

ASSOCIATION OF AFRICAN UNIVERSITIES



20th Conference of Rectors, Vice Chancellors and Presidents of African Universities (COREVIP)

Al-Azhar University Conference Centre, Cairo

July 8-11, 2019



RAPPORTEUR GENERAL'S REPORT

**Theme: The Role of Higher Education Institutions
in Promoting Continental Education Strategy for
Africa (CESA 16-25)**

CORPORATE SPONSORS



AAU 20th COREVIP Conference, 2019

Draft Rapporteur General's Report

BACKGROUND AND CONTEXT

1. The Association of African Universities (AAU) held its 20th Conference of Rectors, Vice Chancellors and Presidents (COREVIP) on 8-11 July, 2019 at Al- Azhar University in Cairo, Egypt, with the theme: “*The Role of Higher Education Institutions in Promoting Continental Education Strategy for Africa (CESA 16-25)*”. The Conference was held under the Patronage of His Excellency Abdel Fattah El-Sisi, President of the Arab Republic of Egypt.
2. The theme for the Conference recognised that Africa needs a highly educated, mobile and adaptable workforce, raised from a multi-skilled and multi-tasked generation of human beings, to drive a knowledge and learning society in the 21st century. Since Africa’s development indices (high or low) remain deeply rooted in the measure of education provided the people, Africa must seriously and continuously re-evaluate, indeed search and bring to the fore, innovative and creative ways of enhancing its human capital production.
3. The road map for Africa’s human capital production for sustainable development appears well set out in the global and regional agenda that have pointed towards higher education as the panacea. Some of these agenda include the transposition from Millennium Development Goals (MDGs) to Sustainable Development Goals (SDGs) - with the promise of *Education for All*, through what is now well known as Education 2030 Framework for Action (EFA), Agenda 2063 of the African Union and the Continental Education Strategy for Africa (CESA 16-25).
4. *CESA 16-25* lays the details of the colossal development issues of Africa and the need to fully tap into the youthful population (youth bulge) in a bid to reap the demographic dividends for sustainable development. The obvious and palpable message from CESA 16-25 is the need for the higher education sector in Africa to understand, own and fully immerse itself in the continental search for sustainable development. There is no better forum than at COREVIP to engage Africa’s Higher Education Institutions (HEIs) in this search through collaboration, co-operation and open discussion for the best and efficient ways of addressing the 21st century development quagmire that Africa finds itself.
5. It was in this context that the AAU structured its 2019 COREVIP theme “***The Role of Higher Education Institutions in Promoting Continental Education Strategy for Africa (CESA 16-25)***” into the following seven sub-themes:
 - A. Focus on the science and mathematics curricula in youth training and disseminate scientific knowledge and culture in society.
 - B. Expand TVET opportunities at tertiary levels and strengthen linkages between the world of work and education and training systems.
 - C. Revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness.

- D. Promote peace education and conflict prevention and resolution at all levels of education and for all age groups.
- E. Improve management of education system as well build and enhance capacity for data collection, management, harness the capacity of ICT to improve access, quality and management of education and training systems.
- F. Promoting mobility through harmonization of quality assurance and accreditation systems.
- G. Identifying new directions in improving management of education through enhanced capacity for data collection and management, research and scholarship and efficient governance of HEIs in Africa.

OPENING CEREMONY

- 6. Under the chairmanship of Professor Orlando Quilambo – AAU President and Vice Chancellor of Eduardo Mondlane University, Mozambique, the Conference opened with President of Al-Azhar University, Professor Mohamed Elmahrasawy, welcoming all the participants. He appreciated the contributions of many, especially the Imam of Al-Azhar, staff and student of Al-Azhar University, to the successful take off of the Conference. He also acknowledged the significance of holding COREVIP in Egypt for the first time to discuss topics of common interest among over 300 HEIs from more than 40 countries.
- 7. The Secretary General of AAU, Professor Etienne Ehile, also welcomed all participants to the impressive country Egypt. He acknowledged the presence of the President of Egypt as a sign of profound commitment to higher education, adding that the hosting of the AAU North African Regional Office (NARO) in Egypt is a great encouragement to higher education in Africa. He further acknowledged the contribution of the Grand Imam toward Al-Azhar University which has made it one of the higher ranking Universities in Africa.
- 8. The General Secretary reiterated the commitment of AAU to advancing higher education in Africa, and to meeting the goals of the *Continental Education Strategy for Africa (CESA 16-25)* as demonstrated by the choice of the theme for the Conference. He emphasized that the Conference was aimed at understanding the continent's drive towards sustainable development and the contribution of higher education to help solve Africa's development challenges as well as facilitate regional integration.
- 9. He further emphasized that it is the responsibility of the HEIs in Africa to train adequate high quality human capital. Only 55,000 engineers are present in the continent as against 300,000 required to meet Africa's need. Similar trends can be observed for most of the science related professions.
- 10. There is need for collaboration, not competition, in south-south development. This has informed AAU's commitment to working with all stakeholders to meet the targets of *CESA 16-25*, and the efforts to establish regional offices, including NARO hosted by Al-Azhar University and the North American Office in Washington DC, USA for the African Diasporas. The next regional offices will be in southern and eastern Africa as well as a Nigerian country office.

11. The Secretary General called on all participants to make *CESA 16-25* relevant for their respective HEIs, whilst highlighting the successful establishment of the AAU TV which is aimed at contributing to the strategy through dissemination of cutting edge research findings and taking advantage to tell the world what the HEIs in Africa are doing. He concluded by acknowledging the financial support of all sponsors including the European Union (EU), TVET Egypt, National Bank of Egypt, Arab Academy for Science and Maritime Transport, Carnegie Corporation of New York and Swedish International Development Cooperation Agency (Sida).
12. Several others, including the Head of Cooperation at the EU, the representative of the Minister of Education and Scientific Research in Egypt, the African Union Commission representative and the representative of Grand Imam of Al-Azhar, welcomed participants and enjoined all to contribute toward a successful Conference for the “Africa we want”. Uniquely, the Grand Imam appealed to participants to advocate to their various governments to ratify the African Free Trade Agreement.
13. Goodwill messages were received from several organisations, including the Association of Arab Universities, European University Association, President of International Association of University (IAU), Islamic University League, SIDA, Education for Sub-Sahara Africa, Arab Academy of Science and Technology and Nigeria’s Joint Admissions and Matriculation Board Registrar.
14. Lastly, in the Opening Ceremony, provisions were made for overviews of African Union’s key interventions, namely the African Union’s Agenda 2063 and the Continental Education Strategy for Africa (CESA 16-25). These were to be delivered by H.E. Professor Sarah Anyang Agbor, Commissioner for Human Resources, Science and Technology (HRST) African Union Commission (AUC) and Dr. Beatrice Njenga (Head of Education, African Union Commission), respectively.

PLENARY SESSION I: AAU BUSINESS

Session Chair: Professor Orlando Quilambo, AAU President.

Constitution of the 20th Conference Bureau

15. The Conference constituted the Conference Bureau, comprising:

Prof. Orlando QUILAMBO (President, AAU)	Chairperson
Prof. Edward AKO (Vice President, AAU)	Deputy Chairperson
Prof. Etienne EHILE (Secretary-General, AAU)	Member
Prof. Mohamed ELMAHRASAWY (AAU Board Member and President of Al- Azhar University, Cairo,)	Member

Prof. Jonathan Chuks MBA (Chairperson of AAU Organising Committee)	Member
Prof. Paul OMAJI (Rapporteur General)	Member

Adoption of Conference Programme

16. The Draft 20th COREVIP Programme was adopted without amendment.

Presentation of Governing Board Report (2017-2019) to COREVIP

17. Professor Ehile presented the report on behalf of the Board, detailing how AAU discharged its functions since 2017. He outlined the outcomes of the 2017 AAU General Conference and 50th Anniversary Celebrations, at which the Keynote Address was delivered by His Excellency the President of Ghana, Nana Addo Danquah Akufo-Addo and a new Governing Board was elected for the 2017-2021 period. The preparations towards 2019 COREVIP involved the setting up of Organising Committees at AAU Secretariat and Al-Azhar University, weekly coordination meetings between the two Committees, acceptance of 33 Papers for presentation, approval of the draft programme by Board and site visits to conference venue. Two Board meetings held face to face (in Accra and Ghana) and two Executive Committee meetings held online.

18. Since 2017, African University Day celebration has been extended to cover a week of activities. There were continent-wide celebrations in 2017 and 2018. Notable highlights include: the themes of “AAU@50 - Achievements, Challenges and Prospects for Sustainable Development in Africa” and “The Africa We Want: The Role of Young People”, respectively; and “Africa Centre for Scholarship” - launched by Stellenbosch University. A high-level delegation of nine Vice Chancellors as well as seven other very senior staff from various universities in Sudan participated in the Accra Celebration event.

19. Under Secretariat activities, Professor Ehile outlined the staff development since April 2017, new recruitments, resignations, initiatives, missions and partnerships. Among key new initiatives were: the opening of the AAU regional offices in East Africa (East Africa Regional Office (EARO)), North Africa (North Africa Regional Office (NARO)) and the North America Regional Office for the Diaspora. Another office was opened at the Committee of Vice Chancellors (CVC) in Nigeria because there are 60-80 AAU member universities, which is a big number from the 180 institutions in Nigeria. The next few years will witness the establishment of AAU Southern and Central Africa Regional Offices. From 2017 to the time of the Conference, AAU had undertaken a total of 178 missions and workshops (77 in 2017-2018 and 101 in 2018-2019). About six projects (with details about their funding partners, budgets, durations, current year, project end dates and challenges) were reported upon.

20. The AAU TV, which is meant to showcase activities and achievements of African HEIs, was established in 2018. It broadcasts free-to-air and covers Africa and parts of Europe, as well as streams on Facebook, Youtube and AAU TV Website. HEIs are urged to use the free air time on the TV to advertise their institutions and market their programmes. Other new initiatives came on stream, including the ‘African Research and Innovation Summit’ (first edition, June 2017), ‘African Universities Olympics’ (first event, March 2018 in Cairo) and

some fund raising strategies.

21. Professor Ehile reported on the mid-term review of programmes, the bottom up strategy of designing the strategic plan as well as the approach to monitoring, evaluation and learning (MEL) Framework for AAU programmes. He further highlighted the issue with membership, presenting 24 new members (14 full and 10 associates) in the June 2017-June 2019 period for ratification. Out of the 391 AAU member universities, as at the time of 2019 Conference, 162 were in good standing (paying their subscriptions). Needless to say, many more needed to responsibly get their membership into good standing to ensure AAU can continue to deliver on its mandate.
22. Professor Ehile acknowledged the key partners of AAU, including European Union, SIDA and World Bank, whilst elaborating the programmes and the sources of funding as well as the different workshops done under different themes in different countries and the number of participants trained. He concluded on the high appeal of “Working together with a common vision, we shall build a stronger continental higher education system that will be at par with any other in the world with respect to impact”.

Strategic Plan Midterm Review Findings

Professor Peter Okebukola (International Higher Education Consultant/Council Chair, National Open University of Nigeria) presented the findings of the AAU Strategic Plan Midterm Review.

The AAU 2016-2020 Strategic Plan was to guide the activities of the Association over the quinquennium. The mid-term review of the Strategic Plan was designed to measure progress made midway through the plan period, identifying success stories and challenges and learning lessons for improving implementation to ensure that at the close of the plan period (2020), all strategic goals would have been achieved. The review approach was documentary analyses and online survey of critical stakeholders (31 from different strata, fully responded). Included in the sample were former Secretary General of AAU, former Chairman of the AAU Board, Vice-Chancellors and Rectors, AAU senior staff, partners and other stakeholders. The exercise covered work done by AAU in line with the three broad goals, seven key result areas and 29 strategic objectives of the AAU 2016 – 2020 Strategic Plan.

About 60% of the sample adjudged the Strategic Plan to have contributed highly to the achievement of the mandate of AAU. Some of the reasons given to justify the assessment are: all the projects and initiatives that AAU has been involved in over the years align with the Strategic Plan; the Strategic Plan has a clear roadmap for the AAU vision and mission. The strategic plan’s implementation process was assessed by over two-thirds of the sample to address the needs and demands of the African higher education stakeholders. About a quarter of the sample noted that “the plan is too ambitious”. Key recommendations offered by the sample to the AAU Governing Board and management to ensure greater degree of contribution as we approach 2020 include to give more visibility to the Association through the involvement of Institutional leaders in the various programmes; and look at the emerging issues in African higher education and see how best to help in addressing them. About 75% of the sample assessed between high and very high, the relevance of the Strategic Plan’s activities, including capacity building for higher education leaders and managers and AAU Staff.

Some suggestions offered by the participants as areas for improved programme planning, especially with respect to setting targets, relevance and capacity of AAU for decision making

and delivery include focus on actively helping governments and HEI to set a well-established accreditation system/structure for better evaluating training programmes to be delivered in the context of each country; keep on with its current programme of providing direct services to institutions through the organisation of fund-generating activities; current AAU Television initiatives should be sustained to provide more visibility for the Association.

PLENARY SESSION II: KEYNOTE PRESENTATIONS

Session Chairs: Prof. Bakri Saeed (AAU Vice President and President, Sudan International University) and Prof. M. El-Mahrasawy, Al-Azhar University President & AAU GB member

23. **Topic 1: Higher Education Situation in Egypt and Opportunities for sub-Saharan Africa Academic Mobility**, H.E. Prof. Khaled Abdel Ghaffar, Minister of Higher Education and Scientific Research, Egypt
24. **Topic 2: The EU's Contribution to the Achievement of CESA**, by Ms. Fiorella Perotto, (Senior Expert, Directorate-General for Education, Youth and Culture, European Commission)
25. EU supports the continental education strategy for Africa. The 5th EU-African summit focused on “investing in people and skills”; and this is consistent with the strategy of CESA. The initiative on both continents is the New African and European Alliance, aimed at collaborating and boosting jobs by one million by 2030 in line with the AU Agenda. The EU international learning mobility recently supported 35,000 student and researchers from Africa through the Erasmus Plus and this is expected to increase to 105,000 by 2030. Mobility ensures recognition of international diplomas.
26. In closing, Ms Perotto informed the Conference about the Mobility Programme changing over time in terms of quantity and shape; and that this has led to three policies which she presented along with their corresponding funding mechanisms.
27. **Topic 3: Al-Azhar in Africa**, Prof. Yousef Amer (Vice President, Al-Azhar University Cairo)
28. **Topic 4: Entrepreneurship in Egypt & Africa, Challenges and opportunities**, by Prof. Mahmoud Sakr President of Academy of Scientific Research & Technology
29. **Topic 5: Empowerment of African Women**, Dr. Maya Morsi, President of Egypt's National Council for Women
30. The empowerment of women to innovate and participate, benefits the whole society, not only women. Egypt's Constitution gives education right to women. The declaration of 2017 for women to accept their empowerment within the SDG framework is consistent with this constitutional provision.

31. This year (2019), women have 20 percent participation in Egypt's Parliament; the goal is 25 percent. There are 26 female judges in the country and the National Bank President is a woman. On the economic front, the female unemployment rate is 24 percent, but the number of female investors has increased over time.
32. On the whole, Egypt is a winner in the gender quality goal. 54 percent of university student are women. There is now a hotline for domestic violence against women. The Government has criminalised sexual harassment and modified inheritance law, as well as enhanced the right of disabled women and their integration into the society. Clearly, there is political will to empower women and to remain on this right track. "Women are empowered in the hearts of men. There is no greater empowerment than that".
33. **Topic 6: Education for gender equality and human rights**, by Prof. Ferkhanda Hassan, Professor at AUC, Former Chair of the Commission on Human Development of the Shura Council & Former Head of National Committee of Women in Science
34. Changes are occurring and dissolving boundaries of nations affecting all aspects of life, including gender equality and other human rights. Since universities are not self-contained activities, in isolation as they used to be, a new paradigm in education has emerged which makes universities to be gender sensitive. If development has to be sustainable, it must be one that reflects the concerns and aspiration of women and men in all aspects equally. Universities should identify the gender gaps now and monitor the gender balance into the future. This is necessary, given that the "women of Africa are stronger now than before, very much aware of our rights, no more asking for rights, but now monitoring the implementation of these rights".
35. It was noted that many universities do not walk the talk. This raises the issue of how they can involve more women in their governance without evoking negative consequences. Attention was drawn to the example of Egypt which has embarked upon many initiatives to empower women. It was then observed that "it is not enough to provide this kind of education in Egypt but there is the need to spread it to other countries".

PLENARY SESSION III: CESA HIGHER EDUCATION CONTRIBUTION IN THE AREAS OF STEM CURRICULUM REFORMS AND TVET.

Session Chairs: Prof. Naana Opoku Agyeman (Former Hon. Minister of Education of Ghana) and Dr. Mohamed Megahed Vice Minister of Education for Technical Education, Ministry of Education and Technical Education Egypt

36. **Topic 1: Nile International Education Systems (NIES), a new qualification and trend as a pre-requisite for higher education**, by Prof Mervat Eldeep, Coordinator of NIES
37. The vision of the "Africa we want" cannot be achieved without education. One variable missing in most considerations about education in Africa is the quality of the students

coming from the pre-university institutions. This pre-university phase is a nurturing and growing time, as exemplified by NIES - a programme sponsored by the Egyptian Cabinet. It is affiliated to the Presidency and has partnership with Cambridge University. The structure extends from Pre-Kindergarten (PK) to Kindergarten (K), and then 6-12. It's mandate is to provide a basic standard for the students before they seek admission or enrolment into universities; and it is consistent with the steps towards the AU Agenda 2063

38. **Topic 2: Role of private sector in ensuring a demand driven education**, by Khaled AbdelAzeem: Executive Director of the Federation of Egyptian Industries
39. **Topic 3: Towards an Integrated Competency-based TVET system**, by Loic Gogue, Team leader and Tourism Key Expert GFA
40. The TVET Egypt reform program has three components, namely: Governance and Management, Professional Development and Quality Assurance, and Transition to Employment. This reform program comprehensively deals with the whole technical and vocational education in Egypt. It rests on 5 pillars:
- Pillar 1:** Supporting the Sector Skills Council(s) through a Sustainable Public-Private Partnership & Expanding the Use of Occupational Skills Standards
- Pillar 2:** Enhancing & Expanding the *TVET* Curriculum Development Units using the TVET Model
- Pillar 3:** Supporting the the new Body dealing with Pre-Service Qualification and In-Service Training (TVETA)
- Pillar 4:** Enhancing & Expanding the *Labor Market Information System (LMIS)*
- Pillar 5:** Supporting the *Centers of Excellence and Promotion of TVET*
41. In order for the system to be functional, there was a need to establish a national centre for TVET teachers (instructors) training and certification, with a clear strategy, mandate, capacity analysis and planning. The first priority set for the Centre was to address the issues of TVET Pre- Service Qualification and TVET In-Service Training, as well as setting the national standards for TVET teachers' qualification and performance to meet the challenges of competence based training.
42. Ultimately, the TVET Egypt Reform Program has been designed to maximize impact on the Egyptian economic development by: (a) addressing the skills gaps that are found in some areas of the economy and working with other stakeholders to improve learning; (b) guiding employers and stakeholders regarding occupation skills standards development process; (c) focusing on accreditation, certification and assessment; and (d) matching occupation skills standards with the demand and supply of labor.
43. Part of the promotion of the TVET is the upgrading of current technical secondary schools by linking them with regional centers of excellence (COEs). The aim is to get these schools to provide quality education and further training on relevant occupations that are in line with international standards and labor market demands, emphasizing the importance of work-based education. These efforts stem from the belief that TVET is an important tool for

a country's economic development and therefore there is the need to engage all stakeholders in building a solid competency-based systems to improve the quality of training, as well as strengthen linkages between the world of work and education and training systems.

44. ***Subtheme 1: Focus on the science and mathematics curricula in youth training and dissemination of scientific knowledge and culture in society***, by Prof. Nkem Khumbah, University of Michigan, USA

Moderator: Prof. Rungano Jonas Zvobgo (AAU Board Member and Vice Chancellor Great Zimbabwe University Zimbabwe)

45. Professor Khumbah's presentation, "On Strengthening STEM Education in African Universities", submitted that there is a high demand for Science and Mathematics in Africa, especially in the advent of the continental free trade area and other development policies. Mathematics should be taught in a practical way and not philosophically or for the purposes of academic pursuits and publications. Science and mathematics are critical towards an emerging region where there are still challenges of infrastructure, resource development, commerce, industry (manufacturing), finance, logistics, defense, security, environment and health.
46. Arguing the relevance of Mathematics, he stated that information and telecommunications, transportation and logistics, science, engineering, technology, medicine, manufacturing, security, finance, social and behavioural sciences, all depend on the fundamental language of mathematics. Much of contemporary 21st century STEM disciplines and, indeed, higher education generally have been built with the mathematical sciences as foundation and as that dependence continues to evolve and expand, the mathematical sciences have emerged as the fountainhead for all these disciplines. It underpins and enables advances, both in theory and applications, in these fields. Consequently, efforts at improving Africa's Science and Technology Capacity are only as viable as the focus they place on improving its Mathematical Sciences competencies.
47. A major challenge is that mathematics is mostly disjointed in many institutions of higher learning with a lot of differences even in one university. For example, most courses run in universities need mathematics and are audited without any synergy. The new structure for teaching mathematics must be interrelated and made the pivot of every discipline. For example students reading English, literature and other disciplines need mathematics to thrive and as such the mathematics departments must be the centre where all other departments revolve.
48. Professor Nkem Khumbah then espoused a framework for systemic transformation that can address the challenges of Mathematics Education, such as the demographic bulge and demand/supply (in terms of student/teacher ratio) and curriculum misalignment. In this framework, the *Intended* (written curriculum), the *Delivered* (taught in class), the *Assessed* (classroom exams or other standard exams) and the *Attained* (what students actually learn/know) must be consistent and coherent.
49. ***Subtheme 2: Expanding TVET opportunities at tertiary levels and strengthening linkages between the world of work and education and training systems***, by Dr. George Afeti,

Moderator: Prof. Abdulganiyu Ambali, AAU Board Member and Former Vice Chancellor University of Ilorin, Nigeria

PLENARY SESSION IV: SPONSORED PRESENTATIONS TO AFRICAN HIGHER EDUCATION

Moderator: Emeritus Prof. Olugbemiro Jegede (Former AAU Secretary General)

50. Panel discussion

PLENARY SESSION V: CESA HIGHER EDUCATION CONTRIBUTION ON THE AREAS OF REVITALISATION, RESEARCH, INNOVATION AND CONFLICT MANAGEMENT.

Session Chairs: M. Othman Elkhosht, Cairo University President and Prof. Mohamed Lotayef, SG of HE Supreme Council, Egypt.

51. **Topic 1: Report on Higher Education in Egypt** by Prof. Amro Aldy, Vice Minister of Higher Education.
52. Egypt's quality education is situated in the context of its national economy and that of other countries. The quality of education is geared towards the fulfilment of Egypt's VISION 2030 and that of AU Agenda 2063. The Economic Development dimension focuses on maximizing value addition, generating decent and productive jobs, and a real Gross Domestic Product (GDP) per capita reaching the level of high-middle income countries. Quality education at all levels in Egypt is geared towards improving the standard of living of Egyptian citizens. It is also designed to capitalize on recent Egyptian development and economic success momentum in the context of the reports of international organizations that are relevant to future job needs and other economic implications.
53. The Arab Republic of Egypt is well known historically as the gateway to Africa and the Middle East through some of the earliest founded institutions in the whole region such as the Al-Azhar University – 970 (the oldest functional university in the world), Cairo University School of Engineering - 1816, Cairo University Faculty of Medicine - 1827, and Cairo University 1908. Egypt has sixty-eight universities with a total student population of 2.8 million: 27 Public Universities, 30 Private/Non-for-Profit universities, 3 Special Law/International Agreement universities, one International Branch Campus, 4 Non-Government for Profit Universities and 3 Technical Universities.
54. Universities in Egypt have large numbers of faculty members educated in top notch United States, European Union and Asian universities. Egypt boasts of a good number of ranked universities and programs with excellent gender balance. Egypt is ranked thirty-five (35)

worldwide in International Publications; and fifty-four (54) Egyptian Universities' specialties have been ranked by Academic Ranking World Universities (ARWU) among top 500 worldwide.

55. The strategic aspects of Higher Education need to support the national economy. Therefore, in countries where most of the industrial facilities have no Research and Development resources and/or personnel, the key to boosting the added value is through outsourcing from universities and research centers. It is important to ensure industry-driven research funding, research-embedded education and competition-driven education; hence, the focus of the Government to reposition the universities in Egypt by rebranding degrees and capitalizing on the wealth of talented young people as well as the long history of educational excellence. This is achievable through the monitoring of future national and international job needs, as well as identification of new refinement of existing tertiary education programs.
56. Tertiary Education as an industry must be well managed to have a significant return on GDP. Egypt has the Workforce Evolution Forecast by 2040 which rests on three graduates joining the workforce for every one retiring. This compares favourably with the European Union which replaces every two retiring with three joining the workforce; in the USA where for every 1.25 retiring 1 joins workforce and in Japan where for every 2.9 retiring 1 joins workforce. While jobs that could be automated are at higher risk of loss, non-routine jobs such as high expertise jobs, many vocational jobs, and social intelligence are less at risk. Therefore, African countries would do well to focus on quality and innovative education to meet emerging trends.
57. **Topic 2: Different opportunities to pursue academic careers in Germany,**
by Ms. Isabel Mering, DAAD Regional Director
58. DAAD is a self-governing organisation of German universities, with 241 member universities and 104 student bodies. It supports academic exchange in three main areas: Scholarships for the Best, Structures for Internationalisation and Expertise for Academic Collaboration.
59. Since inception in 1950, it has supported 1,386,244 persons from Germany and 974, 179 others worldwide. In Africa, it manages scholarship programmes on behalf of governments, foundations and development partners. An example is the in- country/in -region scholarships, funded by the German Federal Ministry for Economic Cooperation and Development (BMZ), which targets African students who want to pursue Master's or PhD courses in their home country or in another African country.
60. DAAD's overall strategy is about qualifying the next generation of university lecturers - through scholarships in Germany and at well-performing universities in sub-Saharan Africa. It is also about building capacities for graduate education and research at African universities through Africa's Centres of Excellence, established as modern educational capacities of supra-regional influence in line with international standards for Master's and PhD programmes.
61. Lastly, the strategy is about strengthening universities as effective actors in promoting societal development through the DIES-programme (Dialogue on Innovative Higher Education Management Strategies). This is designed to equip university managers with

skills for innovative higher education management researchers, Deans and DVCs as well as facilitate university-industry partnership.

62. **Topic 3: Role and Services of MSME Agency in empowering entrepreneurship echo system in Egypt**, by Nevine Gamea, Executive Director, Micro, Small & Medium Enterprise Development

63. **Subtheme 3: Revitalizing and expanding tertiary education, research and innovation to address continental challenges and promote global competitiveness**, by Prof. Damtew Teferra, Founding Director, International Network for Higher Education in Africa

Moderator: Prof. Edward Ako (AAU Vice President and former Rector University of Maroua, Cameroon)

64. Prof. Teferra first made a presentation regarding Education Development in CESA and Agenda 2063, on behalf of the African Union Commission. The AU's vision is one of an integrated, peaceful, prosperous Africa, driven by its own empowered and competent citizens to take up its rightful place in the global arena. The education system should reflect this vision, by addressing the aspirations of:

- Prosperous Africa based on Inclusive Growth and Sustainable Development
- Integrated Continent, Politically United based on the ideals of Pan-Africanism
- Africa of Democracy, Respect for Human Rights, Justice and the rule of Law.
- Peaceful and Secure Africa
- Africa with strong Cultural Identity, Values and Ethics
- Africa of people-driven development relying on the potential of its women & youth;
- Africa as a Strong, Resilient and Influential Global Player and Partner

65. Besides facilitating acquisition of specific subject knowledge, Africa's education system must also transmit the values, attitudes and competences demanded by these aspirations as well as benefit from their implementation.

66. The presentation also highlighted the CESA Strategic Objectives which, among others, seek to revitalize the teaching profession to ensure quality and relevance at all levels of education; harness the capacity of ICT to improve access, quality and management of education systems; and accelerate gender parity and equity. The various thematic clusters, along with their status and the coordinating institutions, were designed to achieve these objectives.

67. On revitalizing and expanding tertiary education, as well as promoting global competitiveness, Prof. Teferra stressed the importance of investing in the higher education sector so as to build an inclusive and diverse knowledge society to advance research, innovation and creativity for the benefit of society. In this regard, key partners, such as the

AAU, World Bank, UNESCO and African Union need to redouble their contributions in higher education, bearing in mind that the rate of return on higher education in Africa is not only high at 21%, but now the highest in the world.

68. While the challenges of higher education are global, Africa needs to learn from the initiatives other continents have taken to ensure they are globally competitive. For example, China is on the way to achieving their “211 Project” which aims at developing 100 universities by the early 21st Century. The Indian commitment to establishing Institutes of Technology (IITs) and Management is another model to explore. Similarly, the Egyptian education system has some traits worth examining. It is to Africa’s credit that even though the SDGs mention higher education or university only once, the Strategic Objective 9 of CESA gave prominence to the sector by seeking “to revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness”.
69. To achieve this objective, though, there is need to work harder on the human resource level, considering the low rate of professors across various African countries. RWANDA’s example of bringing disparate institutions together to form one university may be a useful human resource management strategy. Kenya is trying to follow that strategy.
70. The promotion of the Private Higher Education sector is another strategy, as it is no longer sustainable to depend on the public sector and governments due to dwindling finances. African countries need to ensure private higher education sector functions appropriately with favourable policy, management and public private partnership regimes.
71. ***Subtheme 4: Promoting peace education and conflict prevention and resolution at all levels of education and for all age groups***, by Prof. Michael Ndemanu, Department of Educational Studies, Ball State University, Muncie, Illinois, USA.

Moderator: Ahmed Osman, President- Elect ICSB

72. Professor Ndemanu presented on “Peace Education at all levels of education in Africa”. He stressed the point about designing a peace school curriculum, based on societal values. “If peace is one of our societal values, it should be infused into the school curriculum and not just as a stand-alone subject”. The curriculum should aim at educating for a pluralistic society, ecumenical/empathy disposition and human rights. This must ultimately cultivate the culture of volunteerism and philanthropy to people we don’t know and teach love of neighbor as oneself.
73. One of the most effective strategies is to contextualise the peace curriculum. This requires decentralizing the systems of education in which countries set national standard guidelines and let regions or provinces design their peace education curriculum based on their specificities. And, through “Mirror and Window Curriculum” (by Emilie Style), the regional or provincial curricular are designed to deconstruct deficit beliefs about “others”.
74. Starting from early education (k-12), nations must design a robust civic and citizenship education curriculum which inculcates a strong national, African, global identity in learners. Supporting this approach would be: deliberate promotion of equitable social policy (e.g. rural v urban social amenities); allowing people to express their grievances in the form of

freedom of speech and assembly (with restrictions only on hate speech); having firm and enforceable laws against all forms of isms (tribalism, racism, sexism etc) and phobias; instituting an impartial justice system; and teaching critical thinking as well as problem-solving skills.

75. A multiethnic society with its multiethnic problems needs an education system that prepares students to solve these problems. If the variables that provoke conflict are under control, peace will reign. This requires all hands to be on deck - faculty, policymakers, religious and community leaders, writers and publishers of children's books alike. Teacher education programs must take the lead in peace education in promoting a multi-ethnic education in all tertiary education institutions.

PLENARY SESSION VI: CESA HIGHER EDUCATION CONTRIBUTION IN THE AREAS OF DATA MANAGEMENT AND ICT.

76. **Topic 1: The Story of Egyptian Knowledge Bank**, by Prof Tarek Shwaki Minister of Education and Technical Education and President of the Egyptian Knowledge Bank

77. **Sub-theme 5: Improving management for education system as well as building and enhancing capacity for data collection, management, harnessing the capacity of ICT to improve access, quality and management of education and training systems**

Moderator: Prof. Peter Okebukola, Chair of the Council, Nation Open University of Nigeria.

PLENARY SESSION VII: CESA HIGHER EDUCATION CONTRIBUTION IN THE AREAS OF MOBILITY (VIA QUALITY ASSURANCE AND HARMONISATION AND NEW WAYS OF EDUCATIONAL IMPROVEMENT.

78. **Topic 1: Technology Innovation and Technology Business**, by Prof. Mohamed Galal, Founding Director of Technology Innovation Commercialisation Office and Technology Business Incubators

79. **Topic 2: Creating an African Academic Network to Promote Regional Integration in Africa**

80. **Subtheme 6: Promoting Mobility through Harmonisation of Quality Assurance and Accreditation Systems**, by Prof. Goolam Mohamedbhai

Moderator: Prof. Olusola Oyewole (Former AAU President and Former Vice Chancellor, Federal University of Agriculture, Abeokuta, Nigeria)

81. Professor Mohamedbhai argued that intra-Africa mobility of students, academic staff and researchers has been the focus of the AU for several years. The objectives have been to provide greater access to quality higher education in African countries with weak HE systems; promote cooperation among African HEIs; share scarce resources (human & physical), especially for PG training & research; and reduce brain drain from the continent. All of this, is geared towards providing sustainable solutions by Africans to Africa's challenges.
82. To this end, the AU began to develop a harmonisation strategy in 2007, modelled after the European Bologna Declaration of 1999 which sought to harmonise the European higher education study cycle (bachelor/master/doctorate), improve its quality assurance, and facilitate readability as well as recognition of qualifications and period of study (through Qualifications Framework). The strategy began with the African Quality Rating Mechanism (AQRM), developed by the African Union Commission (AUC) in consultation with higher education stakeholders and experts and adopted by COMEDAF. AQRM is self-evaluation Questionnaire covering quality standards at both institutional level (49) and programme level (35). Between 2010 (when the implementation began) and 2017, about 56 higher education institutions participated – 24 of these were with validation visits. Though not a ranking tool, AQRM blends Quality Assurance and Accreditation; and should be used to promote continuous quality improvement of institutions and programmes.
83. Drawing from Europe's experience of the Bologna Process, under the Africa-EU Strategic Partnership, Africa introduced its "TUNING Africa" initiative aimed at setting up an African Credit Accumulation and Transfer System that can facilitate harmonisation and academic mobility within the continent. The approach is similar to TUNING Europe which was started in 2000 as part of the Bologna Process, to facilitate understanding and cooperation between institutions. Phase I of TUNING Africa (2011-2013) involved 60 universities in five sub-regions of Africa, focussing on five subject areas (medicine, teacher education, agricultural sciences, mechanical engineering and civil engineering). Phase II (2015-2018): covered three additional subject areas, number of participating universities increasing to almost 120. By producing intervarsity recognisable subject curricula, TUNING Africa will result in the definition of credit system for Africa and an estimate of student workload that are portable across African universities. Already, 2 of the 6 Guiding Principles of CESA 16-25, have highlighted the issues of harmonization, intra-Africa mobility, academic integration and quality.
84. The Conference was particularly dismayed that Africa failed to act on its Arusha Declaration of 1981, which had initiated the harmonization and credit mobility strategies before Europe initiated theirs. The Conference noted that, having reinforced these strategies in the Addis Convention in 2014, it was indefensible that most countries in Africa have yet to ratify the Convention; and urged AAU to play a role in ensuring that these countries sign the Convention.
85. **Subtheme 7: Identifying new directions in improving management of education through enhanced capacity for data collection and management, research and scholarship and efficient governance of HEIs in Africa**, by Prof Paul

Zezeza, Vice Chancellor, United States International University, Africa, Nairobi Kenya.

Moderator: Prof. Mohamed Suleiman, Vice Chancellor, University of Khartoum, Sudan)

PLENARY SESSION VIII: ENGAGING THE DIASPORA FOR PROMOTING AFRICAN HIGHER EDUCATION

Session Chairs: Prof. Damtew Teferra (Founding Director, International Network for Higher Education in Africa) and Prof. Tarek Rashed (President, Suez Canal University).

86. Speeches were delivered by:

- Prof. Paul Zezeza, Vice Chancellor, United States International University-Africa, Nairobi, Kenya
- Prof. Phil Bowman, School of Education University of Michigan, USA
- Ms. Hafeeza E. Rashed, Senior Advisor, Communications & Outreach, King Baudouin Foundation United States (KBFUS)
- Dr. Norman Fortenberry, Executive Director, American Society for Engineering Education, USA

87. Although some writers define “African diasporans” in geographical terms (e.g. Afro-Atlantic, Afro-Mediterranean and Afro-Asian), the AU sees them as people from Africa living in other places. The economic contributions of these diasporans, including remittances, philanthropy and investments run into billions of dollars (e.g. \$69.5 billion in 2017), constituting the biggest donor to Africa.

88. The speakers addressed the issue of African diasporan human capital, focusing generally on strategic partnerships for the flow of talent for mutual benefits. In the project by Carnegie Institute, African born academics are engaged through fellowship schemes in curriculum co-development, research collaboration and graduate training. It was reported that the Institute is pursuing establishment of a consortium of African scholars’ programme which will sponsor 1000 academic scholars to engage over a 10 year period as a way of harnessing African biggest resource abroad - the human capital, the skill and brain power.

89. The speakers emphasized the need for African HEIs to use the opportunity diasporans provide in order to connect with their alumni who would be glad to give back to their alma maters. Most universities abroad leverage such opportunities.

90. The session acknowledged the challenges in engaging diasporans in areas including immigration, timing, housing, transportation and fake intellectuals. Nevertheless, it urged the AAU to look inward towards diasporans rather than donors for sustainable funding, as well as facilitate for African HEIs access to genuine African academics in diaspora. AAU should use recognised networks of intellectuals in diaspora to identify genuine academics; create a platform for registration and interactive database of diasporans with their projects

or areas of specialisations; and organise diaspora-specific workshops as a fund raising initiative.

PLENARY IX: ROUND TABLE DISCUSSION ON EFFORTS, NEEDS AND COORDINATION OF (SUB-) CLUSTERS

Chair: HE Arikana Chihombori Quao, MD Ambassador/ Permanent Representative African Union Mission to the USA

91. The discussants presented an overview of activities in the 12 clusters. The Private High Education Cluster stated that the private high education sector is the fastest growing in the world, representing 1 in 3 HEIs. Although the sector enhances contribution to the growth of higher education, it lacks capacity. Thus, appropriate intervention is needed for capacity building through networking and synergy and positive policy instruments.
92. The Public Private Partnership and Entrepreneurship Cluster is focused on ensuring that the AU Agenda 2063 is implemented towards meeting the SDG 4 (Quality Education) through the CESA blueprint. The Student Affairs Cluster observed that its remit is an area of higher education in Africa that is neglected and under researched. The area deals with engaging students outside the classroom which, from available limited research, makes the students come out better in the classroom and on the job. It was recommended that efforts be made to develop (a) a continental cluster of students and (b) signature programmes of study within the mainstream African HEIs - both of which can foster research, discussions and projects for a more wholistic engagement with students.
93. The Open, Distance & Online Education Cluster is concerned with the distant education framework as a potent strategy for harnessing the burgeoning population in Africa to achieve a more transformative socio-development in the Continent. Key among the activities of the Cluster are: to strengthen capacity building in efficient exploitation of technology in education; enhance understanding of flipped classrooms and the continuous development of alternative learning strategies.
94. The Diaspora Cluster is focused on transforming the Continent of brain drain to the Continent of brain circulation, using mentorship and curriculum development as anchors, among other strategies. Similarly, the Leadership and Management Cluster has focused on key pillars, including good governance as well as leadership and management accountability. It aims to train 2500 Vice Chancellors, Rectors, and Presidents with a budget of \$2.5 million.
95. The ensuing interactions during this session highlighted:
 - That where there are there gaps, after developing these clusters, these gaps should be seen and treated as cross cutting issues. Diversification and resources mobilization, as well as employment and employability of the students were cited as examples of such issues which must get the requisite attention.
 - That good student affairs practitioners should be engaging with students regularly to

foster a greater understanding of what students want or need; including involving them in organising activities at institutional administration level as well as volunteering and career counselling.

- That, in order to develop effective succession, HEI Heads should begin to attend AAU meetings with two other staff members who are younger - both male and female. While this may be expensive, it is doable with appropriate attention to it during budget preparations.
- That Development Partners should align their functional trajectories to the proposals of the Clusters.

Special intervention

96. The AUC Representative to the USA [H.E. Dr. Arikana Chihombori-Quao], made a special intervention which she captioned: “As Africa, how did we get here?” She took the session through a historical tour to show how the Berlin Conference of 1884, where Europeans signed a pact for the colonization of Africa, has remained resonant and significant to Africa today. One enduring legacy of the “divide and conquer” policy adopted at the Berlin Conference was “the shackle of the mind” which followed the defeat of the erstwhile powerful African kingdoms.

97. The Casablanca Group of seven pan-Africanist countries, which met in 1963, tried to wind back this shackle when they formulated the slogan: “You are not African because you were born in Africa, but because Africa was born in you”. Soon, this trajectory was abandoned by the nationalists that dominated the Monrovia Group. The 1988 “pact for the continuation of colonization of Africa”, led by France, has perpetuated divisiveness of the continent thereby sustaining the sad manner in which Africa is being exploited.

98. She submitted that exploitation, insecurity and other vices that have bedeviled Africa must stop. Truth must be told with education, which African intellectuals should champion through publications of textbooks, journals, etc. In other words, African educators must determine the direction that Africa goes from here on. They must do this in the spirit of the pan-Africanists. They must finish the unfinished business of the Organisation of African Unity. AAU must be at the vanguard of changing the narrative.

PARALLEL SESSIONS: PRESENTATIONS ON THE CONFERENCE SUB-THEMES

Parallel Session I: Focus on STEM curricula in youth training and dissemination of scientific knowledge and culture in society.

Chairs: Prof Nqosa L. Mahao (AAU Board Member and Vice Chancellor National University of Lesotho, Maseru, Lesotho) and Prof. Maged Negm, President, Helwan University, Cairo, Egypt

99. Presentations by scholars from Egypt, Mauritius, Nigeria and Ghana highlighted some

challenges with Africa's STEM curricular content and pedagogy as well as gender representation in STEM programmes. Although Africa has the requisite intellectual capacity in the Universities, the continent-relevant content and practical pedagogy of the curricular are very low. For instance, STEM programmes rarely reflect Africa's natural resources; hence there are no faculty/departments or courses on cocoa or cotton production in Cote D'Ivoire. Since the documentation relating to STEM issues had been very poor, data deficiency has hampered effective review and planning.

100. The scholars submitted that these drawbacks can be addressed through several strategies, including:

- Bringing in practitioners (industry experts), who may not have the PhDs, into the university system to help STEM programmes respond to the needs of Africa. They will help build a strong linkage between industry, on the one hand, and basic/secondary/tertiary levels of education on the other hand. They will also bring the understanding of the skill set necessary to prepare students adequately for the marketplace.
- Involvement of statutory professional bodies which can assist in the development of research, curriculum and teaching; and of students in real industry projects
- Harmonisation of STEM curricular with a minimum body of knowledge and competencies, as well as standard examination, across Africa.
- AAU to do inventory of resources at country levels and assist in designing STEM curricular that really match the resources in Africa. AAU Regional Offices should work with the regional higher education bodies to benchmark how STEM education responds to their needs.
- Retraining of school teachers in STEM education so they can develop a picture of what it should look like and how it must be taught.
- Adaptation of STEM education from other continents to the needs of Africa
- Conferencing to improve strategic communication between STEM practitioners (Physicist, Chemists, Biologists, Mathematicians, etc.) and policy makers.

Parallel Session II: Expanding TVET opportunities at tertiary levels and strengthening linkages between the world of work and education and training systems.

Chairs: Prof. Hassan Mohamed H. Kaafi (AAU Board Member and Vice Chancellor Plasma University Somalia) & Dr. Ahmed El Hewy, Secretary General of the Education Development Fund, Education Development Fund Advisor to Minister of Higher Education

101. This session interrogated how higher education can enhance the expansion of TVET opportunities so as to make graduates directly relevant to the world of work and training systems. Presenters explored, among other issues, the manner in which HEIs can mainstream and prioritise TVET particularly in secondary schools; and track the participation of girls and young women as an indication of access to strategic job opportunities in TVET related professions.

102. Moira Dawson-Williams, who highlighted the significance of continuous professional development for a better workforce in Africa through interfacing TVETs and artisans/

craftsmen/tradesmen, argued that skills-set acquired through apprenticeship abound on the continent – most with no professional certification. As the years go by along with technology changes without opportunities to upgrade their skills-set, these groups are unable to operate, their services become obsolete and, with time, their contributions to the growth of the continent are lost. Africa must therefore continuously re-evaluate and come up with innovative and creative ways of enhancing the skills set of its human capital. TVET provides the most optimum opportunity for such continuous professional development especially in the post-school and/or post-apprentice years of the citizens.

103. Comparing the German speaking countries and other emerging countries (such as Ethiopia), Dr. Margareth Gfrere made the point that, in the former countries, TVET is considered as the 1st choice by majority of students who are attracted by the “entrepreneurial spirit of TVET” which is seen as the engine of innovation. These students are also attracted by the cooperation of TVET institutes/students with companies, as well as the teaching and learning approaches applied in the TVET. The salutary point in the comparison is that in German speaking countries most innovations come from the Small-and-Medium-Sized Enterprises (SMEs) and the majority of SMEs is led by graduates from TVET institutions. In time, there should be TVET success stories from Africa.

Parallel Session III: Revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness.

Chairs: Prof. Wahab Ezzat (AAU Board Member and President, Ain Shams University Cairo, Egypt) and Prof. Essam EL Kurdi, President, Alexandria University

104. Experiences were shared in this session from several countries to illustrate innovative higher educational activities designed to address targeted challenges in Africa through international cooperation. For instance, the University Abou Bekr Belkaid, Tlemcen (Algeria) has been able to form 81 international partnerships across 31 countries. As Prof. Negadi, emphasized, these partnerships involve training and research, joint supervision of thesis, development of joint courses, virtual classroom connections, as well as mobility of researchers and students in both directions. To address the employability challenge in Africa, these partnerships have specifically focused on optimization of IT systems, entrepreneurship and innovation, modernizing curricular, management skills for the development of European projects, and student internships.
105. Pan African University Institute of Water and Energy Sciences is one of the flagships of these partnerships. It had more than 400 students from 35 African countries, sponsored by several donor/development partners. Another flagship is the African Trans-Regional Cooperation through Academic Mobility (ACADEMY) Consortium, composed of six HEIs from four different regions in Africa. It was designed to address the continental challenges of a rapid increase in the number of students, a need for improving the quality of higher education, the shortage of job creation and brain drain, gender equality and environmental sustainability. The strategy is to provide a mutual and continuous support, as well as create synergy using the strengths and resources of each institution to overcome the main constraints and threats. Through this, the Consortium seeks to create an open Platform as a key instrument for innovation, knowledge sharing and dissemination of good practices within the participating institutions. The ultimate goal is to promote cross-regional continental integration, along with sustainable and inclusive development.

106. The Marie Skłodowska-Curie Actions (MSCA) project represents the African-European cooperation to revitalize and expand higher education in the continent. Speaking as one of alumni, Dr. Hossam M. Zawbaa stated that this project comprises Individual Mobility (including Fellowships and Research/Innovation Staff Exchanges) and Institutional Cooperation (including Research Networks, Co-funding and European Researchers' Night). Apart from getting Africans to meet with researchers from all over the world to further their career development, this project strongly encourages the participation of non-academic sector, especially industry and SMEs.
107. Considering the factors influencing access to research grants among African researchers, as outlined by Dr. Nnamdi Uchechukwu (Crawford University, Nigeria), the projects that were highlighted at the session are of immense importance to the opening up of opportunities for practitioners in the African HEIs to grow. The need for such growth was evident from the submission of Prof. Kuupole Domwini Dabire that the academia in Africa has a great role in the training of a critical mass of citizens to meet contemporary challenges of excruciating poverty, unemployment, sicknesses and diseases, political "massification" of education and, above all, illiteracy. It is the responsibility of the academia to engineer a paradigm shift in the way course contents are designed and taught as well as how research is carried out to bring in innovative programmes to meet technological and economic needs in line with societal changes.
108. Several other areas in great need of growth or development were highlighted in the session. They include:
- Research management and administration (RMA). Its presence can be determined with the Higher Education Institutional Capacity Assessment Tool (HEICAT) - a benchmarking tool with critical parameters of Strategic Research Management, Opportunity Scanning, Research/Grant Management, Research Dissemination, Research Ethics, Professional Contribution, Research Incentives, Professional Development, Student Research, Sufficiency of Research Facilities, etc.
 - Promotion of women leadership in STEM research through mentorship designed to attract and retain women in those fields, equip them with appropriate skills and mindset to grow in the highly demanding research career, and balance their work and life in the rather challenging African socio-cultural setting. The Higher Women Consortium, established in 2015 in Cameroon, is one example of this mentorship strategy.
 - Development of professional logistics skills and capabilities through the use of educational assessment tools such as group/team work assessment, which lifts ability of students beyond outcome or product learning towards phases or process learning. When designed to eliminate 'free riding', this tool can transform higher education from being traditional knowledge based (summative) to being innovative problem based education (formative).

Parallel Session IV: Promote peace education and conflict prevention and resolution at all levels of education and for all age groups.

Chairs: Prof. Mostafa Elfeki, Director of Bibliotheca Alexandria former member of Egyptian Parliament and Manal Maher El-Gamiel, Parliamentarian, Member of the Human Rights Committee and Co-chair of the EEAG at ENCC.

109. The three presentations in this session focused on peace-building within the educational policy and practice. For instance, Prof. Rupiya outlined the work of the African Centre for Constructive Conflict Resolution (ACCORD). Set up in 1992, ACCORD had trained over 20,000 experts on mediation, negotiation, and other conflict management skills. Its Board of Trustees, under the Chairmanship of Graça Machel, oversees these activities, which are sponsored by Scandinavian countries. ACCORD had a 2-pronged response in its emphasis on conflict management: (i) Capacity building for SRCs and (ii) formal MSc & PhD Programmes on Conflict Resolution (focusing on post-colonial conflict). The Centre publishes the *African Conflict Resolution Journal*; *Conflict Trends* (a quarterly newsletter); *Occasional Papers*; *Policy Papers* and *Case Studies*. ACCORD seeks to leverage African expertise and capacity and to encourage Africans to “write their own stories”. To this end, it called for input from the COREVIP participants as well as encouraged participation in its planned Global Peace Campaign to train young people in 150 cities across the world.
110. With regard to making African HEIs competitive in the development of peace, Dr Nashed submitted that peace education, which is fundamental to education generally (as in Egypt where its plans as well as its objectives are derived from the Egyptian Constitution), must aim to establish the concepts of citizenship, tolerance and non-discrimination. He urged leaders of HEIs in Africa to turn these institutions into “peace institutions”. To this end, Professors in African HEIs should conceive their teaching and research programmes to address conflict resolution. The Albour Institute in Egypt has practical examples of these type of Peace Education curricula and research.

Parallel Session V: Improve management of education system as well as build and enhance capacity for data collection, management, harness the capacity of ICT to improve access, quality and management of education and training systems.

Chairs: Prof. N.N.N. Nsowah-Nuamah (AAU Vice President and President, Regent University College of Science and Technology, Ghana) and Prof. Ashraf Abdelbaset, President, Mansoura University

111. This session reiterated the known fact that technology is changing the face of higher education; that knowledge workforce is a key determinant of economic development in the information and knowledge age; and that the market for higher education has become increasingly competitive. In this context, acceptance and use of alternate tools for knowledge management in African HEIs constitute an imperative. Illustrations included the review of the AAU DATAD-R which acknowledged the main challenge of low level of awareness of institutional repository within HEIs and stressed that the setting up of the DATAD-R was to give more visibility to Africa Research. It was noted that African HEIs must pay attention to their local repositories which will in turn feed properly qualified research data/content to DATAD-R. The session noted the experience Zimbabwe which was working on a National Policy on Research Data Management for HEI.

112. Although material poverty and poor infrastructure continue to sustain digital divide in Africa, the HEIs were urged to get Africa closer to the Global Information Society (bridging the digital divide) by, among other things, ensuring gender equity and social inclusion of marginalized groups. Another strategy is encourage ‘persuasive technology’ for positive behavioural change such as using thermal stimuli to enhance photo-sharing in social media. The essence is to design technology that can suit personal, social, and cultural values of Africans.

Parallel Session VI: Promoting mobility through harmonization of quality assurance and accreditation systems.

Chairs: Prof. Theresa Nkuo-Akenji (Vice- Chancellor of The University of Bamenda, Republic of Cameroon) and Prof. Nadia Badrawi (Vice President of ANQAHE, Advisor Board member of CIQG, Chair of the reform of the medical education committee, SCU).

Parallel Session VII: Identifying new directions in improving management of education through enhanced capacity for data collection and management, research and scholarship and efficient governance of HEIs in Africa.

Chairs: Prof. Goolam Mohamedbai (Former AAU Secretary General) and Prof. Ahmad Ghallab (President, Aswan University)

113. This session examined leadership in research and knowledge management in the African HEIs, mainly with regard to the application of education information management system and the setting up of institutional repositories or libraries to manage knowledge. Particular focus was given to the loss of African indigenous/traditional research to the North due to a general lack of management processes that can support knowledge retention and the narrow institutional policy focus on “publish or perish” without commensurate consideration of the custody of the products.
114. An example was drawn from the application of education information management system (EMIS) in academic libraries of Zambia where there was a minimal use of EMIS and a low level of integration of the few repositories with the campus wide EMIS. A survey of two universities in Ghana, found that no clear repository policies were in place, the content of the campus wide repositories was quite scanty and the limited repository software was out of date. The overall concern, drawing from the experience of Botswana, was that African HEI management had shown no serious leadership in promoting research data management.
115. The session urged that:
- HEIs create awareness among university community for sustained content contribution to, and use of, internal repositories
 - AAU take the lead in training HEIs on available open source management systems, using its own repository of African research which is accessible on their website.

- HEIs commercialize their research findings to solve Africa’s development problems, rather than leave them on their shelves – in contradiction to the practices in the developed world.

Parallel Session VIII: Update on AAU new Strategic Plan (2020 – 2024) by Prof. Paul Kibwika, Strategic Plan Consultant at Makerere University, Uganda.

Chair: Prof. Etienne Ehile (AAU Secretary General)

Parallel Session IX: TVET Egypt

Chairs: Prof. Alsonosy Balbaa Vice President of AASTMT and Mr. Maged Barakat, Deputy director of TVET Egypt.

PLENARY SESSION X: GRADUATE EMPLOYABILITY AND FUNDING OPPORTUNITIES FOR AFRICAN HIGHER EDUCATION

Moderator: Emeritus Prof. Olugbemi

PLENARY SESSION XI: TOWARDS ADVANCED LARGE- SCALE INFRASTRUCTURE FOR ACADEMIC RESEARCH IN AFRICAN HIGHER EDUCATION. PANEL DISCUSSION

PLENARY SESSION XII: REPORTS FROM DISCUSSIONS ON CONFERENCE SUB-THEMES AND REPORTS FROM VARIOUS CONFERENCE THEMES PARALLEL SESSIONS

PLENARY SESSION XIII (CLOSING CEREMONY)

Chair: Prof. Orlando Quilambo (AAU President)

116. The following Rapporteurs presented the overviews of the various sessions they covered during the Conference:

- Adeline Addy

- Anita Djandoh
- Felicia Kuagbedzi
- Fred Awaah
- Irene Addai
- Jephtar Adu-Mensah
- Kwasi Acquah Sam
- Millicent Kyei
- Samuel Agyepong
- Violet Makuku

Presentation of the Conference Communique

117. The Rapporteur General, Professor Paul Omaji, presented the draft communique and the Conference adopted it. The text of the Communique is as follows:
118. The Association of African Universities (AAU) held its 20th Conference of Rectors, Vice Chancellors and Presidents on 8-11 July, 2019 in Cairo, Egypt, under the theme: ***“The Role of Higher Education Institutions in Promoting Continental Education Strategy for Africa (CESA 16-25)”***.
119. The Conference was held under the Patronage of His Excellency Abdel Fattah El-Sisi, President of the Arab Republic of Egypt.
120. We, participants at the Conference,
121. **Appreciate** the President, Grand Imam and the people of Egypt, as well as Al-Azhar University, for collaboratively hosting this Conference.
122. **Welcome** the continued support of sponsors and development partners, including the European Union (EU), TVET Egypt, National Bank of Egypt, Arab Academy for Science and Maritime Transport, Carnegie Corporation of New York and Swedish International Development Cooperation Agency (Sida), for AAU conferences.
123. **Note with concern** that, three years into the CESA period, the African Union (AU) is yet to back the CESA with appropriate level of funding.
124. **Observe** that, from the reports by the sub-Clusters, AU needs double to efforts if the objectives of CESA are to be achieved by 2025; and that areas not covered by the existing sub-Clusters should be taken as cross cutting issues for all the sub-Clusters to address.
125. **Broadly resolve** to accelerate activities at the higher education institutional level that can promote CESA’s contributions to the African Union’s (AU) vision of an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena.

126. **Consequently, urge** Higher Education Institutions (HEIs) to take the following critical steps in the thematic areas discussed at the conference, towards realising this resolution:

CESA Higher Education Contribution in the areas of STEM Curriculum Reforms and TVET

127. **Raise** the number and proficiency of teachers in STEM subjects, as well as reform curricular continually to remove misalignment and inconsistencies with neighbouring or user disciplines, innovate delivery mechanisms, improve student engagement and promote industry relevance.
128. **Reform** the TVET system to enhance an integrated competency-based model, which promotes good governance and management, effective professional development and quality assurance, and productive transition to employment, aimed at enhancing relevant skills as well as addressing skills gaps in various areas of the economy.

CESA Higher Education Contribution in the areas of Revitalisation, Research, Innovation and Conflict Management

129. **Demonstrate** commitment to revitalisation, research, innovation and conflict management by allocating specific proportions of their internal annual budgets to these areas.
130. **Insist that** host governments implement (i.e. release) the CESA-agreed one per cent of GDP to Research and Innovation; and promote intra-Africa R&D cooperation as well as publication review mechanisms.
131. **Leverage** the AAU African Research & Education Network (AfREN) project to facilitate improved teaching, learning and research collaborations, as well as use network economies of scale to reduce the cost of high-speed internet access and promote linkages of academics to industry, government and other international research/educational networks.
132. **Subscribe** to large scale academic research infrastructures, such as Africa Light Source Initiative, to encourage African scientists to do research in Africa.
133. **Embed** “Educating for a Peaceful Society”, into all curricular at all educational levels, empathy, respect for human rights, the golden rule (do unto others as you would have them do unto you) and the culture of non-violence in conflict resolution.

CESA Higher Education Contribution in the areas of Data Management and ICT

134. **Integrate and scale up** management information and ICT systems to enhance access and quality, as well as reduce the cost, of data management. This involves, for instance, research management and administration modules that are comprehensive and robust enough to handle such elements as Opportunity Scanning, Grant Management, Research Dissemination, Research Ethics (RE), Student Research, and Professional Development.

CESA Higher Education Contribution in the areas of Mobility (via Quality Assurance and Harmonization) and New Ways of Educational Improvement

135. **Cultivate and deepen** mutual trust at the governmental level, understanding and respect for educational systems as well as mobility opportunities within Africa and other countries.
136. **Appeal** to the AU, through AAU, to encourage their host governments to sign the Addis Ababa Convention, in the spirit of the recent ratification of the Africa Free Trade Areas, in order to foster quality assurance in the higher education sector.
137. **Leverage** international mobility mechanisms such as the European Union initiatives and inter-institutional joint degree programmes, in a manner that strategically benefits Africa.
138. **Lead evidence-based advocacy** for the creation of an African Academic Network on Regional Integration, including the establishment of such Networks and Centres of Excellence on a pilot scale in individual Regional Economic Commissions.
139. **Work with AAU** to explore and adopt appropriate certificate verification tools, make them available on websites, and use the African Qualification Verification Network to facilitate the process, as a way of improving education and mobility across Africa.
140. Encourage African governments to give priority to academics in issuing African Passport to overcome visa issuing challenge and facilitate the mobility and achieve integration.

CESA Higher Education Contribution to Engagement with the Diaspora for Promoting African Higher Education

141. Mobilise Africa's diasporans, as the Continent's biggest offshore asset, to help with educating the youth bulge in Africa.
142. Work with AAU to create an online platform for diasporans to register their contributing capabilities (such as expertise, projects and availability), as well as soften the rigidities that tend to frustrate authentic diasporans' offers.

CESA Higher Education Contribution Identifying new directions in improving management of education

143. **Reduce** the loss of indigenous or traditional research to the outside world by encouraging intra-Africa research and publication reviews, patronising Africa-based publishing houses and journals, and ensuring that institutional libraries subscribe to local collections as well as develop integrated Data Management Plans to manage all research data and findings from within the institutions.

144. **Harness** digital disruption to innovate teaching, research, learning, unbanding of certification through micro degrees programmes; and to improve graduate employability, lifelong learning and general social impact
145. **In closing,**
146. We, participants at the Conference,
147. **Applaud** the AAU for successfully organising the 2019 COREVIP, which has profoundly refocused the HEIs in Africa on promoting *CESA 16-25*.
148. **Urge** AAU to undertake a review of the implementation of this Communiqué and report the progress at the next COREVIP.
149. **OFFICIAL CLOSING**
150. The AAU President of AAU, Prof. Orlando Quilambo, acknowledged the immense contributions of all participants towards the success of the Conference. He especially thanked Al-Azhar University, the two Organising Committees and the sponsors whose inputs sustained AAU in the planning and implementation of the Conference. He then declared the 20th COREVIP Conference, 2019 closed.

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