STATE OF EDUCATION IN AFRICA

OPPORTUNITIES FOR TRANSFORMING HIGHER EDUCATION

CONFERENCE OUTCOMES 2017

NAIROBI, KENYA
OUR MISSION

Promoting Enlightened Engagement Between Africa and America through Education, Training and Dialogue

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LETTER FROM THE PRESIDENT

On behalf of the Board, staff and alumni of The Africa-America Institute, I want to thank all the panelists, participants, attendees and sponsors for helping to ensure that the 2017 State of Education in Africa (SOE) conference was an overwhelming success.

SOE presents a unique and critical opportunity to bring together partners from the continent and around the world to share, collaborate and innovate as we tackle the opportunities and challenges facing African higher education.

This year’s SOE also explored how the narrative on Africa has developed and the groundbreaking work that is being done to shine a light on the rich and dynamic history of the continent. As these stories and narratives are embraced, it is through this enlightened history that Africa can reposition itself on the world stage and help to accelerate the pace of development and innovation across the continent.

As we prepare for the Fourth State of Education in Africa Conference in the spring of 2018, we continue to support the conversations and collaborations that were formed and developed in Nairobi. The pathway to innovation in Africa’s education is through partnerships between government, the private sector and the non-profit sector. At SOE, these partners came together with good intentions and continue to work together for impactful solutions.

In closing, I would like to express AAI’s sincere appreciation to our hosts in Nairobi, with a special note of thanks to our presenting sponsor the Ford Foundation and our esteemed sponsors and partners: GE, IE University, Carnegie Mellon University, Education Sub-Saharan Africa, the Robert Bosch Stiftung and the Mastercard Foundation. We also thank our university partners with whom we work daily, and appreciate the support of USIU and the Enterprise Development Centre at Pan-Atlantic University for their participation in the conference. The generosity, vision and commitments of our sponsors and partners were critical components to our successful convening and we are deeply grateful.

Yours in Partnership,

Kofi Appenteng
President and CEO
2017 SOE SPEAKERS

Dr. A. Atieno Adala
African Virtual University
Université Virtuelle Africaine

Dr. Omotade (Tade) Akin Aina
Partnership for African Social and Governance Research (PASGR)

Dr. Ousseina Alidou
Rutgers University

Kofi Appenteng
The Africa-America Institute

Dr. Lydiah Kemunto Bosire
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Dr. Phillip Clay
Massachusetts Institute of Technology (MIT)

H.E. Ambassador Carlos dos Santos
Mozambique’s Ambassador to the United States

Luís Jorge António Ferrão
Pedagogical University of Mozambique

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Ministry of Education, Kenya
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Following the success of the Africa-America Institute’s 2015 State of Education in Africa Conference (SOE) in Lagos, Nigeria, the Africa-America Institute (AAI) was proud to reconvene African and international thought-leaders around pressing topics in higher education. The Third State of Education in Africa Conference was held on May 3-4 2017, in Nairobi, Kenya.

The State of Education in Africa’s Conference Goals are:

- To promote innovation and solution-driven conversation to build a globally competitive higher education for Africa.
- To challenge policy makers, education leaders and stakeholders, and industry to present thought-leadership on the new African education landscape.
- To create a platform where presenters will share their bold visions and transformative ideas for handling the challenges presented by the rapidly changing political, cultural and educational landscape on the continent.
- To shape the narrative on Africa through dialogue, research and innovative practices that improve on the impact of higher education systems and practices.

The SOE Outcomes report captures key insights shared throughout the conference. We provide reflections and recounts from some of the leading thinkers and practitioners at the conference on approaches to expanding education and strengthening the capacity of Africans and educational institutions across the African continent.

For the first time, AAI included the voices of current students and recent graduates, seeking the direct engagement and involvement of this most significant, yet sometimes peripheral stakeholder. We believe that it is vital to access student concerns and they are represented in conversations about the policies, strategies and practices discussed throughout the convening. When we think of education thought-leaders, we include students as they are informed and best positioned to reflect the outcomes and impact of our collective work.

This year’s SOE brought together educators and program developers, policy makers and advocates, students and innovators to explore distinct opportunities for transforming higher education in Africa. We continue to focus the conference on innovation and solution-driven discussions to build and support globally competitive institutions that serve and meet the needs of African communities, industry growth and national economies.
FRAMING THE CONFERENCE
THE POWER OF ENGAGEMENT: INTERGENERATIONAL PARTICIPATION OF AAI ALUMNI & SCHOLARS

The Africa-America Institute is engaging in new strategies and communication tools for building stronger relationships with alumni communities in Kenya and the greater East Africa region. AAI held an alumni reception on the eve of the State of Education in Africa conference. AAI Alumni from various programs dating back to the 1960s, and from several countries such as Kenya, Mozambique, Namibia, Tanzania and the USA, not only showed up, but also fully participated in the conference. The conference featured unique opportunities for AAI Alumni to participate in on-camera interviews, sharing their career trajectories since completing their respective programs and explaining in their own words the lifetime impact of an AAI scholarship.

Current AAI scholars from the United States International University (USIU) in Nairobi, Kenya, actively participated in the conference as well. Their participation at the reception showcased the kind of support they are receiving from AAI such as full-tuition scholarship under the Future Leaders Legacy Fund for high-achieving scholars who are the first members of their families to attend college.

During the conference, a selected group of university students presented individual and collective views as a featured component of each panel discussion. Scholars offered their perspectives and candid solutions to improve higher education. Some also challenged various stakeholders to take different, more effective approaches based on their knowledge of conditions of themselves and their peers. The multigenerational panels gave credence to knowledge and leadership from varying sources, which included the student voice on the questions of developing a more student-centered curriculum, the need for mentorship and internship programs for practical experience prior to graduation and incongruences of using textbook curricula built from Western education rather than indigenous knowledge systems. AAI was praised and congratulated for ensuring high-level student participation from panelists and attendees.

Another commendation of the conference was alumni participation as panelists. One such highlight was AAI’s alumna Professor Ousseina Alidou’s participation as an eminent scholar based at Rutgers University in the U.S. Her compelling and passionate arguments emphasized the need for structural changes in the education system in Africa, and the need for more investment in the continent’s youth and women who are the drivers of the positive transformation that the continent needs. Her participation inspired those in attendance and was referred to throughout the conference.
THE STATE OF EDUCATION IN KENYA: THE HISTORY OF HIGHER EDUCATION IN KENYA & OPPORTUNITIES FOR TRANSFORMATION

Professor Chacha Nyaigotti-Chacha, Chairman, Commission for University Education, Kenya

Professor Chacha Nyaigotti-Chacha was the first CEO of the Kenyan Higher Education Loans Board. He has served as an executive secretary of the Inter-University Council for East Africa and is currently serving as the Chairman of the Kenyan Commission for University Education (CUE) and the Kenya Institute of Mass Communication (KIMC). Professor Chacha presented the conference’s opening keynote address, which highlighted the importance of the State of Education in Africa conference as an opportunity to discuss key issues affecting higher education. In particular, Professor Chacha touched on how the university contributes to the national economy, the structures in university systems, the interaction of private sector and public sector, and the support provided scholars.

Professor Chacha acknowledged that higher education is going through a transformation in Kenya, but questioned the quality and global competitiveness of the education institutions as they were rapidly expanding in the country. He questioned whether this expansion was very relevant to Kenyans and how globally competitive it makes Kenyan graduates.

THE UNIVERSITY OF EAST AFRICA

In recounting the history of Higher Education in Africa, Professor Chacha noted the role of colonialism and its negative effects on the system. The first university offered in Kenya was one of three campuses that made up the University of East Africa. Julius Nyerere, the first chancellor of the University, and later to become the first president of Tanganyika (present-day Tanzania), oversaw the three campuses which each specialized in a key development area – the Makerere campus in Uganda focused on Medicine, Agriculture, & Teacher Training; the Nairobi campus in Kenya focused on Arts, Science & Engineering; and the Dar es Salaam campus in Tanganyika focused on Law.

The University of Nairobi, birthed out of the separation of the three campuses after the dissolution of the University of East Africa, has continued to work with the other two universities (Makerere University & University of Dar es Salaam) as part of the Inter-University Council. They have ensured regional representation across the country, covering areas that have no
local educational facilities. During this time Quality Education, Collaboration and Linkages grew significantly, to support the growth of the various programs. In partnering with institutions around the world, the university accepted international scholars to teach and do research, sparking a dramatic expansion, including the development of institutions such as Moi and Kenyatta University.

FINANCING HIGHER EDUCATION & THE COMPROMISE OF GOVERNANCE

In 1995, a Parliament act created the Higher Education Loans Bond, with Professor Chacha as the first CEO requiring that students pay the loans they were failing to pay under the original loan scheme created by the Kenyan government. At the same time the higher education system kept expanding and allowed self-sponsored students. As fee payments were no longer covered by the government, this negatively affected quality which was compromised.

“Providing access does not mean the presence of a university. Just because it exists doesn’t mean it is giving access at the level that is needed comparatively and competitively.”

is exacerbated when the challenges remain unaddressed and students along with faculty recognize the inferiority of the resources offered at their institution compared to others of similar caliber across the world.

Professor Chacha highlighted another issue that Kenya has experienced with the sense of entitlement of local community members when the higher education system expands into their community. They set unrealistic expectations to assume roles of leadership and positions warranting greater experience and expertise. However, this is based on a longer history of those expectations being met to the detriment of the system long-term. The perception of leadership has been compromised because it is placed on whims. Many “home-based” or local leaders are not challenging the system or students. Quality needs to be the deciding factor in who is hired. At the time of the conference, the Ministry of Education declared that faculty will no longer be automatically promoted. This, along with other government efforts, will need to be enforced to improve the quality of education and reestablish credibility in the system.

EDUCATION QUALITY

Professor Chacha reminded attendees that the student experience should always remain an important part of the conversation on education quality. And, educators cannot forget the primary responsibility of the university to create quality human resource capacity that can contribute to the national economy. Professor Chacha questioned how a university modeled on historical values and policies educates a student in 2017? Millennial students can learn more via the internet than can be lectured in a school year. Therefore, it is important that the quality of education and preparation of students’ capacity adapt to a highly self-directed ability to access knowledge and a future economy based on work yet to be seen.
CHANGING THE NARRATIVE ON AFRICA
THE ROLE OF CURRICULUM IN CHANGING THE NARRATIVE ON AFRICA

AAI convened a panel to discuss the role of curriculum and its influence on global narratives on Africa. Social media and the proliferation of the internet globally has increased accessibility and improved the acknowledgement of the diversity of African cultures and the African aesthetic. Still, individual and global identities show Africa remains a part of a distorted perspective that has framed the continent and its people through the prism of poverty, war and colonialism. AAI envisions an education with a transformational curriculum as well as an investment in African stories and literature will play a key role in Africa taking ownership of its own narrative. During a time when many governments undertake curriculum reform, session panelists shared the significance of a curriculum that encourages nationals towards engaged citizenship to transform their societies and to invest in their communities.

KEY RECOMMENDATIONS & LESSONS LEARNED

Incorporate the Use of Indigenous and Local Languages: Reintroducing indigenous languages into the curriculum through all levels of schooling will restore a sense of pride in students and families while reversing the alienation caused during colonialism when education systems compelled learners to learn and speak in western languages. This mandate alienated young learners from parents and customs and led to discord in the family and communities. The panelists also referenced that of the vast literature on Africa that exists, one of the main challenges to incorporate the information in schools is the need for books to be accessible and in local languages.

Prioritize the Study of History: Dr. Paul Zeleza remarked that African history is taught through a framework that prioritizes western influence. Curriculum and teachings often start with “pre-colonial” and end with “post-colonial” eras, signaling that Africa reached development following colonialism and anything prior to that should be considered primitive.
The Power of Accessing Research: Panelists made a call to educators to tap into the power of technology and to access and preserve archived resources. Angela Wachuka urged educators to translate oral history into written books that can be available for educational use by all students, with content accessible via multiple formats using available technology from video, streaming, print and digital.

Broadening the Paths for Knowledge Production: There should be ways to engage in the production of history in public arenas from public monuments, libraries and museums. Knowledge production is generally influenced by intellectuals, institutions and ideological movements, yet seldom beyond the university walls.

Reconstruction of Visual Representations of Africa: While discussing the portrayal of Africa and African cultures across all media platforms, the panelists remarked that the images on Africa are often selective and stereotypical. Contributions to counter this intentionality will increase the occurrence of the African perspective and support the development of a more accurate narrative on Africa.

Partnerships with Other Stakeholders are Important: Panelists acknowledge that government resources alone will not support content development. Panelists shared examples of philanthropic projects that create platforms for African scholars and the African diaspora to share their research and collaborate amongst each other.

In 2017, school districts in the U.S. decided to introduce the Gall-Peters style map of Earth to schools, because it shows the size of countries more accurately. It replaces the traditional Mercator map style that was designed in 1569. While the Gall-Peters projection shows the correct sizes of countries, distortion persists mainly due to the translation of a 3-D shape to a 2-D paper. In the city of Boston, the map was welcomed as an effort to “decolonize the curriculum” in public schools, and more accurately depict the sizes of countries. Over the years, the Mercator projection has been heavily criticized because it exaggerates the size of imperialist powers like Europe and North America, and shrinks South America and Africa. This new depiction of the world has the potential to shift the narrative on many continents especially Africa.
Speaking on a variety of topics from attending law school and volunteerism to how to create successful young leaders, Maurice Makoloo shared lessons learned from his current tenure as the Director of East Africa for the Ford Foundation.

COMMUNITY INFLUENCES

While in law school, Maurice Makoloo started a program called the Legal Education Program Sharia (LEP Sharia). He recruited students from law and other disciplines to join the program and advocate within their respective communities to support and advance causes needed to help communities thrive. This work taught him the spirit of volunteerism, and through this experience he gained the ability to see beyond himself and reach out to someone else. This idea of volunteerism is what led him to foundation work. He further acknowledges mentorship as an influence as well.

DEVELOPING LEADERS

There are various ways the foundation works to help young people think differently today and develop their leadership capacity. The International Fellowship Program (IFP) was not just about education, but also about training participants in certain skills that they didn’t have. They were able to return from the program and offer their skills in service to their communities. Currently, the Ford Foundation is trying to learn which lessons may be harvested from IFP’s past that can lead to programs in the future.

The Ford Foundation supports leadership development through scholarships and fellowships, and supporting institutions that incubate young leaders. The Ford East Africa office selects its grantee institutions based on leadership, which Makoloo acknowledges is a bit different from most donors who measure the strength of the institution itself. Ford East Africa aims to break away from the drivers of inequality that remain as barriers to young people striving for success.

“We often tell young people, ‘You are leaders of tomorrow,’ but then are not clear when tomorrow comes. 70% of people in East Africa are under 35. Young people can be recognized as leaders of today. Wherever they are – in schools, classrooms, organizations – they can lead.”
PATHWAYS TO SUCCESS
Because of the structures in universities, we end up with people who are not well-suited for work outside of the protected campus environment. Even if they could find the right structure, there is no sector that can accommodate the numbers of students graduating each year. Ford addresses these realities through an area of work called “Pathways to Success.” Makoloo referenced particular ways that university leadership may improve the challenges of student development and connect them to the right employment opportunities. In other ways, he mentioned, income levels and social class also affect the types and frequency of opportunities afforded less-resourced communities and schools.

OPPORTUNITIES FOR COLLABORATION
The Ford Foundation seeks to leverage limited resources through collaboration and innovation. Domestic philanthropy has grown. And Ford is learning new ways to collaborate in Africa. But Makoloo offered there is a lot more to philanthropy than money. There is also research that philanthropy can provide for organizations to learn from. There are not enough philanthropic dollars to solve all of the issues. Collaboration is urgent and necessary.
Just prior to a documentary trailer screening on Africa’s Great Civilizations [see Narratives III], Dr. Ousseina Alidou and Mr. Claude Ribbe sat down for a Fireside Chat moderated by Ms. Hilary Pennington. Dr. Alidou teaches in the Department of African, Middle Eastern and South Asian Languages and Literatures and Comparative Literature at Rutgers University. She is also Graduate Faculty Affiliate in the Department of Anthropology and the Department of Women, Gender and Sexuality Studies. Dr. Alidou was asked to bring insight from her research and knowledge on the design of the UNESCO-Rutgers University’s Gender and Transformative Leadership Curriculum for African Universities and Civil Society Organizations, and the influence of narratives in discourses on agency, citizenship, rights, education, politics and leadership.

Claude Ribbe is an author, historian, director and producer. He has specialized in the history of colonialism in the Caribbean. He also actively promotes civil rights in France for people of ethnic African and Caribbean origin. In his book Le Crime de Napoleon (2005), Mr. Ribbe accused Napoleon of using sulphur dioxide gas for the mass execution of more than 100,000 rebellious black slaves when France tried to end slave rebellions in Saint-Domingue (now Haiti) and Guadeloupe. He said this was a model for Hitler’s holocaust nearly 140 years later. Mr. Ribbe brought his knowledge and research on pre-colonial and colonial history to the discussion.

Hilary Pennington is the Ford Foundation’s Vice President for Education, Creativity, and Free Expression. She leads the Foundation’s work on school reform in the United States and higher education around the world, next-generation media policy and journalism, and support for arts and culture. She also oversees the Foundation’s regional programming in four offices based in Africa and the Middle East. Ms. Pennington is a national expert on postsecondary education and intergenerational change. Pennington has an extensive background in philanthropy and education. Early in her career she served as CEO of Jobs for the Future, a research and policy development organization she co-founded and led to become one of the most influential in the U.S. on issues of education, youth transitions, workforce development, and future work requirements.
EDUCATION HAS ITS PRIVILEGES
Dr. Alidou spoke on the privileges afforded through education while questioning how society has arrived at a condition that allows negative representation when in reality the majority of narrative should have been positive. It is our responsibility and privilege, she stated, to challenge the misgoverning of universities that neglect youth to a point where they will take a path of negative schooling instead of positive education. She suggests that the education system within which African children are learning doesn’t fully support them to be conscious citizens of Africa and the world. “We can challenge government to ensure African children are prepared for global citizenship because even in Medieval Africa they thought global,” Alidou reminded the audience. Why not the 21st century university?

If we look in history, we find many untold truths. Africa had its own libraries before Europeans brought libraries. Medieval Africa produced a lot also through Islamic society. The Sahel was host to historic universities in Africa – Timbuktu, Sankore. And, African women played a very instrumental role in this. Through women’s agency, they funded (philanthropy) and invested in the creation of the university. Nana Asma’u, fluent in Arabic, Hausa, Tamasheq, and Foufou, was a woman of letters and political ideologist who empowered the women her own fathers conquered through reading and education.

THE TRUTH MUST BE TOLD
There are many untold truths like those of the history of university and libraries and their creation. And some of them remain untold because they are also uncomfortable. Mr. Ribbe said that not knowing is sometimes just as much of a scandal as the truth. And yet the truth must be told and retold. Because it is only once you face your history that you can move passed it.

Mr. Ribbe highlighted that although many countries had slaves, Napoleon was the only one to restore slavery after it was abolished. Many educated individuals who were sent back to slavery. And France repeatedly attempted to restore slavery in the Caribbean until Haiti rebelled and paid a large sum of money over 178 years to free itself from French rule.
Dr. Henry Louis Gates Jr., renowned professor and Director of the Hutchins Center for African and African American Research at Harvard University, debuted his new documentary “Africa’s Great Civilizations” at the 2017 State of the Education in Africa conference. The documentary takes a new look at the history of mankind, highlighting the rich civilizations of Africa, and its contributions to art, culture, civilizations and how they have shaped the world. Despite their contribution in shaping the continent and beyond, few of the stories in the documentary are widely known.

AAI introduced the series to the SOE to discuss the important contributions of Africa to the world. Through conversations such as the ones started by Dr. Gates, we can help to change the narrative on Africa. The documentary series is a powerful tool to expose the uncomfortable and often painful truth about the destruction of Africa’s civilizations during colonialism and the effect it had on the way we perceive Africa and the images used to depict Africans and their culture. Many African scholars are presenters and educators who speak on the histories and research uncovered on African civilizations based on their areas of specialty. In fact, in many parts of the series, Dr. Gates is a guide who brings the audience to learn from various experts across African history. The first step to understanding Africa’s true role in world is supported by the series which helps to uncover those stories and to raise awareness. The next step is to transform education to share knowledge of Africa’s contribution and its civilizations to mankind.

MORE ON THE SERIES: AFRICA’S GREAT CIVILIZATIONS

The six-hour documentary’s exploration of Africa’s past begins at the origins of human existence. Through anthropological and scientific discoveries, Dr. Gates explains how Africa is the genetic home of all currently living humanity. In the first hour, Dr. Gates makes it clear that the African continent is the birthplace of all civilizations. The audience is introduced to different civilizations across the continent that have vastly contributed and are at the roots of writing, artistic expression and agriculture. There is the Sahara Desert, which was once a lush savannah where agricultural practices developed, and the first complex societies on the continent were formed. At a tomb at Abydos, south of Cairo, Dr. Gates introduces the audience to...
the small ivory tags covered in precursors to Egyptian hieroglyphs, which indicate that ancient Egyptian writing developed independently of writing in ancient Mesopotamia. The documentary also reveals lesser known civilizations that were taking place in Africa, specifically in the Central African Republic, the birth of iron-working technology that took place between 1800 and 1500 B.C. Another important aspect of the series is the revelation of women who used their military leadership skills to win many wars. There is Queen Amanirenas of the Kingdom of Kush in modern Sudan who led raids against Roman Egypt that would result in the capture of a statue of the Emperor Augustus and force the Romans to the treaty table in 22 B.C.

The second hour charts the emergence of Christianity and Islam and how they reshaped the landscape and people of Africa between the first and 12th centuries A.D. It is important to note that, as the series debunks, Christianity is in fact an ancient religion in Africa. This is revealed in the early monastic practices of Egypt’s eastern desert in the second and third centuries. Some of early Christianity’s most important writers and theologians were Africans of Berber descent.

The third hour in the series looks at the era of great commercial and manufacturing growth throughout several regions on the continent. It was an era of farmers, traders, warriors and nomads, which led to changing the face of Africa, and creating some of history’s most advanced, and wealthiest, civilizations.

The fourth hour shines a light on the powerful, cosmopolitan cities that dotted Africa at a time when Europe was in its Middle Ages. From 1000 to 1600 A.D., a golden age evolves in the expansion of commerce, wealth and prosperity across Africa, and, along with this, the building of new cities and the founding of new powerful states.

The fifth hour examines the changes in Africa due to the Atlantic trade between the 15th and 18th centuries. Dr. Gates observes how the transatlantic slave trade ultimately robbed the continent of its most valuable resource: its people, especially its young adult male population. He further shows that there was indeed resistance, for instance as witnessed in Ganvié on Lake Nokoué in Benin.

The final series looks into the nineteenth century and the fierce competition for resources and trade stimulated ingenuity and inciting conflicts that would threaten the stability and well-being of the continent. The final series also further shows that the carving of the African continent amongst the English and other European powers crystalized at the 1884-1885 West Africa Conference of Berlin completely destroyed Africa. African arts, including sculptures designed to ritually restore balance to the continent, were not all that were destroyed in its wake.

“The story of Africa has been systematically denied to us for two reasons. The first is slavery. The second is colonialism. Europeans had to invent an Africa as a place of emptiness and barrenness and backwardness in order to justify the enslavement of 12.5 million human beings who were shipped across the Atlantic Ocean between 1501 and roughly 1866. And then, after slavery finally was abolished - the slave trade - European colonial powers looked at a big empty map of Africa and carved it up like you carve up a pizza pie. And they just passed out slices. They’d say, OK, Germany, you want Tanganyika - here. Senegal, this is for you, France. And what I wanted to do was to tell the story of the great African people and their civilizations.”

– Dr. Henry Louis Gates, Jr.
As self-proclaimed “Learners” of African education, the Bosch Foundation is new to working on the continent, building a strategy on 50 years of grant-making and philanthropy in healthcare, science, society (mainly social inclusion), education and international relations with bilateral and multi-lateral contexts. Based in Stuttgart, Germany, the Foundation believes in the individual and the power of people to change. It seeks to listen, learn, support and broker support in, across and for Africa as it expands the impact of education across the complex realities of its many countries, societies and cultures.

Olaf Hahn, who has been leading Bosch’s grant-making in education, societal contexts and culture, serves as Founding Director of ESSA (an acronym for Education Sub-Saharan Africa), the development of the Foundation’s work on the continent. Hahn will lean on the Foundation’s experiences, relationships and entrepreneurial thinking from the work it has done in three of its core activities – Science, Civil Society and Education.

During a special presentation introducing the audience to ESSA, Hahn shares the findings of his inquiries across the continent at conferences, meetings with global philanthropy and from direct interviews with secondary students, on how and where ESSA may begin to develop impactful work for the future of education across Africa.

**Be a Proactive Connector:** Connect research (and their institutes), relevant data and action plans that focus on the future of education needs, i.e. new universities, expanding capacities of existing universities, ensuring all universities are preparing for the future of work; Faculty of the future and their training needs; Channel funders towards education research by African researchers.

**Strengthen Capacity-Building:** Leadership Development for organizations working on/in education. Provide Education-focused NGOs with management skills. Provide leadership and management training support to specific stakeholders at universities, i.e. the HR Departments, teachers, etc. Provide leadership and management training to people in government.

**Build a Knowledge Hub:** Build an African high-quality, globally-authoritative, edited, open-sourced platform in order to collate, order, analyze and communicate relevant data about education on Sub-Saharan Africa. The platform will join people
to better understand the space in which education stakeholders operate, to inform with relevant information and make connections around education in sub-Saharan Africa.

**Drive Action:** Identify key topics to advance university goals and purpose. Some guiding ideas might be: Who knows how talent is identified? What schools are doing well in identifying talent? How do schools do this? How do universities encourage students to choose a good pathway for their education? How do regional instances in education spaces help? Is there a list of all the fellowships around for Africans on the continent and outside of it? What are they doing? What are their experiences?

ESSA has begun conducting landscape analysis and mappings to learn what data supports and informs African education stakeholders on the quantity and quality of its success.

**KEY RECOMMENDATIONS & LESSONS LEARNED**

ESSA’s vision was developed from the exploration and investigation challenges that Dr. Hahn faced when attempting to learn about the education successes and breadth of scope of work happening across the continent. ESSA will join people and ideas, as a neutral broker, in ways that can make education better and have greater effectiveness by more and more concrete cooperation based on trustworthy, useful and updated data. Dr. Hahn acknowledged that some data sources exist, like UNESCO, but envisioned different topics and institutions that can be linchpins.

ESSA will use Venture Philanthropy (a philanthropic model that take risks in an entrepreneurial space) to take risks, be ambitious and commit to doing more than just giving money.

ESSA has learned from its interviews and listening to educators that there is tremendous interest across Africa to import or pattern after the German TVET model. ESSA is in contact with several institutions that wish to do this but have also run into roadblocks due to cultural blindness.

It is still determining in which countries it will begin its work. ESSA will employ a pan-African effort with different footprints across the continent.

**NEXT STEPS FOR ESSA**

» Deliver on a first proof of concept that the developed strategy can be achieved as a collaboration with different partners. Decide who the partners are, including the engagement of diaspora organizations.

» Raise additional funding (core and project)

» Continue to build the board and team, which will be African. Dr. Hahn intends to step down.

» Invest in building the digital capacities of ESSA and partners across the continent.
NEXT GENERATION LEADERS
Artificial intelligence, digital platforms, automation, and the “rise” of the machines are already fundamentally changing what skills businesses will need from employees. What will further advances in technology mean for jobs in the future? To address this uncertainty, the panel on Transforming Higher Education for the Workforce of the Future shared three non-traditional workforce development approaches by three distinct organizations: a university, philanthropy and for-profit organization.

KEY RECOMMENDATIONS & LESSONS LEARNED

Partnerships: There is a greater need for collaboration amongst and between government, private sector and higher education institutions and even in informal sectors to design related approaches that address the consequences of sustained skills gap amongst the workforce.

“TRY/FAIL/LEARN/ADAPT”: Training programs can prototype quickly. They can “try,” “fail,” “learn,” and “adapt” promoting innovation. Successes at the local level can draw the attention of local governments and eventually catalyze implementation at a national level. Flexible funding and lower levels of entry help drive scale.

Government as Partners: Governments can help scale successful accreditation programs that integrate transferable skills training into a formal classroom coursework. And they can help roll out programs across the country, as in the case of one panelist, as part of national TVET programs. Governments may also include human capital development as part of their growth strategies to ensure the workforce skills training remains a part of discussions for economic development.
Niche Skills and Industry-Specific Programs: Various ministries identify skills development platforms through customized programs with proven success. One example is Generation Kenya, an intense training boot camp that specializes in serving niche industries such as ICT. They have trained 10,000 students in two years. For apprenticeship models, German companies use the learn-as-you-go model that trains workers with new demand-driven skills as the company’s products and goals change. Employer/Demand-Driven training programs may demonstrate how the private sector benefits from these methods, especially addressing challenges in attracting and retaining skilled hires.

Higher Education Systems Supporting Workforce Development: Comments explored university education that would promote a competency-based and permeable system that wasn’t time-based, and that skills acquisition and associated credentials didn’t prevent workers from returning to higher education to get more. “Work readiness is not a curriculum, it is an experience.” New teaching methods are required to provide sufficient experiential training that aligns and is integrated in the education system. Student input highlighted that professors should teach more than their subjects; they should teach and mentor their students. Professors should help students to research and write articles, to access opportunities students are unaware of and don’t know how to reach. Students should explore their curiosities beyond what they are taught.

Financing Programs Through Reinvestments: Employers who benefit from trained employees (who would otherwise spend more in training and preparing their own workforce) can invest in the program and reap a tangible and long-term cost-related return on this investment. Participants who take part can collectively provide partial or full scholarships to cohort members by contributing a percentage of their fees towards their training.

Measurement is needed to hold higher education institutions to a higher standard. There is a need for new tools for assessing transferable skills. Universities should not just measure outcomes or outputs, but the impact of what they teach and how transferable the skills are to support graduates remaining employed. Higher education and vocational training is not just about graduation, but transition to meaningful employment. Student input implored other students to demand the best from their higher education institutions, and to give their best in their studies.
According to the 2016 report by the International Commission on Financing Global Education Opportunity, *The Learning Generation: Investing in Education for a Changing World*, it is estimated that by 2050, Africa will have over 2 billion young people and by 2030 only 1 in 10 young people will have access to education. While access is a challenge, equally problematic is the quality of education that the students receive. Many African universities continue to teach an outdated curriculum that fails to reflect political, social and developmental challenges and changes in African countries since independence. Moreover, schools are failing young people by not making them job-ready and not challenging them to be critical thinkers. This panel offers suggestions to outdated teaching methods that will put students back on track.

**KEY RECOMMENDATIONS & LESSONS LEARNED**

**Question the World (Not Just Science and Technology):** Expand STEM studies but without forsaking the stronger role that social sciences play in developing critical and analytical thinkers.

**Rethinking the Standard Curriculum:** More stakeholder engagement in curriculum development was encouraged to ensure progressive and adaptive thinking. This includes finding approaches that would involve teachers, civil society and student engagement in advocating for the progression of curriculum. Entrepreneurship courses were highlighted as providing the necessary skills in leadership and critical thinking for students to thrive outside of academia. The student panelists proposed dedicating a semester to internships or idea incubation to allow students to practice application of the information and theories students are studying in a real-world context.

**Enhancing Quality Teacher Training:** The panelists were unanimous in advocating for teachers to complete official teacher training and be provided with ongoing professional support, allowing them to specialize in a subject, update their skills and/or pursue research in their respective fields.
Public Investment in Higher Education Institutions: The panelists evoked the demographic changes governments will continue to face and the lack of resources at the disposal of the government to adequately prepare these changes and raise the quality of education. These changes require a long-term strategy and proper planning from the governments to account for consistent investment.

Catalyzing the Role of Technology in Education: Africa has the highest growth rate of mobile subscriptions globally and this level of connection among its inhabitants offers an opportunity for innovation in education. Technology and specifically mobile technologies offer a low-cost, highly mobile opportunity for Africa to leap-frog in its development and innovate in education, transforming the traditional methods of learning while breaking down economic and social barriers.

The Role of the Private Sector: The private sector has assumed a significant role in supporting, promoting, and developing education across the continent, including the provision of services such as student accommodation. A partnership between higher education institutions and the private sector is also seen as positive engagement in developing curriculum and in providing students with the skills necessary for employment in the private sector.

Importance of Practical Skills: Internship opportunities and mentorships came out from the discussion as the main activities that provide the skills to assist students in getting employed in their areas of interest. They both allow students to properly blend their knowledge and skills and to benefit from professional socialization and personal support from mentors who facilitate career advancement.
Dr. Phil Clay delivered the lunch keynote advocating for the creation of Regional Centers of Excellence in Africa. Each center will focus on a key sector affecting the economic development of Africa with the objective of training and producing Africans who will be best equipped to address the challenges that the continent is facing. In his keynote address, Dr. Clay focused on the creation on one of the regional centers: The Center for Advanced Research in Agriculture and Natural Resources. The proposed institution is a graduate level center with a state of the art research center and a complete lab. The facility would attract distinguished lecturers and researchers from around the world and create a hub to train new African researchers and scientists.

Africa has around 600 million hectares of uncultivated arable land and roughly 60 percent of the global total; hence agriculture forms a significant portion of the economies of all African countries. Additionally, with a population of two billion people by 2050, this prediction presents an agricultural challenge to Africa of ensuring food security and food production job creation for those who depend on agriculture for their livelihoods as well as conservation of resources for future generations. As Dr. Clay stated, many countries on the continent have subsistence agriculture land but have minimal inputs in acquiring and managing their own resources. A center focusing on advanced research in agriculture will not only be an essential step towards Africa reaffirming its sovereignty and ownership over its natural resources, but also allow Africa to be ahead in setting the stage as a leader in global research.

The changes in weather conditions are greatly affecting food production and food security around the world, more severely on the continent. As much as 80 percent of Africa's agriculture still depends on rain, not irrigation, at higher temperatures. The expansion of drought zones is already undermining production. Research education in this case could support the local communities in adapting and mitigating the effects of climate change.

Access to new agricultural techniques and technology such as drought resistant seeds are critical in Africa and can help improve the production by smallholder farmers. However, there is little research that has been conducted on the continent and few farmers are aware of such technologies. As tech companies expand and create new products, Dr. Clay believes
that the research center offers great potential to partner with education institutions whose curriculum can be synchronized with advanced research tailored to their products. There is great potential for innovation in information and communication technologies, which may also help to involve young Africans in the sector. While agriculture production in Africa is primarily by smallholder farmers, this calls for an untapped area for collaborations with industries for further research on new products. Agriculture is also an untapped arena for entrepreneurship.

The African diaspora has an important role to play. Most Africans intellectuals in the West welcome opportunities to come back in Africa for fellowships or to conduct further research. Monetary compensation seems to be the least of their concerns and instead, Dr. Clay advocated for a conducive environment where they can conduct research unabated. Therefore, Dr. Clay emphasized the role that governments must play to put in place rules and regulations that would encourage such collaborations.

There is an investment proposition for companies, philanthropies, governments and institutions to invest in the creation of regional centers of excellence and in this case, agriculture. As Dr. Clay emphasized, it is a long-term strategy that requires governments and industry buy-ins, but most importantly consistent investments. It is a proposal that is sure to achieve transformation on the continent with collaborative opportunities to explore agriculture production, preservation of the ecosystem as well as adaptation to climate change.

**By 2030**

**2 Billion**

JOBS THROUGHOUT THE WORLD WILL BE AUTOMATED

Brookings Institute
The future of higher education requires more than the traditional one-to-one, funder-to-recipient partnerships to bring about sustainable programs. Not one institution, nor one partnership can advance higher education alone. This year, the State of Education in Africa conference became a space to not only share, learn and debate on effective partnerships, but also for participants to identify potential partnerships that can leverage the relationships in the room and ultimately achieve systemic and transformative change for higher education.

Speakers shared the contrasts between their traditional and most leveraged partnership ideas. They also offered transparency into some of the failed, misguided and siloed partnerships that they are working through and hoping to leverage further. Panelists identified unconventional collaborations, like less likely partnerships between higher education and the informal sector, which proved they were able to meet the needs and demands of their shared mission.

**KEY RECOMMENDATIONS & LESSONS LEARNED**

**Financing National Education:** With 13,000 schools (7.1m students) in Mozambique, the government needs partnerships to fund the national education system but recognizes this model is no longer sustainable. At one point, Mozambique partnered with 11 countries and the World Bank to raise $120 million to purchase books and to train teachers. Today, as the country works through the impact of the recent debt crisis, similar partnerships are raising $70 million in funds for education.

**Partnerships Should Not Be Lost In Translation:** The Bosch Foundation advised it is important to know the culture of each partnering institution. In one case, it was the speed of the university, drastically different than the speed of business, which created challenges in developing education programs. They also acknowledged the importance of communication and...
transparency: Be clear about what you can offer and what the university wants.

**Partnerships with Government:** Carnegie Mellon University’s campus in Rwanda was developed in response to the apparent need to strategically build the region’s capacity in STEM discussed at a UN conference held 10 years ago. CMU-Africa worked closely with governments in the region to understand the demand. The Rwandan government built a regional center of excellence in STEM as part of a 20-year plan which includes ICT as a catalyst for economic development.

**Enrolling Philanthropic Support:** CMU-Africa wanted to work with countries in East Africa to build a program model, which partnered with regional governments to sponsor education for students at their Rwandan-based conference. Although they were successful in securing partnerships with the government of Rwanda and some support from a neighboring country, they weren’t able to convince the other countries in the region to join the collaboration. Mastercard was instrumental in supporting the program and now allows the program to diversify beyond what was available through the Rwandan government alone, which generously extended 50% scholarships to other East African countries.

**Equity Group Foundation’s Wings to Fly program:** EGF set up committees comprised of local leaders to recommend fellowships to orphans and children. The structure of Wings to Fly allows that any partner can come in to fund a group of students, like the Mastercard Foundation, USAID, and DFID, and many other private individuals as partners in this sponsorship model. There are 14,000 students sponsored through secondary school in this program, which not only provides tuition and other current fees, but also internships and future TVET training.

**Who Owns the University?** An interesting dialogue on ownership permeated the panel session. The question of who owns the university was a topic that many panelists think influences the partnership approach. Some attendees believed the university owns the university. Yet, the university representatives on the panel said the community owns the university because of the impact of an educated population on society. The topic needs to be explored more as the idea of ownership may have unintended consequences on the relationships and partnerships between the university, the community and their partners. There was consensus though that sustainability rests in ownership and in partnerships.

**What Makes an Effective Partnership?** If they were to rebuild their partnerships, panelists said they would plan more. They would design more opportunities to leverage money and build sustainability more quickly. Panelists are still struck with the challenge they face with open access models. The future is unclear for universities that don’t balance well with open access education, but the right partnerships may allow for more effective strategies. Ultimately, partnerships need to be about usefulness and readiness of resources to drive things forward as a win-win approach. One example given was that the level of partnerships and integration needs to be clear and fitting for that level of engagement. Transformation can happen at the faculty level and does not necessarily need to happen at the country level.
AFRICAN ENTREPRENEURS DISRUPTING EDUCATION

Moderator: Melissa Howell, Director of Global Programs, The Africa-America Institute
Presenter: Dr. Lydiah Bosire, Founder, 8B
Discussant: Ivy Wainana, Recent Graduate of CMU-Africa

The State of Education in Africa Conference invited Dr. Lydiah Bosire to share her innovative idea on providing education loans to African students studying in the U.S, Europe and Canada. According to Dr. Bosire, African students spend around $3 billion per year on education abroad, with little to no financial aid. While there is strong interest among African students to study abroad, Africa continues to lag behind in terms of global enrollment due to the limitations in funding. The demand for scholarships remains high while the supply is low. As for private sources, they are often costly and not student-centered. As a result, African students who are admitted to top elite universities in the US, Europe and Canada often defer their studies or forgo it altogether due to the lack of any funding alternative.

As a solution, Dr. Bosire developed the 8B model, a market based solution to provide education loans to students admitted to top universities in the US and Europe. With the mission of sending 20,000 African students to the top 50 universities over the next 15 years, 8B will have a guaranteed fund whose task is to reduce the risk premium placed on African students thereby alleviating the concern of repayment. The loan program has a repayment period of 12.5 years, with a low interest rate of between 5 and 6 percent, lower than any other loans on the market. The 8B model is addressing a problem that many African students admitted into top universities face: These students have all the requisites to succeed as any other students but are only constrained due to financial means.

Dr. Bosire indicated that available data does not support the commonly held belief that investing in an African student is riskier than a local student in the United States. Studies have shown that students who enter elite schools have the same employment opportunities available to them regardless of their economic and social backgrounds. The 8B model is focusing on providing alternative financing to African students studying outside of Africa and is one among many solutions to educate Africans.

In a knowledge-based economy, increasing the number of African students attending the elite schools in the US and Canada
is important. An education in those elite schools often leads to jobs in major corporations and international organizations where decisions that affect the world are made. Dr. Bosire believes that the lack of African representation in the West is alarming, fearing that the continent will never be able to catch up with the rest of the world if global decisions are reached without the participation of Africans. The question of brain drain was also mentioned, as many graduates unable to find a job on the continent that could allow them to pay back the loans would be forced to stay in the West. Dr. Bosire contended that the 8B model seeks to address the question of brain drain, by including in its model partnerships with stakeholders already invested on the continent and committed to the development of human capital in Africa. She is looking at partnerships with major corporations and organizations on the continent, to provide loan repayment benefits for those students that return to Africa to work.

Feedback from the audience also noted the 8B model should explore public-private partnerships to help unlock capital.
INNOVATION FOR INCLUSION: INCREASING REPRESENTATION IN HIGHER EDUCATION

Moderator: Santiago Iñiguez de Onzoño, President of IE University
Dr. Atieno Adala, Manager, Research Development, African Virtual University
John Matogo, University Relations Leader for East Africa, IBM
Irene Mbari-Kirika, Executive Director, inABLE

Innovation, like technology, is not just a strategy or tool. When it comes to knowledge and training, methods to ensure diversity and inclusion can support the advancement of higher education models and systems.

Santiago Iñiguez de Onzoño, President of IE University (Spain), moderated the panel, recounting the university’s trajectory over the past 25 years that began as a teaching institution, with no international accreditation and oriented to serve only the domestic market. Through a solid commitment to excellence and the reframing of a strong and global mission, the institution itself transformed from locally relevant to globally recognized and ranked 15th amongst the top universities, according Education Times and Youth Incorporated. The story of IE University’s transformation is a large-scale innovative approach to institutional change.

The panelists explored innovation and the orientation of education and learning to the future needs of higher education. They addressed inclusion from various angles including comments that technology not solely serve as a delivery tool to increase accessibility and availability of academic resources. They discussed the preparedness of faculty and youth and the usefulness of academic resources beyond the school setting for work and community outside the university.

KEY RECOMMENDATIONS & LESSONS LEARNED

Lack of Educational Resources and Accommodating Teaching Methods Create Marginalization and Exclusion: inABLE identified recognizable exclusionary practices educating blind students through mainstream education methods. Blind-accessible resources are scarce (i.e. one Braille book per 17 students). Students are then expected to compete against their sighted-peers, taking the same exams and oftentimes without any accommodations made for their lack of accessible resources during their education or the actual exam. inABLE assists companies and universities to address accessibility and establishes tech hubs where students can learn technology skills that are market-driven using resources other than the standard video projectors, handouts and textbooks. inABLE also oversteps the challenges of teaching subjects that have not been designed with visual impairments in mind. They consult on curriculum development to ensure systematic needs are addressed.
Technology-Enhanced Learning in Higher Education: IBM East Africa surveys schools to learn how current technology can be applied to higher education institutions. The results helped universities realize the impact of technology on providing equal access to education and the necessary tools during training (i.e. book deficiencies in the library). With a school’s minimal investment in technology, a significant impact could be achieved for the students. A major challenge for IBM’s skills development program on business-style technologies is to get the infrastructure of the university to mimic the industry and corporate environments.

Collaborating for Curriculum Design: The African Virtual University, an intergovernmental organization, partners with universities to provide an instructional systems technology degree to improve the quality and learning in open distance learning, ICT, etc. AVU develops open education resources, provides teacher education on instructional design, and produces open sources in distance learning. AVU is funded by the African Development Bank to provide open, distance and e-learning centers until they can be managed by the teachers themselves. AVU’s collaborative model brings in subject-matter experts to design the teacher curriculum. Then peer teachers agree on the accuracy of curriculum.

Gender-Mainstreaming in Education: Training for instructors to be gender sensitive and mentoring is needed. AVU tries to support women and girls for ICT by ensuring curriculum models include gender sensitivity. There is an ill-assigned bias that suggests Open distance and e-learning are an easier mode of learning for women because they are usually homemakers. While it does provide them some flexibility to combine learning and their home responsibilities, they still need technology in other areas of the home, like washing machines, to free their time to learn.

Increased Access to Data Doesn’t Lead to Effective Utilization: Panelists acknowledged the abundance of data produced through our devices, available content and information online. But they question how are we utilizing the internet to take advantage of all of the data growing on a daily basis and if we are utilizing it effectively.

Open Pedagogy and Open Resources: Putting a lecture online where students can watch a video is not open pedagogy. Design learning environments should allow teachers to come together to collaborate and create content with others. Similarly, open resources may have students engaged with past students’ work and creating new knowledge in a collaborative framework. Learning should not just stop with students learning or asking questions to faculty. Social and collaborative learning could be in the form of students addressing a shared issue that is discussed across the world. Students should be able to create and develop their own knowledge and get input from their peers.
Ivy Mwai, Program Manager for Education and Learning at the Mastercard Foundation, presented the Foundation’s Scholars Program, which was established in 2003. With a budget of $842 million, the program seeks to develop a cohort of the next generation of African leaders who will support social transformation and economic growth on the continent. Talented students from economically disadvantaged backgrounds are offered an opportunity to pursue secondary or university education at one of the Foundation’s partner institutions, in a subject matter of the students’ choice. The Scholars program currently has 35 scholarships committed from 2013-2023 and plans to increase it to cover 35,000 scholars: 26,000 students at the secondary level and 9,000 students at university level. Around 47% of their graduates work on the continent.

A common theme discussed throughout the conference was the need to invest in the students beyond just the provision of a quality education. The program addresses this transformative leadership content to produce leaders who are ethical and provides them with the support needed to transition to meaningful opportunities. The support includes mentorship throughout the length of the program and a strong alumni network where scholars can exchange ideas and have continuous professional development.

The Mastercard Foundation is also engaged in transforming partner institutions through the dissemination of impacts and lessons learned from the Scholars program. The Foundation currently works with 28 global partners including secondary education and tertiary partners in Africa, North America, South America, the Middle East and Europe. Some of the lessons learned addressed issues in the recruitment process at universities to ensure the participation and inclusion of disadvantaged students. The program also ensured the expansion of the support services provided to students to be more comprehensive and tailored to individual students. Lastly, with a variety of degrees and courses that the Scholars are interested in, the partner institutions are also developing new programs, inspired by the design and experience of the Scholars program. The current scholars mostly select specialization in STEM related fields, agriculture, engineering and a significant portion are pursuing business degrees.
As the program continues to expand, the Mastercard Foundation is looking at redesigning its recruitment process to reach more marginalized communities, which means exploring close partnerships with local actors. More collaborative efforts between institutional partners and scholars allow for better understanding of the work provided, growth and ensuring the program is innovative, sustainable and creative. Equally important is how to leverage and strengthen the resources of the program.

The role of the academia in the diaspora is an element for further exploration. Linking the diaspora with the Scholars program to take advantage of this community that is often ready to contribute through research and teaching collaboration. To contribute to the economic development of each country, programs offered by the Scholars should be aligned closely with national development strategies.
STAYING CONNECTED WITH THE STATE OF EDUCATION IN AFRICA
LOOKING AHEAD: CREATING BRIDGES TO THE FUTURE

To leverage the rich content of the SOE, AAI will offer a multimedia series built around key conference topics. Conference speakers and student contributions will join broader conversations with AAI networks and stakeholders in African education. The series will bridge the unique conference setting to the daily work and practice of African higher education.

PLANNED SERIES TOPICS

I. Addressing the Skills Gap
   a. African Participation in the Digital & Data Revolutions
   b. Examining Workforce Development Pathways for Youth Livelihood Workforce Development

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   a. Deconstructing the “High Risk” African Student
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III. Strategic Partnerships for Effective Collaborations
   a. Building & Leveraging Successful 21st Century Networks
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AAI’S FOURTH ANNUAL STATE OF EDUCATION IN AFRICA CONFERENCE - SPRING 2018

The Africa-America Institute will hold the fourth State of Education in Africa (SOE) conference in the spring of 2018. Conference topics will include training the future workforce in targeted growth industries in light of political economies, while supporting education systems through teacher training, data analysis, financing and investment. We will continue to examine the role of Africa in the world and the identity and representation of Africa through historical and sociological perspectives.

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LETTER FROM THE CHAIRMAN

On behalf of the Board of Trustees of The Africa-America Institute, I would like to extend sincere gratitude and appreciation to all the sponsors, presenters, panelists and attendees who joined us in Nairobi for AAI’s third State of Education (SOE) in Africa Conference. It was a great success.

Since 1953, AAI has been committed to the education and training of Africans. We believed then, and do now, that education is the single best investment that any country, community or family can make. By convening conferences such as the SOE, AAI hopes to bring together educational leaders from across Africa who have responsibility for teaching, curriculum development, and the infrastructure and financing of education on the continent. By sharing ideas and experiences at gatherings such as that held in Nairobi in May of 2017, we are confident that AAI and its co-sponsors can contribute in significant ways to better education for the next generation of Africans.

Under Kofi Appenteng’s leadership as President and CEO of AAI, and with the full support of our Board, we hope to convene future conferences on the State of Education in Africa.

In Nairobi it was especially gratifying to have so many of AAI’s alumni present and actively participating in significant ways at the conference. This body of scholars, professionals, business, political and government leaders represents a unique asset of AAI. We hope to see more of them at future events such as that held in Nairobi.

Again, thank you to each of our partners, co-sponsors and participants who made the SOE in Africa such a success in Nairobi. We hope to work with each of them again in the near future.

Best,

Steven B. Pfeiffer
Chairman
The Africa-America Institute
ABOUT AAI

THE AFRICA-AMERICA INSTITUTE
Educating People I Connecting Worlds

Founded in 1953, The Africa-America Institute’s (AAI) mission is to promote enlightened engagement between Africa and America through education, training and dialogue. AAI is a multi-racial, multi-ethnic, non-profit organization with its headquarters in New York City and a representative office in Washington, D.C. The beneficiaries of our programs are present in every African country and America. We identify capacity-building projects and coordinate the programmatic, financial administration and evaluation necessary to deliver high-impact results.

AAI raises funds to provide scholarships to smart and under-resourced students to attend top-performing African universities and develops programs that focus on increasing the skills of the next generation of African youth so that they become globally competitive. AAI alumni are at the forefront of Africa’s public, non-profit, and private sectors.

For more information, please visit www.aaionline.org.

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