research Centre, Nairobi, Kenya*
- Ms. Leah Mwangi, *African Population and Health Research Centre, Nairobi Kenya*
- Dr. Rose Omari, *Council for Scientific and Industrial Research, Accra, Ghana*

## SIDE EVENT 7:

### University College of London (UCL)

#### *About the Research Capacity Strengthening (RCS) project.*

The Research Capacity Strengthening Pilot Project is centred on professional services staff's role in delivering global research. It aims to strengthen research management ecosystems. The pilot included bidirectional fellowship with partners in South Africa, plans include scaling to where UCL has strategic global partners.

#### **Abstract**

Research and Innovation funding is increasingly focussed on addressing the world's most pressing global challenges. For example, Horizon Europe allocated c. €53.5 billion budget on global challenges research for the period between 2021 - 2027. To achieve transformational global impact, the research community need to incorporate a context-responsive, interdisciplinary and collaborative approach to research and partnerships. The current research ecosystem places a huge focus on the research, and less emphasis on improving research management, which is equally important for the delivery of successful research outcomes. The Research Capacity Strengthening (RCS) pilot project at University College London (UCL) aims to address this challenge by strengthening global partners' research management ecosystems. The RCS pilot facilitates knowledge exchange and bidirectional fellowship opportunities. Under the pilot, research managers learn about the differing institutional capacities and capabilities and develop pathways for collaborating on jointly funded projects throughout the funding cycle (pre and post). The pilot focused on sub-Saharan African partners. In the future, the project will explore scaling to other world regions where UCL has strategic partners.

#### **Outcomes and Impact**

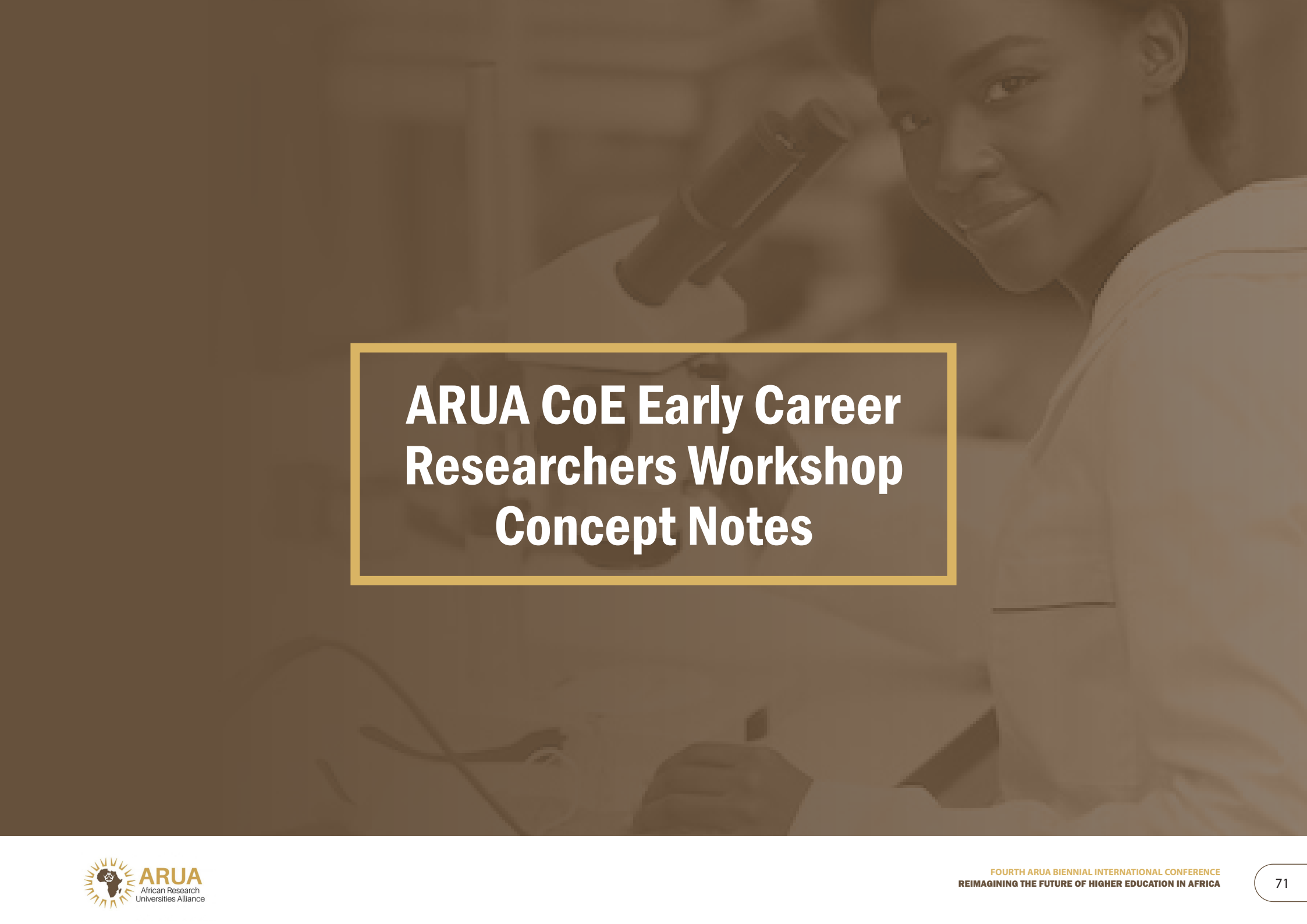
In June 2023, three fellows from two UCL partners in South Africa (Wits University and the University of Cape Town) visited UCL under the bidirectional fellowship scheme. Three fellows from UCL will have a reciprocal visit to Wits and UCT in October 2023.

Initial feedback from the inbound fellowship to UCL has been immensely positive, with the following immediate results:

- New relationships have been forged between post-award colleagues, and immediate collaboration commenced between UCT, Wits and UCL to jointly address new funder requirements and explore opportunities to submit joint applications to projects that address global challenges.

- Two potential spin-off projects have been proposed in the pre-award and Equality Diversity and Inclusion (EDI) spaces.
- The inbound Fellows to UCL have supported the identification of funding priority areas for an internal seed funding programme.





# ARUA CoE Early Career Researchers Workshop Concept Notes

## ARUA COE EARLY CAREER WORKSHOP CONCEPT NOTES



### ARUA CoE: Unemployment and Skills Development

**Topic:** “Reimagining the Future of Higher Education in Africa: The Place of Entrepreneurship and Innovation Curriculum Integration in Driving the Knowledge and Creative Economy”

Time	Event/Topic	Responsible Person/Institution	Presenter/ /Rapporteur	Venue
9.00-9.20am	<b>Why we are here!</b> “Reimagining the Future of Higher Education in Africa: The Place of Entrepreneurship and Innovation Curriculum Integration in Driving the Knowledge and Creative Economy”	ARUA, Centre of Excellence for Unemployment and Skills Development in Africa (ARUA, CoE-USD) Secretariat <b>Moderator: Prof. Kesh Govinder (Spoke Lead, University of Kwazulu Natal)</b>	<b>Presenter:</b> Professor Sunday Adebisi <b>(Director ARUA, CoE-USD)</b> <b>Rapporteur:</b> Early Career from Ghana	BOI/UNILAG Incubation HUB (ARUA, CoE-USD Secretariat, FSS Premises)
9.20 - 9.50am	“Empowering HE collaboration and youth employment in the creative economies: the case of the African Hub for Sustainable Creative Economies project”	Kings College, London & University of Southampton, UK <b>Moderator: Dr. Chika Yinka-Banjo</b>	<b>Presenter:</b> Prof Roberta Comunian , Dr Lauren England, and Dr Brian Hrcacs <b>Rapporteur:</b> Dr. Salihu Adeku (Early Career, University of Lagos)	BOI/UNILAG Incubation HUB (ARUA, CoE-USD Secretariat, FSS Premises)
9.50-10.20am	“Youth engagement in film and media in South Africa: higher education beyond the classroom”	Wits School of Arts, University of the Witwatersrand <b>Moderator: Dr. Wale-Oshinowo</b>	<b>Presenter:</b> (Ms Avril Joffe and Ms Vuyo Madyibi) <b>Rapporteur: Katherine Idolor</b> (Early Career, University of Lagos)	BOI/UNILAG Incubation HUB (ARUA, CoE-USD Secretariat, FSS Premises)
10.20 – 10.50am	“Supporting sustainable development in and through theatre in Lagos, Nigeria”	Creative Arts, University of Lagos <b>Moderator: Dr. Oladimeji Odetunde</b>	<b>Presenter:</b> <b>Professor Duro Oni, Dr Cornelius Onyekaba, Dr Folakemi Ogungbe</b>  <b>Rapporteur:</b> Early Career, University of Nairobi, Kenya	BOI/UNILAG Incubation HUB (ARUA, CoE-USD Secretariat, FSS Premises)

Time	Event/Topic	Responsible Person/Institution	Presenter/ /Rapporteur	Venue
10.50-11.20am	<i>"Fashion entrepreneurship: knowledge, networks, and higher education in Nairobi, Kenya"</i>	University of Nairobi and Kings College  <b>Moderator: Dr. Priscilla Baffour (Spoke Lead, University of Ghana)</b>	<b>Presenter:</b> <i>(Ms Ogake Mosomi, Ms Waithira Kibuchi, Dr Lauren England and Dr Eka Ikpe</i>  <i>Rapporteur: Dr Abraham Ehioboro (Early Career, University of Lagos)</i>	BOI/UNILAG Incubation HUB (ARUA, CoE-USD Secretariat, FSS Premises)
11.20-11.50	<i>"Integrating Entrepreneurship and Innovation Curriculum to Redefine Knowledge Creation in Higher Education: The Concordia University's Experience (Future-Wise)"</i>	Concordia University, Montere, Canada & University of Lagos  <b>Moderator: Prof. Jackson Maalu (Spoke-Lead University of Nairobi)</b>	<b>Presenter:</b> <i>Julio , Williams and Sunday</i>  <i>Rapporteur: Dr. Bukola Amao-Taiwo</i>	BOI/UNILAG Incubation HUB (ARUA, CoE-USD Secretariat, FSS Premises)
11.50-12.20pm	<i>"Transnational Entrepreneurship Program Model to Advance Global North and South Collaboration for Knowledge Economy Co-Creation"</i>	University of Iowa ARUA CoE for Unemployment and Skills Development, University of Lagos Supdeco of Dakar, Senegal  <b>Moderator: Prof. Abimbola Windapo (Spoke Lead, University of Cape Town)</b>	<b>Presenter:</b> <i>Associate Prof. Dimy Doresca, Prof. Sunday Adebisi and Mr. Abdoul Aziz Sy, Deputy CEO of Supdeco of Dakar</i>  <i>Rapporteur: Felicia Johnson (Early Career University of Lagos)</i>	BOI/UNILAG Incubation HUB (ARUA, CoE-USD Secretariat, FSS Premises)
12.20-12.50pm	<i>Reimagining the future of Higher Education in Africa; Appraising the Importance of Social performance by Multinational Firms in the Example of Sahara Group</i>	<b>Sahara Group</b>  <b>Moderator. Prof. Sunday Adebisi Director ARUA, CoE for Unemployment &amp; Skills Development</b>	<b>Presenter:</b> <i>Leadership of the Sahara Group International</i>  <i>Rapporteur: Adetoun Akitoye (Early Career University of Lagos)</i>	BOI/UNILAG Incubation HUB (ARUA, CoE-USD Secretariat, FSS Premises)
12.50 – 1.00pm	<i>Wrap Up and Focus for the future Development of the Collaboration under ARUA, CoE-USD</i>	ARUA, Centre of Excellence for Unemployment and Skills Development in Africa (ARUA CoE-USD)	<i>Professor Sunday Adebisi (Director, ARUA,CoE-USD)</i>	BOI/UNILAG Incubation HUB (ARUA, CoE-USD Secretariat, FSS Premises)
12.30pm	<b>Workshop Closing and Lunch</b>			



## ARUA CoE: Inequality Research

**Topic:** “Use of panel data in the analysis of poverty, inequality, and related topics”

Panel data sets have repeated observations of the same units over multiple time periods. Panel data can therefore be used to study dynamic phenomena that cannot be investigated using cross sections. For example, with panel data one can describe movement into and out of poverty, rather than just static poverty rates. The African Centre of Excellence for Inequality Research (ACEIR) will host a workshop for Early Career Researchers on the use of panel data in the analysis of poverty, inequality, and related topics. Panel data from Ghana and South Africa will be used to illustrate the structure and key components of panel data analysis.

The aim of the workshop is to introduce participants to some of the features of panel data and how it can be used effectively in research. Key features of the workshop include:

- An introduction to panel data management
- A discussion about weighting and attrition
- An overview of descriptive panel analysis techniques

Examples from existing studies will also be used to illustrate how panel data concepts can add value in the analysis of inequality and related topics over time.

### Target audience:

Early Career Researchers wishing to explore the use of panel data analysis in research, as well as expand their collaboration networks.

Time	Activity
10h30-10h50	Introduction – What is panel data & why use it?
10h50-11h30	Panel data management, weighting, attrition
11h30-11h40	Comfort break
11h40-12h20	Descriptive panel analysis techniques
12h20-12h30	Comfort break
12h30-12h50	An example from panel data research
12h50-13h15	Breakout exercise
13h15-13h30	Conclude altogether



## ARUA CoE: Post-Conflict Societies

**TOPIC:** “Reimagining higher education in post-conflict societies”

The panel will provide a platform where the role of higher education institutions in Africa will be examined in post conflict settings. Post-conflict countries suffer breakdowns and destruction in all aspects of institutions. Most higher education institutions in Africa are situated in post conflict settings where the features of the post-conflict societies shape their work and the sought after inputs of research institutions could positively contribute to policy and practice. In some contexts however, higher education institutions and the value of expertise knowledge in determining best policy choices could be discredited, particularly when it comes to suggesting ways to rebuild society, polity and economy after violent conflicts end. Moreover, in the context of hegemonic global knowledge production systems Northern institutions take the opportunity to mis-represent post-conflict situations to advance certain policy choices to serve northern interests. As such, there is a great need for re-imagining the role of higher education institutions in post conflict settings.

The Panel will have presentations by early career researchers that explore (1) the type of data and policy related analysis that higher education institutions are producing, (2) power dynamics in production of knowledge in conflict settings (3) avenues through which higher education institutions are mediating the space between civic institutions, the citizenry and high-level decision makers. The presentations will explore the different strategic pathways adopted by higher education institutions and discuss cases where higher education institutions have played crucial role in sustaining, shaping or re-shaping conflict narratives and policy debates.

This panel will contributions from early career researchers covering a diverse set of issues and themes including the following:

- 1) Peace making and peace agreements
- 2) Transitional justice, reconciliation and reparation
- 3) Gender and WPS
- 4) DDR
- 5) Post conflict reconstruction, local government and democratic institutions
- 6) Post conflict economies and recovery
- 7) Conflict intervention and multilateral institutions



## ARUA CoE: Sustainable Food Systems

**Topic:** *“Using applied theatre in reimagining higher education for sustainable food systems”*

The arts offer immense possibilities for co-creating research in ways that are not only meaningful to the end-users of research, but also impactful. Applied theatre, in particular, can be used as a tool to breakdown barriers between researchers in their ivory towers and end-users, in ways that are equitable and enable all actors to share ownership of the research process and outputs. ‘Applied’ in the context of drama and theatre is an umbrella term that refers to drama and theatre-based strategies that are specifically aimed at changing understanding or perspectives by facilitating participatory opportunities for participants to think critically and reflexively about topics or themes. Its strength lies predominantly in its immediacy, its ability to communicate visually and viscerally, its ability to involve direct action, its potential to incorporate cultural values, its potential for multi-vision and that it allows room for debate and response. Applied theatre has, amongst others, been used by government agencies in Southern Africa in service of HIV/AIDS education, voter education, vaccination drives, and as a mode of intervention to educate farmers on new farming methods.

The proposed workshop will draw on an intervention that is planned to take place at the Food Systems Research Network for Africa (FSNet-Africa) Stakeholder Engagement Dialogue to stimulate and facilitate discussions on the use of applied theatre in contributing to improvements in the quality of life, health, and education of African people. Examples from FSNet-Africa research projects will guide participants in exploring how research can be conceptualised, designed and implemented with end-users. Such an approach ensures that the research outputs are not only meaningful to the end-users, but are also context-specific.

The workshop will showcase the possibilities of applied theatre in strengthening the capacity of food systems researchers and others to co-create as well as communicate research with different audiences. It will also showcase how applied theatre can be useful in identifying linkages and opportunities for collaboration to achieve positive food systems outcomes. Further, using applied theatre techniques, this workshop will demonstrate some of the possibilities of using the arts in identifying synergies across food systems components, uniting food systems actors and reimagining higher education for sustainable African food systems transformation.



## ARUA CoE: Notions of Identity

**Topic:** *Theorising African Identities*

Reimagining the future of higher education in Africa involves rethinking its identity. Higher education in Africa is often blamed for being colonial and therefore out of touch with the real challenges of African society. Calls for decolonisation have often focused on the curriculum and research methods that are suitable for the African setting. Recent calls for decolonisation have seen the focus shift to epistemologies and theories that underpin knowledge production in the African academy. For example, contemporary concerns about knowledge systems have focused on epistemicide, the decimation, and/or colonial re-invention of indigenous African knowledge systems (Ndlovu-Gatsheni and Ndlovu 2021; Hall and Tandon 2017). Without imagining a mutual exclusion of Africa and the rest, the focus on epistemologies and theorisations of the Africans have tended to focus on African knowledge systems and how knowledge about Africa is produced.

Debates on Africa and Identities have no conclusion. Most scholarship on identities has focused on ascribed or applied identities. Scholarship in the theories and philosophies of African identity are limited. This year’s ARUA Biennial conference is focusing Reimagining the Future of Higher Education in Africa. Therein, the ARUA CoE Identities workshop will focus on Philosophies and Theories of Identity and Africa. Beyond deploying identities as an attribute, there is a need to understand identity as a knowledge area which is mediated by and produced within particular social contexts. This workshop will focus on the context as a producer of identity. It is also important to empower the ECRs to theorise and assert particular identities.

Workshop Delivery mode: The ECRs will be required to read or listen to President Thabo Mbeki’s speech before reporting for the conference. The workshop will begin with a brief on the role of Philosophy in Studies of Identity, Theorising and Researching Identities and group work focusing on President Thabo Mbeki’s speech. While the workshop is intended for in-person ECRs of the SCaRPE-A project, it will be open to ECRs from other CoEs and from non-ARUA universities who may register online for the workshop.

## Resource materials:

### Must read before the workshop

1. Thabo Mbeki (2016), I am an African, Speech made by President Thabo Mbeki, 8th May 1996, [http://afrikatanulmanyok.hu/userfiles/File/beszedeK/Thabo%20Mbeki\\_lam%20an%20African.pdf](http://afrikatanulmanyok.hu/userfiles/File/beszedeK/Thabo%20Mbeki_lam%20an%20African.pdf) (text) and <https://www.youtube.com/watch?v=dCeLwTITRoQ> (video)

This should be read or listened to before coming to the workshop

### Others:

2. Ndlovu-Gatsheni, Sabelo J., and Patricia Pinky Ndlovu. "The invention of blackness on a world scale." *Decolonising the human: Reflections from Africa on difference and oppression* (2021): 25-45.
  3. Polycarp Ikuenobe, "The Parochial Universalist Conception of 'Philosophy' and 'African Philosophy'". *Philosophy East and West*
  4. *West*, Vol. 47, No. 2 (Apr., 1997), pp. 189-210. <http://www.jstor.org/stable/1399874?origin=JSTOR-pdf>.
  5. Isaac E. Ukpokolo (ed) *Themes, Issues and Problems in African Philosophy*. Switzerland: Palmgrave Macmillan, 2017, Chapters 10 (On Epistemic decolonization) and Chapter 11 (On gender issues)
1. Fetson Kalua. "Homi Bhabha's Third Space and African identity". *Journal of African Cultural Studies*, June 2009, Vol. 21, No. 1, [Post-colonial Theory] (June 2009), pp. 23-32. <https://www.jstor.org/stable/40647476>
  2. Emmanuelle Bouilly, Ophélie Rillon & Hannah Cross (2016) African women's struggles in a gender perspective, *Review of African Political Economy*, 43:149, 338-349. <https://doi.org/10.1080/03056244.2016.1216671>
  3. Duncan Brown. "Aboriginality, Identity and Belonging in South Africa and Beyond". *English in Africa*, May, 2001, Vol. 28, No. 1, pp. 67-90. <https://www.jstor.org/stable/40238922>
  4. Claude-Hélène Mayer. "Managing Conflicts through Strength of Identity". *Management Revue*, 2009, Vol. 20, No. 3 (2009), pp. 268-293

**Facilitators:** Prof. Morgan Ndlovu, Prof Fasiku Gbenga & Dr. Sarah N. Ssali

Time	Item	Role
10 Mins	Welcome Remarks and Session Overview	Dr. Sarah N Ssali
	Overview of the ARUA CoE in Identities	
30 Mins	Introduction to Philosophy and African Identity <ul style="list-style-type: none"> <li>• Deconstruction of Philosophy of African Identity;</li> <li>• Philosophy and African Identities;</li> <li>• Whither the Identity of an African Woman? A Philosophical interrogation of African Women's Struggles.</li> </ul>	Prof. Gbenga
15 Mins	Q and A	Prof. Gbenga
Comfort Break		
60 Mins	Theorising Africa and African Identities: From the Idea of Africa to African Ideas of Self	Prof. Ndlovu
30 Mins	Researching African Identities	
15 Mins	Q and A	
60 Mins	Exercise on Theorising Identity (Reflecting on Pres. Thabo Mbeki's Speech)	
Comfort Break		
40 Mins	Feedback from Breakout Sessions/ Plenary Discussion	Prof. Ndlovu
5 Mins	Conclusion	Dr. Sarah N Ssali





## ARUA CoE: Climate and Development

### Topic: “Universities as change agents in the sustainability pathways”

This training session enables its participants with insights on the role of universities as change agents in the sustainability pathways in Africa. We make insights into research literatures on the role of universities in communities and sustainability transitions easily accessible and engage students and early career researchers in activities to develop their own ideas for pathways to sustainability and achieving the SDG within the near term of their professional careers.

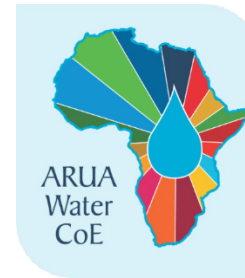
Universities act as anchors in the local and global communities they save as they lead in technological and scientific innovations in educating professionals and conducting research. However, there is scarcity of literature on African universities contribution to the third mission.

We aim to expand the idea of transdisciplinary community of practice (CoP) on sustainability which is emerging in ARUA universities. This research adds to an emerging body of literature in the field of sustainability in higher education with two contributions. Firstly we present the idea of CoP amongst various ARUA universities in research, education and training. Secondly, we offer insights into different methodological approaches to sustainability transitions to show the organisational history and institutional changes at universities in terms of visions and policies and living labs with examples from the Universities of Cape Town, Ghana and Marburg.

The training is led by ARUA Researchers:

- Dr Tawanda Jimu, University of Cape Town
- Ms Millicent Afi Sitsofe Kwawu, University of Ghana
- Prof Chris Gordon, University of Ghana

**Keywords:** community of practice, sustainability pathways, university campus, sustainability transitions



## ARUA CoE: Water

### Topic: “Reimagining our academic journeys- connecting insights, contentions, and conversations”

The evolving connections and discourses about the social character of scientific inquiry and knowledge plurality in various science fields are an important part of how we construct ideals about who we are and the meaning of the work we do. We make and unmake our personal and professional identities as we go, adjusting and adapting at different turns on this journey. How often and how thoroughly do we stop to consider how far we have come and how much further we still must go?

This workshop, will take participants through the “River of Life” reflection framework that, is a personalised and artistic visualisation technique, which allows participants to explore the diverse paths they have taken, the obstacles they have faced, and the knowledge they have gained. The exercise is a relaxed yet profound way to begin to hold space for much needed conversations as we begin to reimagine future possibilities of who we are and the meaning of the work we do. These conversations will be a gateway to resurfacing buried experiences and strengthen our sense of cohesion for future purposes.

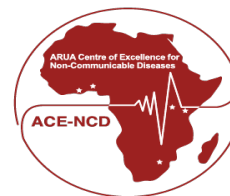
By visualizing the academic journey as a river, we journey from the past into the present and then, construct future ideals of our personal and academic identities. The river is used as a metaphor to emphasise the uniqueness of each person’s life while, homing in on the fact that although we are all different, we all flow into the same sea as co-conspirators seeking impactful outcomes from, HE institutions in Africa. Individuals recognize the interconnectedness of their experiences with the broader scientific community, promoting a sense of shared responsibility and collective progress. We conclude with personal manifestos on a how we want to reimagine ourselves and the work that we do.

The reflection will highlight the social character of scientific inquiry, emphasizing the importance of collaboration, communication, and community engagement in the pursuit of scientific

knowledge. In the context of knowledge plurality, the reflection calls on participants to recognize the diverse range of perspectives and ideas that exist within different knowledge domains which are crucial for innovation. Participants will be guided, using prompts, to facilitate reflection on reimagining their belief systems, identifying their highest values, and reimagining relationships and partnerships.

## Workshop Programme

Activity	Duration
<b>Introduction to method</b> - Overview on applying the River of Life method to support reflection.	30 min
<b>Group discussions</b> - in small intimate groups, begin the conversations on the key insights and challenges experienced over the span of your academic career.	40 min
<b>Break</b>	10 min
<b>Quiet reflection</b> - Drawing of individual river metaphor diagrammatic.	30 min
<b>Group sharing</b> - Sharing personal reflections in the small groups.	15 min
<b>Community dialogue</b> - Feedback from each group about key insights, challenges, similarities and differences experienced in their journeys.	30- 40 min
<b>Personal manifesto</b> - In intimate groups, reflect on the presentations from other groups. Write down your personal manifestos. Declare in silence/ share with group.	10 min
<b>Closing remarks</b>	5 minutes



## ARUA CoE Non-Communicable Diseases

### Topic: “Higher education and NCDs in Africa”

The ARUA Centre of Excellence for Non-Communicable Diseases (ACE-NCD) is one of the thirteen ARUA Centres of Excellence. The ACE-NCD hub is hosted by the University of Nairobi, Kenya, and is made up of six African Universities namely: The University of Nairobi, Kenya; Makerere University, Uganda, the University of Ghana, Ghana; the University of Ibadan, Nigeria; University of Lagos, Nigeria; and the University of the Witwatersrand, South Africa. The ACE-NCD comprises an international network of researchers across Africa and the rest of the World. ACE-NCD seeks to support research and capacity building in the six partner African universities and other universities in Africa to address the complex burden of NCDs through collaborative trans-disciplinary and multi-disciplinary and interdisciplinary research groups across Africa and beyond.

The ACE-NCD seeks to strengthen NCD training and the research capacity of young scholars spanning the medical and health sciences, public health, engineering, basic sciences, social sciences and humanities. The Centre’s research scope is framed around three broad thematic areas.

- Prevention – nutrition, substance abuse and mental health, indoor and outdoor air quality, hypertension, and policy development and communication; models of prevention and care.
- Early Detection and Control – mechanistic research, multi-morbidity of chronic diseases and infection, bio-banking and biomarkers, with a focus on cancer, cardiovascular diseases (CVDs), and chronic respiratory diseases (CRDs).
- Big Data for Evidence-Based Decision Making – data and trend analysis for the risk factors using a life course approach, especially focusing on adolescents and youth.

In addition, other cross-cutting research areas include gender; education and mentorship; research dissemination and engagement with the public and industry.

## Our Goal

Conduct research, build capacity and disseminate findings that will address the rising burden of NCDs in Sub-Saharan Africa and the region.

## Our Mission

To become a vibrant, sustainable Centre of Excellence for NCDs at the forefront of research, capacity-building and policy-making support for NCDs in Africa.

## Our Vision

Develop scientific evidence required to inform NCDs policies; promote NCDs prevention, management, and control; and engage with communities.

## Abstract

Non-communicable diseases (NCDs) including cardiovascular illnesses, cancers, diabetes and chronic lung diseases have emerged as serious public health challenges globally. According to the World Health Organization, NCDs are currently responsible for over 70% of all deaths worldwide, with cardiovascular disease alone causing over 17 million deaths annually. Over 75% of these NCD deaths now occur in low and middle-income countries. The burden of NCDs is more acute in Sub-Saharan Africa, where the NCD epidemic due to a multiplicity of socioeconomic, demographic and epidemiological factors. Mortality from NCDs is projected to rise to 45 million deaths by 2045, outpacing population growth if urgent counter measures are not put in place. Moreover, up to 85% of all premature deaths in Sub-Saharan Africa are NCD related.

Many African countries now face a 'triple threat' of communicable and non-communicable diseases and the health impacts related to climate change. Other factors aggravating the burden in Sub-Saharan Africa include rapid urbanization, ageing and lifestyle changes associated with economic transition. Due to poorly funded health care systems, most of the burden of care of persons living with NCDs is now borne by either the individuals and/or their families. Current disease management models are over-reliant on out-of-pocket expenditures that can push households into poverty.

The centrality of higher education in addressing NCDs cannot be gainsaid. Higher education institutions can play a key role in developing a comprehensive and multidisciplinary approach to NCD prevention and control. Siloed approaches within weak and fragmented health systems and between research disciplines have hindered multisectoral responses needed to curb modifiable NCD risk factors and address the social determinants of poor health outcomes. Gaps also persist in disease surveillance, evidence-based policymaking, primary prevention strategies tailored to local contexts, and equitable community access to affordable screening and care. Existing data are largely derived from hospital settings with limited local population-level analysis and rural-urban disaggregation. These are potential areas institutions of higher learning can plug in and provide research leadership.

Resource allocation and investment in NCD prevent programmes in institutions of higher education in Africa remains low. This underinvestment, coupled with poorly developed health infrastructure and a shortage in health workforce highlights the urgent need for integrated, scalable, and community-based models that leverage the strengths and resources of the higher education sector to combat the growing burden of NCDs in the African region.

This calls for novel collaborations and a unified 'One Health' approach to tackle the escalating NCD crisis by higher education settings in Africa. By fostering partnerships between academia, healthcare providers, policymakers, and other stakeholders, it is possible to develop innovative solutions, advance health-promoting environments, and empower individuals to adopt healthy lifestyles. The integration of higher education and NCD prevention and control efforts can pave the way for a healthier future for the African population.

Time	Activity	
2:00 – 2:05 pm	Welcome and Introduction	Rose Anne (University of Nairobi)
2:05 – 2:15 pm	Overview of the CoE: Networking and Research	Fred Bukachi (University of Nairobi) & Pasquale Maffia (University of Glasgow)
2:15 – 2:25 pm	Partnerships and engagements: The CoRE	
2:25 – 2:40 pm	Keynote Address: Higher Education and NCDs	University of Lagos
2:40 – 2:45 pm	Stories/Videos	ALL SPOKES + UNILAG (Denis, Steve, and Mary Kinoti)
2:40 – 2:45 pm	Comfort Break	
2:45 – 2:55 pm	Patterns and pathways of Multimorbidity in Africa	University of Ghana
2:55 – 3:05 pm	Digital Health Interventions for NCDs	University of Nairobi (Peter Waweru)

Time	Activity	
3:05 – 3:25 pm	Panel: Student Engagement in NCD Prevention	2 students (Makerere, Ibadan & Witwatersrand)
3:25 – 3:35 pm	Questions and Discussion	Charles Nzioka
3:35 – 3:45 pm	Experiences of higher learning institutions in the establishment of biobanks	Witwatersrand
3:45 – 3:55 pm	Reimagining the traditional NCD risk factors	Makerere University
3:55 – 4:05 pm	Precision medicine in Africa	University of Ibadan
4:05 – 4:20 pm	Panel: Student Engagement in NCD Prevention	2 students (UNILAG & University of Ghana)
4:20 – 4:30 pm	Questions and Discussion	Samuel Aderonke
4:30 – 4:40 pm	The future NCDs caregiving: Reflections	University of Nairobi (Anne Kamau)
4:40 – 4:45 pm	Closing Remarks and Group Photo	University of Nairobi (Fred Bukachi)



ARUA CENTRE OF EXCELLENCE  
IN MATERIALS, ENERGY & NANOTECHNOLOGY

## ARUA CoE: Materials, Energy and Nanotechnology

**Topic:** The ARUA CoE-MEN has been building capacity and trying to find funding for research.

This workshop aims to consolidate what has been done and look to the future to be able to be in a strong position to pursue funding opportunities. The centre needs to check its alignment and assess whether it needs to realign its original aims. It will do this by looking back on the first years and checking that the aims are still relevant for the future.

Time	Title
10 minutes	Introduction to ARUA CoE-MEN
10 minutes	News from the University of Ghana
10 minutes	News from the University of Nairobi
10 minutes	News from the University of Pretoria
10 minutes	News from the University of the Witwatersrand
20 minutes	Building on the capacity development
20 minutes	Where does ARUA CoE fit into what is needed for Africa?
20 minutes	Making energy work for Africa
20 minutes	Materials research is the base
20 minutes	The role of nanotechnology
20 minutes	Where to go from here: the funding issue
30 minutes	Discussion



# Conference Planning Committees

# Steering Committee

## **Professor Sue Harrison**

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University of Cape Town  
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## **Professor Taibat Lawanson**

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## **Professor Joseph Teye**

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