



15TH
AAU GENERAL CONFERENCE 2021
The 15th Quadrennial Conference

BIOS & ABSTRACTS



Parallel Session I:

PRESENTATIONS ON
THE CONFERENCE SUBTHEME 1:

THE FUTURE OF AFRICAN HIGHER EDUCATION POST-COVID-19

(15 MINS FOR EACH PRESENTER)

SESSION I CHAIR



**Prof. Brice
Sinsin**

AAU Board Member and
Former Rector University of
Abomey-Calavi, Benin

After his degree in agricultural engineering at the Free University of Brussels (ULB) in Belgium, on 4 February 1993, he undertook a doctoral thesis on the ecology of pastures.

He became a full professor of forestry in 2005, and was elected vice-rector to the democratically elected first rector by the university community of the University of Abomey-Calavi in 2006, under Professor Norbert Cossi Awanou. Having twice led the "Alafia" list to the rectorial elections, he was elected, for the first time, rector in 2011 and a second time in 2014. He is an AAU board member and a former rector, University of Abomey-Calavi, Benin.

Paper 1

When education goes viral: Triaging challenges and harnessing opportunities from the COVID-19 pandemic



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Felix Kwabena Donkor is a product of the ERASMUS Mundus JEMES (joint European Masters in Environmental Sciences) programme and completed his PhD in Environmental sciences at the University of the Witwaterstrand. He is a member of Future Earth's Knowledge Action Network on the Food Water Energy Nexus and the Early Careers Network. His research interests include sustainable rural livelihoods, indigenous knowledge systems, environmental governance and sustainable development. His hobbies include cycling, swimming, jogging, writing and music.

ABSTRACT

The COVID-19 pandemic is regarded as the worst challenge facing humanity since the Spanish Flu, a century ago with implications for all sections of modern society including education. Education is vital to sustainable development and growth. In order to realise the optimum potential of society, it is necessary to harness the full skills and potentials of individuals, which is facilitated through education. Nevertheless, there are core challenges to the goal of global quality of education.

This study employs qualitative methods involving studies of literature to investigate how the coronavirus pandemic is impacting education especially the SDG goal of ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. The study findings show that the education sector is one of the areas most affected by the COVID-19 pandemic. This period of the pandemic has also provided valuable insights on building resilience to build back better.

This include optimising hybrid education, enhancing for sustainability and promoting lifelong learning in an inclusive manner. As the world commences the final decade of action in delivering the SDGs, such lessons and opportunities are critical for developing more robust teaching and learning infrastructure in the post-Covid era to leave no one behind.

Paper 2

Students' Re-imaginings of the Future of Higher Education in Cameroon



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Moving through the ranks of graduate teaching assistant, instructor, assistant lecturer, and senior lecturer, Dr. Etta Aki has become a top-performing academician, educational researcher and trusted mentor, versatile with the changing landscape of Higher Education and passionate about the improvement of student outcomes in the realities of their own aspirations. In 2016, she earned a Ph.D in educational administration and currently serves as the Head of Service for Teaching and Research in the Faculty of Education, University of Buea, Cameroon. Being a senior lecturer, her teaching, administrative and research experience has tailored her view to a practice that is grounded in the needs and interest of students. Consequently, her research interest is well captured by student aspirations and educational change issues in which she has published 04 peer reviewed articles, 01 book chapter and has presented in several international and national conferences and seminars.

ABSTRACT

The unprecedented changes in our society are re-shaping the future of higher education and this requires that all stakeholders lead the change they want. This can happen through a re-imagination of the future as imagining represents an extensive constructive process of development. Regardless of this, the re-imaginings of students as key stakeholders who are already in the future of education is limited. This study aimed at exploring the re-imaginings of students in higher education from their own analysis of their previous and current experiences at three key stages in higher education (before entry, participation and graduation) in order to re-imagine the future of higher education in Cameroon.

This exploratory study collected qualitative data from 68 current students through synchronous online Focused Group Discussions. Analysis of the transcripts revealed that students' experiences position higher education in Cameroon as currently limiting at all three key stages. Based on their analysis, they hope that the future of higher will be characterised by a strong link between higher education and lower levels that will lead to the acquisition of practical skills relevant to the context and will leave graduates self reliant. Recommendations that go beyond policy formulation to implementation and action are equally discussed.

Paper 3 | Decolonizing Legal Education in Africa: A Systematic Review of the Literature



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Dunia Prince Zongwe is an Associate Professor in the Department of Legal Studies at Walter Sisulu University, where he also heads the Mercantile Law Unit and serves as the Coordinator of the Master of Laws (LL.M) degree program. He specializes in finance, natural resources, development, and human rights, focusing on Africa. He has published two books and about 45 articles, papers, and chapters.

He has consulted for many organizations, presented lectures at more than 50 conferences, and received several merit awards. Zongwe studied at the University of Namibia, Université de Montréal, and Cornell University, where he earned his LL.M. and J.S.D. degrees.

ABSTRACT

Since 2015, when the #RhodesMustFall student movement in South Africa demanded that universities decolonize knowledge, including the LL.B curriculum, a few legal scholars and institutions have started to think about what decolonization entails. However, this long-overdue and fledgling discussion on the decolonization of the law and its curricula has not yet broached what scholars and law faculties should specifically do to 'decolonize' their curricula. They have considered whether the legal curriculum must emphasize customary laws or transformative constitutionalism, to mention but a few examples. Still, they have not specified the reforms required by the spirit of the #RhodesMustFall movement.

To enable any detailed reforms of the LL.B curriculum, this paper traces the contours of the burgeoning yet scant literature on the decolonization of the law. It searches that scholarship for the bare bones of the ideal type of a decolonized law curriculum. The paper divided its substance in sections, which it organized by themes so that it can more effectively draw the contours of that decolonized curriculum and the ongoing debate.

Before it develops the themes that constitute its core content, the paper tackles questions such as: What is 'decolonization'? How does the meaning of this key concept frame the manner in which students, lawyers, and people should understand the nature and scope of the 'law'? What does the traditional law curriculum look like, and does it compare to the ideal type of a decolonized curriculum?

The imperative to decolonize legal research in Africa goes to the heart of the question as to how the law can mold African society and train the future generations of lawyers on the continent. In fact, this imperative transcends the law as a scientific discipline; it speaks to all human and social sciences. It is about the future of education itself.

Paper 4

Semi-Synchronous Learning in Post-COVID-19 Era: The Next Level in the Wake of New Normal



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Dr. Olayinka Jelili YUSUF holds a B. Agric., M. Phil. and Ph.D. degrees in Agricultural Extension and Rural Sociology. Before joining the Department of Agricultural Economics and Extension Services, Kwara State University, Nigeria, where he is currently a Senior Lecturer, he had previously worked as Project Assistant in two British Council Funded Projects (DelPHE 643 and 758) as a postgraduate student in Obafemi Awolowo University, Ile-Ife, Nigeria, between 2009 to 2011. Dr. Yusuf won CODESRIA (Council for the Development of Social Science Research in Africa) small grants for PhD thesis writing in 2013, and he is actively engaged in research, teaching and community development service in Kwara State University where he has won a number of collaborative research grants.

He has about 40 research publications covering diverse development subjects to his credit in local and international outlets, including journal articles, refereed conference proceedings and chapters in textbooks. He has attended over thirty national/regional/international conferences and workshops, and is a member of a number of professional associations, such as the Agricultural Extension Society of Nigeria (AESON), Rural Sociological Association of Nigeria (RuSAN), the Network for Organic Agriculture Research in Africa (NOARA), and the Sustainable Livelihood Development Network (SLIDEN). Dr. Yusuf is a verified peer reviewer (with PUBLONS) for a number of well recognized scientific journals, and currently, a Section Editor (Agriculture) with the Technoscience Journal for Community Development in Africa. He is also the Managing Editor of the Annals of Child and Youth Studies.

Dr. Yusuf is tech savvy and modern age digitally compliant, and proficiently use SPSS, R and ATLAS.ti for quantitative and qualitative data analysis. His areas of research interests include: social change/diffusion studies, technology uptake and transfer, gendered livelihood and development studies.

ABSTRACT

The advent of COVID-19 pandemic and the attendant lock down in the year 2020 foisted a change in the landscape of teaching and learning globally; in what became christened as new normal. Understanding and adapting to the emerging trend will remain the focus of educational research in the coming years. In this paper, we share our experience and findings using social media virtual platforms (WhatsApp and Telegram) to teach use of a Computer Assisted Qualitative Data Analysis Software (CAQDAS) – ATLAS.ti – amongst academic professionals. We examined learners' expectations from the training and their satisfaction, their willingness to pay (WTP) for virtual learning, the effectiveness of the training and the strength and weaknesses of the virtual learning platforms. This is with a view to contributing to the emerging discourse on the less investigated area on use of social media platforms for delivery of online/-virtual learning.

Participants were requested to voluntarily join the training, for free, via a WhatsApp invite link. This first group became filled up in less than six hours which led to creation of a second WhatsApp group next day. The second group also became filled to capacity in about 5 hours of its creation. This led to creation of a third group, this time on Telegram which has no membership limitation. In all about 800 participants from different countries around the world attended the virtual training.

Lectures and hands-on practical session were delivered via live session voice notes and PDF materials to supplement learning. Questions and answer sessions were also organized for each of the platforms to allow for immediate feedbacks from the online participants. Participants who could not join the training synchronously had the opportunity to do so asynchronously, hence, the WhatsApp and Telegram platforms provided a semi-synchronous learning opportunities for training of the participants. Pre- and post-tests were administered on the participants through use of google form before and after the training in line with the study objectives. In addition, focus group discussions (FGD) were held with selected members from each of the groups via WhatsApp voice call feature, and WhatsApp group chat at the end of the training. Data from the pre- and post-tests were extracted and transferred to SPSS for analysis using appropriate summary statistical tools. ATLAS.ti was used for the analysis of the data from the FGD after transcription of the WhatsApp voice call recordings and extraction of the discussion from the WhatsApp group platforms created for the FGDs.

The results show that majority (90.9%) of the respondents were willing to pay for virtual training in future, and average amount WTP calculated was 7,130.00 naira (\$15). Semi-synchronous medium using whatsapp and telegram were the most preferred virtual learning platforms. Majority of participants reported high degree of satisfaction with 'interactions on and administration of the virtual class platform', 'learners' comportment on the platform', 'the course content, timing and duration. Majority (96.1%) acknowledged acquisition of knowledge on how to analyse qualitative data using ATLAS.ti through the virtual training, rate the training delivery as highly satisfactory and rated the training materials to be completely understandable. With their expectations met, participants regarded semi-synchronous virtual platform to be as effective as face-to-face training and also regarded virtual training as innovative with strong potentials to opening more opportunities in higher education teaching and learning. Results further show that while participants acknowledged some weaknesses of the virtual learning platform, the preponderance opinion from the FGDs was that its inherent strengths far outweighed the weaknesses. Amongst the strengths of the virtual learning platform included self-paced learning experience, real time feedback opportunity, and comfort of learning from the convenience of the participants' home. Others were no travels, minimal data use and self-explanatory and illustrative lecture materials.

The wide coverage allowing participants from different parts of Africa and few others from other parts of the world (e.g. USA) to partake illustrates the flexibility of the virtual learning platform. Main weaknesses highlighted by participants included use of still pictures instead of motion pictures, limited interactions, bonding and collaboration among participants. Others were lack of opportunity to have a one on one physical contact with facilitator to clear some grey areas, inability of facilitators to ensure every participant was carried along during class, as a result of which not all enrollee completed the training. Lastly, the participants opined that learners could get distracted or multitask during training being not within the glare of the facilitators and co-learners.

We conclude that social media platforms portend great potentials for semi-synchronous teaching and learning in the post-covid era. These platforms are well suited for climes where synchronous e-learning is threatened by poor internet network and electricity. They allow decorum and afford learners the opportunity to go-over the teaching sessions thereby enhancing retention. These platforms therefore neatly combine synchronous and asynchronous features and offer a cheaper, lighter, holistic, efficient and effective platform for e-learning and e-training at different levels of higher education.

We recommends that teachers, trainers and lecturers should explore these semi-synchronous platforms in the teaching, training and lecturing of students and trainees to get more interactive and impactful teaching/training sessions.



Paper 5

Impacts of the Fourth-Industrial Revolution and COVID-19 Pandemic on the Design of Educational Spaces in Universities



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Sara Wael Hussein Youssef is a PhD Student in the Department of Architecture Engineering, Assiut University, Assiut, Egypt since 2018. She obtained her MSc Degree in Architecture Engineering from the same University. Since 2018, Sarah has been an Assistant Lecturer at the Department of Architecture Engineering, Assiut University, Assiut, Egypt. Prior to that, she was a demonstrator at the same department from 2012 -2018. Sarah has undertaken research on key topics including ; The impact of outdoor shading strategies on student thermal comfort in open spaces between education building (2020); Sustainability in Mosques' Architecture: Historical Dimensions and Contemporary Perspective (2018).

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ABSTRACT

The world witnessed various industrial revolutions that led to the emergence of a new generation of universities. The Fourth Industrial Revolution (4IR) is characterized by speed and technologies that combine material, digital, and biological worlds. Due to the emergence of COVID-19 in late 2019, which was declared a global pandemic by the WHO in 2020, most if not all education learning services are affected. Some universities started utilizing the 4IR technologies to mitigate the impacts of the COVID-19 pandemic. The educational spaces within universities are accordingly impacted. This paves the road for new educational activities and concepts to utilize some of the 4IR technologies such as Internet of Things, and Virtual and Augmented Reality. This paper identifies the expected impacts of 4IR technologies on the design of educational spaces in the 4th generation universities including the impact of COVID-19 pandemic. Comprehensive and comparative analyses are conducted to forecast the expected impacts on educational spaces based on latest literature to transform existing universities to 4G universities. Some concepts are expected to have a strong impact on transforming existing universities to 4G universities. The emergence of the COVID-19 Pandemic has affected the acceleration level of adopting some of these 4IR concepts.

Keywords: COVID-19 Impacts, Educational Spaces, 4th Generation Universities, 4IR.

Paper 6

Challenging the Future of Higher Education in Africa: Argumentation of Functional Internationalisation Activities



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Professor Noel Kufaine is a higher education scholar with interdisciplinary education knowledge and understanding in higher education, technical education, teacher education, and research. He has accumulated over 20 years of experience in university teaching at undergraduate and postgraduate levels, and has undertaken research and consultancy in education policy and practice, curriculum design and evaluation. He has made presentations at several conferences organised by agencies such as the African Research Universities Alliance (ARUA), Southern Africa-NORDIC Centre (SANORD), International Vocational Education and Training Association (IVETA), International Education Association of South Africa (IEASA), Southern Africa Association for Research in Mathematics, Science and Technology Education (SAARMSTE) and currently the Association of African Universities (AAU) among others. Prof. Kufaine's main research areas are higher education policy and practice. He is Passionate to see an inclusive and purposeful education system designed to respond to current challenges without compromising future opportunities. He believes that the quality of education is in the hands of a well-trained teacher.

ABSTRACT

The discourse on internationalization of higher education has stimulated higher education institutions to actively straddle between responding to national needs and international demands with all its significance and ramifications. While the increased popularity of internationalization is being discussed and heralded as a critical success, there is very little debate about the functional reality regarding internationalization activities and challenges in the African context. It is time African higher education unfold reality about the success of internationalization by measuring against its contribution to the achievement of the mission and core goals of higher education in African institutions. The presentation is a product of an analysis of the book; Higher education in Africa: The international Dimension: by Damtew Teferra and Jane Knight. The book project was instituted to identify trends, new developments and challenges related to the international dimension of higher education. The book presented reports from 11 countries. (Botswana, Egypt, Ethiopia, Ghana, Kenya, Mauritius, Mozambique, Nigeria, Senegal, South Africa and Tanzania).

The study used an interpretive and descriptive approach. Qualitative data was generated through document analysis. Thematic analysis was deployed to identify emerging and dominating themes as a focus for interpretation of the study. The analytical framework was guided by the theory of planned behaviour, which stipulates determinants of facilitators and barriers to behavioural performance. This is weighed by evaluating higher education actions and commitment that shows the degree of control.

The search revealed the diversity of elements, activities, programmes, policies and strategies. It also revealed that internationalization responsibilities span several agencies and executive bodies involved in internationalization activities. The general picture depicted from the sampled countries in the book revealed that; internationalization is taking place on a moderate scale, low to medium and limited in scope and organization. Therefore, to simply accept the premise that internationalization will be successful without policies and strategies fail to recognize the circumstances of internationalization of higher education and overlooks the complexity and diversity of higher education and its vision, missions, and values. The paper explains how higher education should act and use a criterion that recognizes the diverse goals of higher education during internationalization implementation.

In conclusion, African higher education should learn to utilize research results to form national and institutional policies. Higher education in Africa should draw a hierarch of internationalization activities in line with higher education pressing issues like access, equity, quality and relevance. African higher education should separate internationalization activities for national interest and activities which respond to institutional needs. Although higher education institutions are international by nature, discussion about internationalization should recognize; sovereign states, bi-lateral or multi-lateral relations between individual nationals.

Key words: Higher Education, Higher Education Leadership, internationalisation, International education,



Parallel Session II:

PRESENTATIONS ON
THE CONFERENCE SUBTHEME 2:

CONTRIBUTIONS OF AFRICAN HIGHER EDUCATION INSTITUTIONS TO ADDRESSING THE CHALLENGES LINKED TO THE COVID-19 PANDEMIC

(15 MINS FOR EACH PRESENTER)

SESSION II CHAIR



Prof. Peter
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Peter A. Okebukola is a distinguished professor of science and computer education at Lagos State University, Nigeria. He had specialised science and technology training at the Massachusetts Institute of Technology (M.I.T.), and Harvard University. He is the President of the Global University Network for Innovation (GUNI-Africa). He is a consultant on educational cost and financing and edited the flagship publication of the Association of African Universities on Models of Sustainable Funding of Higher Education in Africa. He won the 1992 UNESCO Prize for the Communication of Science.

He is concurrently the Chairman of Council of four Nigerian universities (including the National Open University of Nigeria and Samuel Adegboyega University) and Chairman, Board of Trustees of three universities (including Crawford University and Caleb University). He is Director of the UNESCO Institute for African Culture and International Understanding.

He was Chairman of the US-based Advisory Council of the CHEA International Quality Group (CIQG). He is a Fellow of the International Academy of Education, Fellow of the Science Association of Nigeria (SAN), Fellow and President of the Nigerian Association for Environmental Education and Fellow and past President of the Science Teachers Association of Nigeria (STAN). Professor Okebukola has served as Team Leader of several quality assurance projects involving UNESCO, the African Union, the World Bank, Association of African Universities and the Global University Network for Innovation (GUNI-Africa). He has been awarded a number of honorary D.Sc degrees. He is the recipient of the National Honour of the Officer of the Order of the Federal Republic- OFR.

He was Executive Secretary of the National Universities Commission. His tenure witnessed landmark reforms at bolstering quality in the Nigerian university system.

Paper 1

Results from a global study : Covid-19 impact on Student Affairs and Services across the globe with focus on Africa: towards a systemic understanding of student success in Africa



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Birgit Schreiber (PhD) has worked across the higher education sector in South Africa and in senior leadership positions in Universities in South Africa for the past 25 years. She has served and read at universities in Europe and the USA, including University of California, Berkeley, KU Leuven, and some others. Her PhD is in Psychology and she has undertaken private practice and managed the clinical aspects of psychological services. Birgit Schreiber has led large student affairs divisions and is currently serving at HELM at USAF South Africa, an umbrella body serving the Higher Education sector. She is a member of the Africa Centre for Transregional Research at the Freiburg University in Germany and serves as an executive of various national and international professional organizations including the International Association of Student Affairs and Services (IASAS), for which she served as the Africa Chair and now as the Vice President. Birgit has published over 50 articles and chapters on topics of social justice, student affairs, student engagement and higher education policy. She has presented papers and key notes at national and international conferences. She was the founding member and is the editorial executive of the accredited academic Journal for Student Affairs in Africa (JSAA). She is on the board of the Journal for College Student Development (JCSD) and she is the column editor of the Journal for College and Character (JCC). She is also the senior editor for a 2-volume reference book on Global Student Affairs for UNESCO, which she is very glad to have completed.

ABSTRACT

Especially during the Covid-19 pandemic Higher Educations' Student Affairs and Services (SAS) are among the most responsive and relevant divisions at Higher Education. This research explored the range of different impacts Covid-19 has had on African SAS role, function, service provision, resources, vision, and scope of relevance and impact. This research used an online survey to reach practitioners who are engaged in SAS across the globe. The methodology employed snowball sampling, and the final data set included 781 practitioners from 6 continents. Qualtrics, SPSS, and NVivo were used for analysis.

It emerges that SAS responses across Africa are attuned to the personal needs of students; are uniquely tailored to compensate for obstacles in the socio-economic and public context; and is mitigating the unfavourable socio-cultural influences in the context into which higher education and the students are embedded. This wider context is critical for facilitating – or impeding – student success. Hence, to advance student and higher education success, contextual factors, including social and cultural, community and family factors must become the focus of our attention. Learning and development occurs within a context and it is this context that requires development so that student success is accelerated.

Keywords: Covid-19, Student Affairs and Services, Systemic-contextual Model, Student Success

Paper 2

Knowledge banks as vehicle for development and the role of African HEIs



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Abednego Corletey is a passionate advocate for Open Access to research and knowledge. Over the years, he has engaged in building capacity and setting up platforms that support knowledge sharing among academics across the continent. He has presented papers covering topics such as Knowledge management, open access, open Science, role of HEI Management in knowledge management and repositories as tools for publishing among others. He has also been involved in helping African HEIs to setup knowledge management platforms and repositories, to provide open access to institutional full text, peer reviewed research content, and help improve their visibility. Currently, he works at the Association of African Universities as the head of the IT Unit, and doubles as the Program Manager for the Database of African Theses and Dissertations, including Research (DATAD-R). He has over 30 years' experience working in the African Higher Education space.

ABSTRACT

The need to have knowledge banks to support development cannot be overemphasized. Institutions across the world are increasingly aware of the importance of managing research findings and making them available to decision makers and researchers to inform and support development agenda and economic growth. The African Union in its Continental Education Strategy for Africa, CESA 16-25 document, their Strategic objective 11 as "build and enhance capacity for data collection, management, analysis, communication, and improve the management of education system as well as the statistic tool, through capacity building for data collection, management, analysis, communication, and usage. African HEIs as primary sources of knowledge creators have a critical role in the management of the research to make it available for what the AU aims for. The study investigated what HEIs as primary creators of knowledge need to implement knowledge banks to meet the information needs of policy makers and ensure the preservation of same knowledge for future access. Data was sourced through interviews and group discussion. The study highlights an area in the research management process that has largely been ignored and negatively impacted on knowledge preservation. The findings and recommendations provide clear statement of the missing links with suggestion to guide all HEIs and research institutions to see the need to preserve and make accessible research

KEYWORDS: Information retention, knowledge banks, knowledge management, knowledge preservation, research preservation,

Paper 3

Challenges Faced by Students During the Covid-19 Lockdown: Rethinking the Governance of Higher Education in Cameroon



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Sophie Ekume Etomes is a Cameroonian with English as her first Language. She holds a PhD and a Master of Education (M.Ed) degree in Educational Foundations and Administration from the University of Buea, a Bachelor of Education in Curriculum Studies and Teaching/Economics from the University of Buea. In September 2020, she completed the Dialogue on Innovative Higher Education Strategies Programmes/Center for Research on Evaluation Science and Technology Online Training Course for Supervisors of Doctoral Candidates at African Universities, Stellenbosch University, South Africa, and obtained a Certificate on Doctoral Supervision. She is a lecturer at the University of Buea since 2015. Before her recruitment at the University, she had taught in secondary schools, specifically economics and held administrative positions such as the Head of the Economics Department and Treasurer. She was also the Gender, Education and Training Officer for the Forest and Environmental Programme for Sustainable Development (FOEPSUD) – Limbe, Cameroon. She served as the Principal and Programme coordinator in a vocational school (ADCOME IT Academy) and was the Executive Assistant to the Provost at the Catholic University Institute of Buea, all in Cameroon. Besides teaching in the University of Buea, she has also taught some courses in the United Nations – University for Peace, Africa Regional Programme with headquarters in Addis Ababa, Ethiopia as an Adjunct Lecturer. Presently, she is a Senior Lecturer in the University of Buea and the Head of Service for Outreach Training and Community Development, Faculty of Agriculture and Veterinary Medicine, University of Buea. She teaches courses in Educational Administration, Leadership, Economics of Education, Agricultural Economics and University wide courses such as Civics and Ethics and Entrepreneurship. She supervises undergraduate projects and masters and PhD theses in the Faculty of Education, University of Buea. Her area of interest in research includes Economics of Education, Educational Administration and management, Leadership and Higher education.

ABSTRACT

Change which is inevitable due to the changing needs of individuals and the society usually comes with some challenges. Knowledge and understanding of these challenges are relevant for effective implementation and efficient outcome. This study examined the extent to which challenges faced by students during the lockdown period will inform policy makers on restructuring the governance of higher education in Cameroon. The study adopted a cross-sectional survey research design of quantitative approach. Questionnaire was used to collect data from 1029 postgraduate students. The statistical package for social science (SPSS) version 23.0, frequency counts and percentage were used to analyse the closed-ended questions while the thematic approach was used to analyse the open-ended questions. The Spearman's rho test which is a non-parametric test was used to test the hypothesis. Results revealed that lockdown period significantly affected students' learning in higher education institutions in Cameroon and this effect was very strong justified with an R-square value of 0.826, P=0.000, far < 0.05 and a high Chi-Square value of 964.612 at a degree of freedom of 81. This effect is related to the challenges faced with respect to knowledge and skills in online learning, access to online resources and management of online studies.

Keywords: Challenges, COVID-19, governance, higher education, lockdown

Paper 4

Higher Education Institutions' Contribution to SDGs and the Impact to Education, Research and Economic Development from the Perspective of Ethiopian Universities of Applied Sciences



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Margaretha Gfrerer graduated from the Karl-Franzens-University Graz (Austria) with a Doctor's Degree in Economics and a master's degree in Economics Education from the University of Economics and Business, Vienna (Austria) in International Commerce. After years in industry, she returned to the higher education sector as senior lecturer and researcher. Margaretha Gfrerer has been awarded with the Professorship by the Austrian Council of the University of Applied Sciences.

As a researcher, her focus has been on liberalization and privatization of infrastructure services as well as corporate social responsibilities. After 12 years of lecturing and researching in Indonesia she moved to Ethiopia in 2016, where she has been working as Education Scientist at the Higher Education Strategy Centre (HESC) in Addis Ababa with special focus on, increasing digital literacy of researchers and Open Science. In 2020 she was assigned as managing director of the Ethiopian Institute for Higher Education where she is coordinating leadership trainings for higher education leaders and managers. Currently, she is also contributing to the Ethiopian government's efforts to introduce universities of applied sciences. During all her years in the higher education sector, Margaretha Gfrerer has been actively involved in Women in Science activities at national and global levels. In the course of her academic career, she has published a series of papers.

ABSTRACT

The 2030 Agenda is the action plan to 'Transform Our World'. Higher Education Institutions (HEIs) are key actors for implementing Sustainable Development Goals in order to contribute to the Agenda. Many case studies from HEIs around the globe are writing SDGs' success stories. This research has analysed HEIs success stories and has selected those applicable for Ethiopian Universities of Applied Sciences (UAS). Criteria for the selection were set in advance. The adjustment of selected case studies, its teaching and learning approach as well as necessary measurements, potentials for start-up or incubation and potentials for employment are discussed for the selected case studies.

Keywords: economic development, quantification of SDGs project contribution, SDG intervention, sustainable development goals (SDGs), university of applied sciences

Paper 5

Contributions of African Higher Education Institutions To Addressing The Challenges Linked to Covid 19 Pandemic



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Yeukayi Munyoro-Dzapasi is a Management and Business Lecturer in the Technopreneurship Development Centre at Harare Institute of Technology, Harare in Zimbabwe. She has over five years' experience in the academia. Her academic qualifications include a Master's Degree in Finance from Great Zimbabwe University, a Masters in Applied Entrepreneurship from Chinhoyi University of Technology and a BSc Management and Entrepreneurial Development Studies from the Women's University in Africa. Yeukayi is keen to further her academic career through research. Her research interests are in entrepreneurship, financial literacy to youth and women paying special focus on the rural populace and economic development and growth. Her publications include: Dzapasi Y. and Machingambi J (2014), Sources of Finance for Women Micro and Small Enterprises (MSEs) in Zimbabwe. A Study of Selected women SMEs in Harare Town. International Journal of Management, IT and Engineering, Vol 4(7): pp105-119 ; Munyoro G, Chiinze B &Yeukayi Dzapasi (2016). The Role of Customs and Excise Duty on Small Enterprises. A Case of Women Cross Boarder Traders Africa Development and Resources Research Institute, Vol 25 No10(3): pp25-48 ; Munyoro G, Nyandoro Z, Tanhara J & Dzapasi Y(2017). The Significance of Microfinance Sector in The Development of Artisinal And Small Scale Mining Sector in Zimbabwe.A case of Mashonaland West African Development and Resource Research Institute, Vol 6.No 3(4): pp29-43 ; Dzapasi Y(2019) Role of Government in Rural Entrepreneurship to Economic Development-The case of Murewa Rural-Mashonaland East Province, Zimbabwe International Journal of Management, IT & Engineering,Vol 9(9): pp171-190 ; Dzapasi Y (2020) Determinants of Women Entrepreneurship Success in Zimbabwe. A Case of Harare, Journal of Entrepreneurial Innovations-Western Cape University ,Vol 1(1):pp 37-49

ABSTRACT

The COVID-19 has impact negative on the welfare of Africa societies, against a background of high levels of poverty and social inequality. This study sought to investigate how African HEIs can contribute to the fight against these challenges. Focusing on a case study of Zimbabwe, its main objectives were explore how HEIs in Zimbabwe can contribute to the fight against the societal challenges of COVID-19, to describe the areas of expertise that HEIs in Zimbabwe should focus on in alleviating the societal challenges of COVID-19 and to understand the key factors needed to enhance the success of HEIs in Zimbabwe in helping to solve the societal challenges of COVID-19. The study was qualitative in nature and was based on insights drawn from 10 key informants drawn from 10 state universities in Zimbabwe.

The data was collected using semi-structured interviews and analysed using thematic analysis. Findings from the study indicated that HEIs can contribute to the fight against the challenges of COVID-19 through conducting research in key problem areas, collaborating with key stakeholders, engaging in community programs, facilitating voluntary work by students and staff and taking care of the welfare of students and staff. The research also found also identified several areas of expertise drawn from economics, psychology, sociology, public policy and governance and related social sciences. It went on to recommend African HEIs should participate actively in the fight against the challenges of COVID-19 and that African governments should support them in their endeavors.

Parallel Session III:

PRESENTATIONS ON
THE CONFERENCE SUBTHEME 2:

CONTRIBUTIONS OF AFRICAN HIGHER EDUCATION INSTITUTIONS TO ADDRESSING THE CHALLENGES LINKED TO THE COVID-19 PANDEMIC(continued) (15 MINS FOR EACH PRESENTER)

SESSION III CHAIR



Prof. Nkuo Theresa
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Theresa Nkuo-Akenji from Cameroon, obtained a BSc. in Medical Technology from St. Mary of the Woods College, Terre Haute Indiana; MSc in Microbiology from the State University of New York, Buffalo and PhD in Parasitology/Immunology from Louisiana State University all in the USA. She was appointed Vice-Chancellor of The University of Bamenda on November 27, 2015. Before her appointment to The University of Bamenda, she was a pioneer lecturer of the first Anglo-Saxon styled University in Cameroon, the University of Buea, where she served in several positions namely Deputy Vice-Chancellor of Internal Control, Dean of the Faculty of Science, Dean of the Faculty of Health Sciences, Vice Dean of Student Affairs and Records in the Faculty of Science and Head of Department of Life Sciences. Her research interest is in the Immunology of Malaria and interactions of malaria parasites with other tropical disease pathogens. She has published extensively. Prof. Nkuo-Akenji has a passion for mentoring young girls in the areas of Science and Technology and is the Founder of Cameroon Interdisciplinary Research Consultancy Network. She is a member of several professional societies including the Cameroon Academy of Sciences, New York Academy of Sciences, American Society of Parasitologists, Pioneer Treasurer of the Cameroon Immunology Society, Pioneer President of Cameroon Women in Science South West Chapter. She is currently the Vice Board Chair of RUFORUM since December 2019 and member of the Governing Board of the Association of African Universities since 2017.

Paper 7

Education and Culture is the Proper Entrance to Africa..! “Green Entrepreneurial Education in Africa”



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Prof. Ead is a Professor of Chemistry, Faculty of Science, Cairo University, and the former Cultural Consular at Egyptian Embassy, Morocco. He was an expert at the Islamic Educational, Scientific, Cultural Organization-ISESCO, Rabat, Morocco. He was also appointed the head of the Scientific Centers Sector at the Egyptian National Library. Prof Hamed Ead has over 50 years of diverse and rich experience in senior management, consultancy, and various academic positions. 30 years of these were spent undertaking chemistry research, leading to the publication of 33 articles in international journals in different fields of organic chemistry including biological active compound. Since 1998, Prof. Ead has been participating in various conferences and postdoctoral visits related to the History of Science: (Heidelberg, Germany, 1999), Mansoura, Egypt 1999, (Sant-Lois, USA, 2000), Sharjah, UAE, 2007, 2014, Aleppo, Syria, 2009, Fess, Morocco 2009, Rabat, Morocco, 2010, Rabat, Morocco 2011, 2012. Prof Ead is a Member of the International Committee of History and philosophy of science, the Egyptian national committee of History and philosophy of science, the committee of Arab heritage of the Arab League, the Egyptian Association of History and Philosophy of Science and a member of the Egyptian Scientific Union.

He has also published several articles in several cultural reviews and newspaper on teaching affairs, university affairs, history of sciences and everyday life affairs (more than 500 articles) in daily newspapers (Al-Ahram, Egypt), weekly magazines and monthly Egyptian and Arab (Manar Al Islam, Al Alam, Morocco) publications.

ABSTRACT

Between Egypt and Africa to which we belong to a strong historical relationship, it is one of the founding countries of the Organization of African Unity in May 1963 and which hosted the first African summit on its soil in July 1964, and it had a great role and a voice in all African issues. In past, the influx of African students seeking knowledge and education to Al-Azhar Mosque in Egypt, then they returned to their countries to spread what they learned among their citizens. Africa is the continent of the sun and the moon and the port of the blossoming stars, its honorable land gave birth to time and gave the world its life... and on its land the immortal River Nile passes, it was and still is telling the stories of lovers and the mourners of longing. Africa, that man standing with pride, and steadfast beauty in front of the winds of the oppressive time, a voice cheering for freedom, seeking emancipation and rejecting humiliation.

The common features among the inhabitants of the African continent are many and many and include various scientific, political, economic, social and cultural fields, which are areas that must be encouraged to develop in order to form the pillars in support of Africa, and it is truly a bold and important step to bring the African continent out of its dwarf borders to bright future prospects, and this requires opening the door widely for educational integration on a scientific basis, serving the interests of all parties.

The idea of infusing green entrepreneurship into education has spurred much enthusiasm in the last few years. A myriad of effects has been stated to result from this, such as green economic growth, job creation and increased societal resilience, but also individual growth, increased universities engagement and improved equality. Putting this idea into practice has however posed significant

challenges alongside the stated positive effects. Lack of time and resources, teachers' fear of commercialism, impeding educational structures, assessment difficulties and lack of definitional clarity are some of the challenges practitioners have encountered when trying to infuse green entrepreneurship into education. This paper aims to clarify some basic tenets of green entrepreneurship in education, focusing on what it is, why it is relevant to society, when it is applied or not and how to do it in practice. The intended aim of this paper is a clarification attempt of existing research in the domains of green entrepreneurship, education, psychology and philosophy to give some guidance.

Why green entrepreneurship is relevant to education has so far primarily been viewed from economic points of view. This has worked fairly well for elective courses on higher education level highly interesting impact that green entrepreneurship gave a high motivation and engagement resulting deep learning. Students can become highly motivated and engaged by creating value to other people based on the knowledge they acquire, and this can fuel deep learning and illustrate the practical relevancy of the knowledge in question. Those students that pick up strong interest and aptitude for value creation can then continue with elective courses and programs focusing on how to organize value creation processes by building new organizations. Such an approach has far-reaching implications on how to plan, execute and assess green entrepreneurship in education.



Paper 8

Review of Empirical Studies on the Efficacy of the Culturo – Techno- Contextual Approach in Breaking Difficulties Related to Studying Concepts within the African Region



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Fred Awaah (PhD), is an African academic of Ghanaian origin. He currently lectures Public Administration, Leadership and Global Dimensions to Business at the University of Professional Studies – Accra, Ghana. He is an adjunct researcher at the University of Burundi. Fred has also taught in Nigeria, Botswana and Lesotho. His academic footprints within the Africa Higher Education Space has witnessed presentations for the African Union, European Union, Association of African Universities, UNESCO, DAAD, Trust Africa, MasterCard Foundation, UNESCO's Institute of African Culture and International Understanding, the Centre for Human Security and many African governments. He served as a member of the Tuning Africa Policy Advisory Group from 2013-2016 where he represented the All- Africa Students Union; being its Secretary General from 2012 to 2016. Dr. Awaah was also a member of the International Research Consortium that was contracted by the Government of Nigeria to conduct a student needs assessment of the National Open University of Nigeria in 2020. He has since 2020 been a member of the National Association of Science Research Teachers (USA).

Dr. Awaah has written/published peer reviewed journal articles, book chapters, technical reports, conference proceedings and has contributed to the academic corruption literature in Africa; mainly in the areas of sexually transmitted grades, student and lecturer related academic corruption and dots of newspaper opinions on the Continental Education Strategy for Africa, the Africa Union's Agenda 2063, student governance, pan Africanism, and other topical areas related to the continent.

ABSTRACT

Recommendations for the use of indigenous knowledge systems to enhance educational performances have been ripe in many parts of the world. Many argue that there is a nexus between students' understanding of concepts and teaching methods relative to students' cultures and environs. This has witnessed theorising the thinking, largely from perspectives of western non-African theorists/writers. As a result, there have been questions on how homegrown theories can enhance education within the Africa region. This has resulted in a new revolution of theories with African origins emphasizing the effectiveness of indigenous knowledge systems in the teaching and learning of subjects. The trend has observed the emergence of the Culturo-Techno-Contextual Approach which draws its strengths from a tripod of culture, context and technology. Anchored on ethno-philosophy, techno-philosophy and the echo-technocultural theory, this desk review reports on three thesis and dissertations that have tested the efficacy of the theory in breaking difficulties in the study of concepts in schools within the African region. The study carefully selected thesis and dissertations completed between 2015 and 2021 that have tested the approach in teaching senior secondary and university students in Ghana and Nigeria (in fulfilments of the awards of master and doctoral degrees). Specifically, the study reviewed reports in the areas of Computer Science Education, Biology and Public Administration. Empirical findings of the three studies suggest that the approach is effective for enhancing students' understanding of subjects within the African educational space with means of the experimental groups reflecting higher performance compared to the control groups. While critiquing the relatively small sample sizes in all three studies, this review recommends further testing of the model in other regions of the world to further establish its efficacy or otherwise in teaching and learning.

Keywords: Indigenous Knowledge Systems Culturo–Techno–Contextual Approach Africa Pedagogy Teaching Learning

Paper 9

Framing the Role of Higher Education in Sustainable Development: A Case Study Analysis



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Prof. Elmassah is a researcher, educator, and mentor to many young academics and students. She is a Professor of Economics and Finance at Cairo University and Zayed University, and a fellow of the Economic Research Forum (ERF) and the Higher Education Academy (HEA). Suzanna Elmassah received her Ph.D. in Sustainable Development (2009) and MSc in Finance (2004) from Cairo University. She has 20+ years of experience in research and teaching in the Middle East. She has a multidisciplinary interest in the research areas of Economics, Finance, Sustainable Development, Economics of Education, and Behavioural Economics. Suzanna has published several scholarly papers in top ranked journals and sits on the Editorial Review Board of several peer-reviewed Journals.

ABSTRACT

Purpose- Higher Education Institutions (HEIs) should play a fundamental role in achieving the international 2030 Sustainable Development (SD) agenda. Quality education is the fourth of the Sustainable Development Goals (SDGs), and one of the targets related to this is to ensure that by 2030 all learners acquire the knowledge and skills needed to promote SD. Therefore, the SDGs provide a motive for HEIs to integrate SD concepts into their day-to-day practices.

Methods- This paper presents the results of a case study analysis of the role and successful techniques of HEIs in achieving SD in three countries, Germany, Japan, and Egypt. Primary data was collected by semi-structured interviews with three Cairo University officials, while secondary data was collected by reviewing the universities' official websites, reports, publications, and related papers. This study introduces a novel framework for HEIs' SD analysis and assessment, which guides HEIs and educational leaders to support SD to fulfil their countries' commitments to achieving the SDGs. This framework is based on five categories (1) Strategic Direction & Institutional Working Practices, (2) Supporting Students, (3) Supporting University Staff Competencies, (4) Supporting Society's Stakeholders & Networking, and (5) Sustainable Campus. Consideration is given to the potential role of HEIs to support SD in each of these areas.

Results- Cairo University (CU) could learn from the novel and pioneer practices of The Leuphana University of Lüneburg (LUL) and University of Tokyo (UT) to fill in the gaps it has in different roles. Also, it can put more effort into adopting the suggested higher education programs of Egypt's Vision 2030.

Originality- The paper compares three universities, one in each of the case study countries. It draws conclusions that identify ways in which the paper's framework and findings can help to guide SD practice in HEIs internationally, especially those in the developing world.

Limitations- This research is limited to case analysis of comparing three countries, including Germany, Japan and Egypt. Secondly, this study has neglected school education, which is equally essential in the sustainable development of the country.

Implications- HEIs can also use the framework and the findings in this paper to evaluate their current roles in supporting SD, identify the gaps, and take actions accordingly to address their weaknesses.

Keywords: Sustainable Development, Higher Education, Sustainable Development Goals, HEIs, Vision 2030

JEL Codes: I23, I25, Q01



Paper 10

Challenges Faced By Higher Education Institutions When Migrating From the Traditional To The Digital Classroom During COVID-19



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Prof Vannie Naidoo is a seasoned academic staff member and researcher at the University of KwaZulu-Natal, Durban, South Africa, in the Faculty of Law & Management studies. Her field of teaching is in management, corporate strategy, project management, entrepreneurship, research methodology and marketing. She has supervised and graduated over 30 PHD and Masters students' to date. The research areas pursued by Prof. Naidoo are in the areas of Digitization of Higher Education, Strategy, COVID-19, Marketing, Project management, Service quality, Entrepreneurship, Social media, Green marketing, Sustainability and ICT's in management/ education and the workplace. She participated on the Linneus Palmer Academic Exchange Program in Gavle University, Sweden. She also participated in the AAE Summer School Program in Chemnitz University in Germany and South Africa. On 28th November 2017, she was Keynote speaker at the 4th International conference on "Emerging Trends in academic Research (ETAR-2017) Conference held in Bali, Indonesia. Prof. Naidoo has also been the Keynote speaker at the 6th International conference on 'Trends in multidisciplinary Business & Economic Research" (TMBER 2019) Conference held in Sydney, Australia. She sits on various Editorial boards and Conference boards. To date she has published over 50 journal articles and book chapters in highly esteemed interdisciplinary and transdisciplinary journals and publication houses. Prof. Naidoo has spoken at webinars throughout the world - AAU East African Regional Office workshops (2020-2021), Kingdom University, Bahrain(April 6th 2021), Global Logistics Cluster Global Meeting -World Food Program, Italy (27th April 2021) on areas of COVID-19 and Digitization of higher education and training. She is actively involved in joint collaborative projects (Millennials consumer behavior during COVID-19 -with Prof. Thomas Doppelstein at Ravensburg University in Germany and SME's innovation, creativity during COVID-19 in Bahrain with Prof Saad Darwish from Kingdom University, Bahrain)

ABSTRACT

COVID-19 was by far, the most catastrophic, humanitarian crisis to face man in history. The COVID-19 pandemic impacted on all areas of society. Higher Education also felt the impact of COVID-19. As governments mandated shut downs and lock-downs within respective countries and closed borders, to curb the rising infection levels, universities too had to shut their doors during these times. South Africa was no different, as the country also instituted a National lock-down and registered COVID-19 as a National Disaster. Under National Disaster, the country had different stages of lock- down.

Level 5 being complete shutdown of business and only allowing essential services like police, army, medical practitioners, petrol stations, food and grocery shops, firemen, navy and limited bus and taxi transport to continue services. Anyone who was not an essential worker had to stay at home during this stage of Lock-Down. SA had one of the harshest lock-downs in the world and this in itself had taken a toll on the lives of academic staff and students. Even when SA universities reopened its doors and allowed students on campus, the new-normal was not easy to get accustomed to as wearing mask and social distancing and sanitizing hands and temperature checks, was a new social norm. Digitization of higher education had been on the agenda for many years in Africa, but it took the COVID-19 pandemic to get digitization implemented at an even faster pace than anticipated within universities in the African continent.

However, make no mistake, the process of ongoing development and implementation of digital learning platforms within African universities still poses many challenges. The 4th Industrial revolution has changed the playing field in many sectors, Higher Education being one of them.

New advancements and innovation in ICT's and technology within teaching and learning has created innovative tools that assist academics in providing better, more interesting ways of improved teaching and learning to its' learners. During the pandemic, overnight African universities went from the tradition classroom to the virtual platform. These new online learning platforms and technologies, was sudden, that on the job-training for staff was urgently required, so that they could familiarize themselves and learn how to use and implement the new online learning platforms and the ICT's that come with it. Students also had to be trained on using the new online learning platforms. The main aim of this paper is to highlight new knowledge on the migration of higher education in Africa to a digital learning platform. The main objectives will be to unpack the the following key themes:

- COVID- 19 and migrating to online teaching platforms in Higher Education
- Perceptions on E-learning in African Universities
- SA perspective and How They have Migrated to Online Learning Platform –Example of University of KwaZulu- Natal
- Challenges Faced by Online Learning During COVID-19
- Designing Strategies As A Way Forward

KEYWORDS: COVID-19, HIGHER EDUCATION, ON-LINE LEARNING, SOUTH AFRICA, TRAINING



Paper 11

Enhancing the Contribution of Higher Education in Fourth Industrial Revolution



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Ndirangu Ngunjiri is a Doctoral (Finance & Accounting) student at the University of Nairobi with research interest in; inequality & poverty, entrepreneurship, economic growth, innovations and national competitiveness, as well as international trade and productivity. Ndirangu is a regular publisher and columnist with Business Daily Africa among others, and frequently speaks and makes research presentations at international conferences.

Ndirangu earned an MBA from University of Nairobi School of Business and Bachelor of Commerce (Accounting) from Egerton University. He is a member of the Institute of Directors, Institute of Internal Auditors amongst others. Ndirangu serves in several company, government and NGOs' board. He enjoys rock and mountain climbing and forest adventures. He climbed Mt Everest for the second time last year and is a Rotarian (staunch member of the Rotary club of Nairobi Madaraka)

ABSTRACT

Paper 12

Mechanical and Water Absorption Property of Micro-Sisal Fibre Reinforced Waste Low Density Polyethylene Composite



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Yusuf Adamu is a Registered Chemical Engineer, a lecturer and PhD scholar at Ahmadu Bello University Zaria, Nigeria. His work focuses on computational dynamics and material science and engineering, with specialty in polymeric materials for high impact applications.

ABSTRACT

We report in this study some mechanical properties and water absorption behavior of treated micro sisal fibre waste low density polyethylene (wLDPE) composite. The fibres were treated with sodium hydroxide and benzoyl chloride solution to improve fiber-matrix bonding. The effects of various treatments were analyzed by Fourier transform infrared spectroscopy (FT-IR). The composite was produced by compression moulding technique using different weight fractions (0, 5, 10, 15) wt% fibre on the matrix. The composite samples were characterized for tensile, flexural, impact and water absorption properties.

The results revealed that micro sisal particles improved the tensile property of the waste low density polyethylene matrix. Fiber loading of 10 wt% gave the best flexural and impact strength of the composite corresponding to 29 MPa and 4.55mJ/mm² while 15 wt% gave the best tensile strength of 12.43 MPa. Generally, fiber treated with 50 ml benzoyl chloride gave better impact and flexural strength compared to those treated with NaOH. However, fibres treated with NaOH showed improved tensile strength at all fibre loading in this study. Hence, can be used for interior applications such as car seat, dash board, and car interior for decorative purposes or other interior parts of automobile where high strength is not considered a critical requirement. Therefore, waste low density polyethylene matrix composite reinforced with micro sisal particles is a good material for engineering applications.

Keywords: Composite, Polyethylene, Sisal fibre, Chemical treatment, Mechanical properties.

Paper 13

Intellectual Property and Knowledge Management in Institutions of Higher Education in Zimbabwe



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Dr Stanislas Bigirimana is a systems scientist with expertise in Intellectual Property, Business Intelligence, Management Information Systems, Innovation, Entrepreneurship, International Marketing, Organisational Behaviour, Public Sector Management, Cybernetics, and Dynamic and Integrative Epistemology. He holds a Doctor of Philosophy from the Ruprecht-Karls-University, Heidelberg (Germany), a Masters in Intellectual Property (World Intellectual Property Organisation (WIPO)-Africa University) a Master's in Business Intelligence (Chinhoyi University of Technology), and an MBA and MA.

He is also the co-founder and co-owner of Code Empire. Code Empire is a software development company based in Harare. Its creation was based on a research on The Adoption of E-health by Small Medical Practitioners in Low Income Areas of Zimbabwe and another research on Managing Waste through the Internet of Things (IoT). The latter was pitched at the European Alliance for Innovation International Conference for Research, Innovation and Development for Africa in Victoria Falls, Zimbabwe and is now being developed into a product that can be used by local municipalities for waste management purposes. The first one resulted in a Patient Management System. Code Empire has other software products that can be used to manage loans, pensions, Real Time Groos Settlements (RTGS), and farming activities.

ABSTRACT

Institutions of higher education in Zimbabwe have been at the center knowledge creation and dissemination. However, the institutions have come under criticism as many graduates are failing to get jobs and the country's economy relies mainly on foreign imports. This led to suggestions for changes in curriculum, the promotion of Science, Technology, Engineering and Mathematics (STEM), the beneficiation of natural resources and the transformation of knowledge into commercialization products. More fundamentally, epistemological issues such as the nature of knowledge were asked indicating that knowing is more than memorizing while traditional economic theories which limit property to movable and immovable assets were questioned. The notion of intangible assets was put forward with the need to protect the intellectual community of individuals and communities. It was noted that some geographical indications such as Mazoe or Tanganda had been registered as trademarks by multinational companies such as Schweppes or Meikles. This paper aims at assessing how academics have shifted from Publish or Perish paradigms to the Protect, Publish and Prosper which implies generating knowledge, protecting it as intellectual property and transforming it into commercialisable products and services.

Parallel Session IV:

PRESENTATIONS ON
THE CONFERENCE SUBTHEME III:

CONTRIBUTIONS OF AFRICAN HIGHER EDUCATION INSTITUTIONS (HEIS) TOWARDS ACHIEVING SUSTAINABLE DEVELOPMENT GOALS (15 MINS FOR EACH PRESENTER)

SESSION IV CHAIR



Prof. Crispus
KIAMBA

(former Permanent
Secretary, Ministry of Higher
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Paper 1

The Last Digital Frontier : The History and Future of Science and Technology in Africa



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Brain Asingia is a global executive, entrepreneur and thought leader with extensive board and advisory experience, specializing in leading organizations through critical business stages from incorporation to mergers and IPOs. Brain effectively combines an ethical entrepreneurial mindset with the ability to make and influence decisions based on analysis of data-driven strategy insights. He positions executives for growth and competitive advantage leveraging human capital, financial capital and technology, and develops value optimization strategies focusing on cost reduction, revenue expansion and facilitating strategic partnerships.

ASINGIA, CEO DreamGalaxy Platform (an innovation studio that trains, advises and funds ethical entrepreneurial leaders to launch, grow and scale inclusive innovations), has over 10 years involvement in the subject areas of economy, business development, environment, technology and the arts, with a focus on Africa. He began his career at Wall Street's -The New York Stock Exchange where he started as a Business Analyst in Enterprise Architecture's CORE Technology group and left as an Associate in the Product Management group.

Through his work with startups and consulting, he has engaged governments, diplomats, educational institutions, and programs like Creative Lab Paris, Traction Camp by the World Bank, TED Residency by TED, and Entrepreneurs for Impact MBA by ALTIS, Milan (Tangaza University Business Model Winner 2016). He has spoken at, and attended trainings and conferences such as African Billionaire Tony Elumelu Entrepreneur Network (TEF), Africa Trade and Investment Summit (ATIGS), Concordia, Ivy Business Schools, among others. He is the author of books; The Last Digital Frontier and Cashless Society 101.

ABSTRACT

This talk tells a long-overdue and timeless story of the rise of mankind in Africa, uncovers inventions and innovations across the continent throughout time, and paints a forecast of its digital revolution in the 21st century and beyond. For too long the birthplaces of "the world's religions" have been revered with annual pilgrimages, holidays, and stories that have stood the test of time. However, the birthplace of humankind has been forgotten; lost in the history books, souls, and celebrations of modern-day Homo Sapiens. Through interviews with prominent African figures and the most recent research and insights from archeologists, scientists, and historians, hear the long overdue and timeless tale, The Last Digital Frontier: The History and Future of Science and Technology in Africa as told by ASINGIA and other African voices.

Paper 2

Intellectual Property and Knowledge Management in Institutions of Higher Education in Zimbabwe



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Dr Stanislas Bigirimana is a systems scientist with expertise in Intellectual Property, Business Intelligence, Management Information Systems, Innovation, Entrepreneurship, International Marketing, Organisational Behaviour, Public Sector Management, Cybernetics, and Dynamic and Integrative Epistemology. He holds a Doctor of Philosophy from the Ruprecht-Karls-University, Heidelberg (Germany), a Masters in Intellectual Property (World Intellectual Property Organisation (WIPO)-Africa University) a Master's in Business Intelligence (Chinhoyi University of Technology), and an MBA and MA.

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ABSTRACT

Institutions of higher education in Zimbabwe have been at the center knowledge creation and dissemination. However, the institutions have come under criticism as many graduates are failing to get jobs and the country's economy relies mainly on foreign imports. This led to suggestions for changes in curriculum, the promotion of Science, Technology, Engineering and Mathematics (STEM), the beneficiation of natural resources and the transformation of knowledge into commercialization products. More fundamentally, epistemological issues such as the nature of knowledge were asked indicating that knowing is more than memorizing while traditional economic theories which limit property to movable and immovable assets were questioned. The notion of intangible assets was put forward with the need to protect the intellectual community of individuals and communities. It was noted that some geographical indications such as Mazoe or Tanganda had been registered as trademarks by multinational companies such as Schweppes or Meikles. This paper aims at assessing how academics have shifted from Publish or Perish paradigms to the Protect, Publish and Prosper which implies generating knowledge, protecting it as intellectual property and transforming it into commercialisable products and services.

Paper 4

The Psychological impact of COVID-19 change management strategies on working-studying parents



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Dr Vongai S Ruzungunde is a post-doctoral research fellow in the department of English, under the social sciences and humanities faculty at the University of Fort Hare. She is focusing on interdisciplinary studies merging the English and Industrial Psychology departments. She holds a Phd in Industrial Psychology and is also working as a time on task lecturer in the department of Industrial Psychology. Her project revolves on power dynamics in the workplace guided by the critical discourse analysis. her research focus areas include Social Psychology, Interdisciplinary Studies, Personality Psychology, Employee Wellness and Well-Being, Dynamics and Diversity Issues, Gender Dynamics. She is also registered as an HR Professional, Generalist with the SABPP (South African Board for People Practices)

ABSTRACT

The COVID-19 pandemic has led to a shift in the way of doing things around the global world. One sector that has felt the impact of the pandemic is the education sector. Schools had to close and reopen, with adjustments in the way of learning from previously used traditional approaches. The reopening of schools was met with scepticism from the educators, learners and parents. Among the individuals affected by these changes are the working-studying parents who had to adjust to the new way of learning as well as the uncertainty. They also had to adjust to the new way of learning for their children, yet still maintain a balance between work, studying and parenting, and adjust alongside the whole nation. This article explores the psychological impact of COVID-19 on working-studying parents through a qualitative approach. Interviews were conducted on a sample of individuals who were both working and studying from the Buffalo City Municipality in the Eastern Cape in South Africa. The findings of the study will guide in the adoption of practices by management and school leadership in adopting policies that are not only inclusive but also promote employee and student wellbeing and mental health.

Key Words: change management, COVID-19, education, mental health, well-being, working-studying parents,

Paper 5

The Proliferation and Propensity of Publications in Predatory Journals among Academics in Institutions of Higher Education in Ethiopia: Implications for SDG



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Mohammed Yimer is currently working as a Vice Dean of the faculty of Social Sciences and Humanities, Woldia University and an Assistant Professor of Development Studies in the department of Political Science and International Relations in the same institution. Formerly, He was a coordinator for University-Industry Linkage and Technology Transfer Coordination Office, Arba Minch University, Ethiopia and Lecturer in the department of Civic and Ethical Studies in the same university. In both institutions, Woldia and Arba Minch, he has worked for 12 years.

Mr. Mohammed has an extensive research undertaking, presentation and publication experience in his long academic career. He has over 15 published articles in international Journals. He has won a number of research grants from different institutions. He also has won a national award by the federal Ethics and Anticorruption Commission of Ethiopia. He is a Country Focal Person, for the civil society association called network of African Youths for Development (NAYD).



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ABSTRACT

The paper examines the proliferation and propensity of publications in predatory journals by academics in institutions of Higher Education in Ethiopia and its implication for the success of SDG. Predatory journals are known for collecting money at the expense of scientific knowledge. Since the problem is not studied from the Ethiopian context, literatures on the subject are hardly available. The study consulted 32 authors and their published works from seven purposively selected universities. The target journals were both those identified by Beall as predatory and those which are not listed by Beall. All journals where authors' publication appeared were carefully scrutinized on the basis of eight relevant criteria suggested to identify reputable journals against the predatory ones. Most of the authors contacted were young lecturers currently working in different institutions selected on the basis of their consent and regardless of their areas of specializations. Concerning the timeframe, the published works of the sample authors are published from 2014 onwards. The inspection work on the journals focuses on extracting distinct features of predatory journals. Accordingly, the study found that over 89 percent of the articles were published in predatory journals. If this trend continues, it may result in the development of incompetent research and the proliferation of poor quality research, which would tarnish the reputation of the academia and hamper the sustainable development endeavour of the country. The phenomena may also result in knowledge loss, ruins the prestige of institutions and tempts the national effort to achieve the global SDG. Limiting the scope of databases in which the journals are indexed and accredited to Scopus, Web of Science and ProQuest may help to address this scourge significantly.

Key words: Academics, Authors' Awareness, Predatory journals, Ethiopia, Universities

Paper 6

Engendering Sustainable Development Competencies in Higher Education: The Case of Egypt



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Prof. Elmassah is a researcher, educator, and mentor to many young academics and students. She is a Professor of Economics and Finance at Cairo University and Zayed University, and a fellow of the Economic Research Forum (ERF) and the Higher Education Academy (HEA). Suzanna Elmassah received her Ph.D. in Sustainable Development (2009) and MSc in Finance (2004) from Cairo University. She has 20+ years of experience in research and teaching in the Middle East. She has a multidisciplinary interest in the research areas of Economics, Finance, Sustainable Development, Economics of Education, and Behavioural Economics. Suzanna has published several scholarly papers in top ranked journals and sits on the Editorial Review Board of several peer-reviewed Journals.

ABSTRACT

Higher Education Institutions are a crucial player in achieving the international 2030 sustainable development agenda on the national levels. This study examines the role that Cairo University plays in promoting sustainable development competencies (a vital goal identified by the United Nations) through its formal and non-formal educational practices. This investigation represents the initial empirical effort that explores the promotion of sustainable development competencies in the Middle East. Specifically, it contributes to the literature by investigating factors that affect sustainable development competencies and by utilizing a Middle Eastern context. Finding reveals that there is a significant difference in the level of sustainable development competencies between students in different majors and colleges.

Parallel Session V:

PRESENTATIONS ON
THE CONFERENCE SUBTHEME 4:

FUNDING OF AFRICAN HIGHER EDUCATION INSTITUTIONS IN THE FACE OF UNPREDICTABLE ECONOMY (15 MINS FOR EACH PRESENTER)

SESSION V CHAIR



Prof. Jane C.
NGILA

Ag. Executive Director of the
African Academy of Sciences /
Deputy Vice Chancellor-
Academic Affairs, Riara
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Paper 1

Innovative Financing Options for Higher Education in Nigeria: An Alternative in the Face of Unpredictable Economy



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Professor Suleiman Bala Mohammed is a Professor of Sociology specializing in Political Sociology and Development with over thirty years of cognate experience in teaching, research and development, in general & University administration. This he acquired from across a wide range of administrative and academic positions in different Universities in Nigeria.

He is currently the presiding Vice-Chancellor of Nasarawa State University, Keffi in Nigeria. To his credit are six book chapters, eighteen Journal Articles, one Monograph, and eight Conference Proceedings.

Professor Suleiman Bala Mohammed is widely travelled and is renowned for his outstanding University administrative qualities. He has supervised several bachelors and graduate theses. He is also a visiting Professor to several institutions within and outside Nigeria. Additionally, he is currently editor/reviewer of some peer reviewed Journals in the field of Sociology.

Born on March 5th 1963, he is happily married and blessed with children.

ABSTRACT

Instability in government revenue due to dwindling oil price has reduced financial allocation to higher education in Nigeria. To make matters worse, the impact of COVID-19 on the economy and the resultant effect of the economic recession further reduced budgetary allocation to higher education especially in the revised 2020 and 2021 budgetary allocation. This has led to challenges in quality as meager resources is expected to do more in terms of infrastructure, teaching and research facilities, staff salaries and training. The consequence is that many higher educational institutions will experience difficulty competing in the global market for knowledge creation and production. This calls for Innovative financing methods to bridge the gap between the resources available and what is needed to achieve the sustainable Development goals. The objective of the study is identifying innovative financing methods for higher education in Nigeria and to examine how to explore the innovative methods as well as its prospects for revenue generation of each identified innovative method. The study used content analysis and systematic review as well as cross-country experience to achieve the two objectives. The study reveals that innovative options such as research and innovation through university-Industry partnership, Copyright and patent/ commercialization of innovative ventures, Creative endowment funds, Alumni funds, Bursary targeted at indigent students, Investment income/Private and profitable ventures, Research projects and consultancy services, introduction of new courses as well as attraction of foreign students can bridge the gap in funding higher institutions in Nigeria. Also United State, United Kingdom, South Africa and India have been able to take advantage of the innovative financing methods to improving funding in their higher education. The study concludes that there are prospects in innovative financing methods if properly harnessed in Nigerian Higher institutions. Therefore, higher institutions should make attempt to explore these innovative methods.

Keywords: Innovative, higher education, funding, University, financing

Paper 2

Endowment funds in Zimbabwe state universities- What is the missing link ?



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Dr. Lifa Maposa holds a PhD in Finance from the University of Lusaka, Zambia (2019), an MSc in Finance & Investments (NUST, Zimbabwe, 2006), a B.Com in Banking, (NUST, Zimbabwe, 2002), and a Certificate in Financial Modelling from the Marcus Evan Institute, (RSA, 2010), among others.

Dr. Maposa, is a Zimbabwean and has over 19 years of business and academic experience, 9 years of banking industry experience of which 3 years were at a management level and 10 years of university lecturing experience. Lifa has been involved in a number of consultancy services including the Ingwebu Board advisory on Capital raising (2019) and the on-going National University of Science & Technology Investment Policy Statement Crafting in which he is a Lead Consultant. He is also a consultant with JHJ Training, RSA- an institution involved in training of both private sector and public sector firms on financial management & investment issues. One of his major projects with JHJ Training were the training staff of CEDA (Botswana) on valuation of Small to medium enterprises and the training of management from a number of MFIs in South Africa mainly on analyzing and evaluating financial statements.

His banking industry experience is mainly characterized by a stint at Genesis Investment Bank where he rose from financial trader to regional manager for the southern region in Zimbabwe, FBC Bank, one of the leading commercial banks in Zimbabwe where he was a pioneering team in setting up a Private Wealth Unit for the southern region. His career had initially started in a pure investment management & research environment, firstly with Barbican Asset Management and later with Fidelity Life Asset Management, still in Zimbabwe.

His academic profession at the National University of Science & Technology (Zimbabwe) started off in 2009 where Lifa is a senior member of the department of finance within the Faculty of Commerce. His main areas of expertise include Capital Markets, Retirement & Investment schemes. He has lectured modules that include Corporate Finance, Investment Analysis & Management, Financial Modelling & Trading Rules as well as Financial Engineering at both undergraduate and postgraduate

ABSTRACT

This research paper seeks to establish the feasibility of Endowment funds in Zimbabwean state universities. The research utilises two approaches, (i) Qualitative inductive approach seeking to assess the willingness, awareness and capacity of Zimbabwean universities in this regard and (ii) Deductive desktop research to assess the adequacy of the market conditions, regulatory and organisational structures in allowing the creation of such funds. This comes at the backdrop of poor research output from local universities, poor rankings in the global calendars, failure to attract professorial staff in key university units, limited funds to fund scholarships by these academic institutions as well as insignificant, innovative interactions with industry participants. State universities in Zimbabwe are all purposively sampled into the research and a combination of an electronic questionnaire, Electronic Discussion groups and interview discussions are used. Regulatory documents are used under the desktop research approach to assess the adequacy of laws governing the operations of endowment funds in Zimbabwe. Finance directors, Pro-Vice Chancellors, Vice Chancellor and University council members for the National University of Science & Technology were participants in the FDG while accountants (equivalents) from all other state universities are the target respondents. Reputable investment firm are respondents to an electronic survey questionnaire while IPAZ is used as a key informant.

Results show that lack of knowledge about endowment funds by university management and lack of hands on experience on endowment funds by investment managers appear to be the main factors leading to lack of adoption of endowment investments by state universities in Zimbabwe. Management in state universities have not, to date, put any efforts towards the establishment of endowment funds due to lack of knowledge. The investment environment, characterised by inflation and policy inconsistency would still be a stumbling block even if interest on endowment funds existed. Lack of clarity and encouragement from the University Acts and University charters makes it not a priority to University Councils and executives to focus on endowment funds despite their importance. While management did not bring out the aspect of ownership, investment managers speculate that lack of separation of universities from government discourages flow of funds from the donor community (a major participant in endowment funds) to universities. If universities would find themselves with a lot of donor funds, possible endowment funds or their equivalents would have been put in place



Paper 3

A Review of Funding Patterns For Higher Education Institutions In Lesotho



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Mr. Malefetsane E. Nketekete is a lecturer in the department of Business and Management Development (BMD), at the Institute of Extra Mural Studies (IEMS), National University of Lesotho (NUL). He has extensive experience in education and training at both secondary and tertiary education levels. He has worked as a secondary school teacher, in the area of Business and Accountancy. He served as a Curriculum Specialist for Business and Commercial Subjects at the National Curriculum Development Centre (NCDC) of the Lesotho Ministry of Education and Training. He also served as the Director of NCDC. During his tenure as Curriculum Specialist, he served as a Secretary for the Eastern and Southern African Curriculum Organisation (ESACO). He has presented papers at both local and regional conferences.

He is currently responsible for teaching business management and research in the BMD department. His research interests are: entrepreneurship education and design of learning systems, the management of change and innovation, Strategy implementation and thinking. He has published papers in refereed journals. His recent publications are: Are Tax Treaties for the Benefits of Taxpayers or Maximisation of State Revenue? A Review of VAT Treaty between Lesotho and South Africa, Open Journal of Business and Management, Volume 9, Number 3 , May 2021; A Critical Review of the National University of Lesotho Anti-Plagiarism Policy (with Dr. Mamoeletsi Mojalefa), Business and Management Horizons, ISSN 2326-0297,2021, Vol. 9, No. 1.

ABSTRACT

Worldwide, universities are facing budgetary cuts due to shrinking sources of funds. Universities are competing for shares on budgetary slices with other social sectors. Budgetary cuts are even more profound with universities in developing countries especially in Africa. Higher Education Institutions (HEIs) in Lesotho are not exceptions. The government being the main funder of HEIs has taken a strategic stance of reducing funding to HEIs. HEIs are called upon to explore other means of funding. Given the crucial role HEIs play in socio economic development, this constrains to fulfill their roles effectively. The paper explores different sources of funding available for HEIs in Lesotho.

The purpose of this exploration is to develop a framework which could adequately improve funding to HEIs in Lesotho. National and institutional policy documents were reviewed to establish how institutions understand the funding phenomenon and strategies they adopt stay afloat. In addition, targeted interviews were undertaken to have an insight into the subject. Findings reveal that there are different funding patterns to HEIs in Lesotho. For instance, there is subvention to HEIs, student bursary loans from the Ministry of Planning through National Manpower Development Secretariat (NMDS), special project funds and other international donors. It was further revealed that funding patterns are not uniform which makes it difficult to secure regular budgets, given inconsistency surrounding the pattern. Also, funding leakage has been observed as a result of funding some programmes which are offered across the border. It is believed that such funds could have been used to fund other programmes which are offered in the country. Based on the findings, a framework is proposed for making funding consistent and cost effective. Such a framework is also intended to address shortcomings and leveraging as a result of inconsistency. The current paper differs from the previous papers as it proposed the framework to be adopted to mitigate the shortcomings of the current funding patterns.

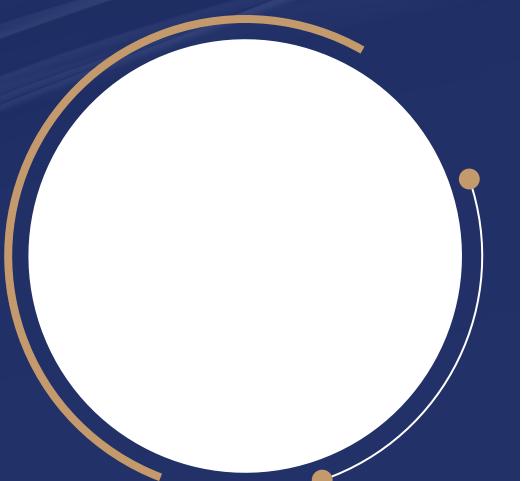
Keywords: Higher Education funding, subvention grants, loan funding, capital expenditure

Parallel Session VI:

PRESENTATIONS ON
THE CONFERENCE SUBTHEME 5:

MAINSTREAMING E-LEARNING AND THE DIGITAL DIVIDE (15 MINS FOR EACH PRESENTER)

SESSION VI
CHAIR



Prof Fadwa
Abdelrhman
ALI TAHAA

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Paper 1

A Case for Innovation, Renewal and Mutual Interdependence in African Higher Education Post-COVID-19



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Professor Benedicta Egbo (Ph.D., Toronto) is Professor Emeritus of Education at the University of Windsor, Canada. From 2008 to 2012, she served as the Director of the Joint PhD in Educational Studies Program which is jointly offered by a consortium of three Canadian universities. A widely-published author, Prof. Egbo has authored several books including, "Gender, Literacy and Life Chances in Sub-Saharan Africa". (Multilingual Matters, 2000), "Education and Sustainable Development in 21st Century Nigeria" (2014), and "Teaching for Diversity in Canadian Schools", 2nd Edition (Pearson Canada, 2019). Her forth-coming book on institutions and governance examines and then, proffers some practical solutions for addressing the socio-political challenges facing Nigeria (and Africa more generally). Prof. Egbo has also published book chapters and numerous articles in prestigious journals. An interdisciplinary scholar, her research areas include education (higher education, administration, policy and leadership), diversity, gender, literacy and development. In addition to her publications, she has delivered countless conference papers, addresses and invited talks in various parts of the world. She is the Founding Editor of the Journal of Teaching and Learning (an International Journal) which is now in its twentieth year of publication. She is a member of numerous professional associations and organizations. Prof. Egbo has received awards, honours and recognitions for her research and scholarship.

ABSTRACT

The world as we know it has changed drastically. Virtually all areas of human endeavour have been impacted by the coronavirus (COVID-19) pandemic in ways that are yet to be understood. Globally, education has been particularly affected. For instance, in 2020, about 1.5 billion students in 188 countries were "locked" out of their schools as a function of the pandemic (OECD, 2021). African higher education is no exception. For all practical purposes, the future of African higher education is fluid but, replete with opportunities. To be sure, African higher education institutions (HEIs) remain a centripetal force for achieving sustainable development in the continent. However, given the uncertainties and vicissitudes that have been unleashed by the pandemic, a complex amalgam of strategic programmatic interventions will be required to engender thriving and sustainable African HEIs some of which were already facing myriad challenge pre-COVID. While future reforms and interventions should be country-specific based on particular needs, African HEIs will benefit mutually from increased interdependence and pan-Africanization post COVID-19.

Paper 2

An assessment of factors contributing to a digital divide in Mainstreaming E Learning in Higher Education, a selected case of a University in Bulawayo Province, Zimbabwe



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Mr. Andrew Mandla Mangena is currently a Computer Science lecturer at the National University of Science and technology (Bulawayo, Zimbabwe). He is taking computer science courses in the Faculty of Science and Technology Education. Andrew has a Bachelor of Business Administration in Computer and Management of Information Systems (BBA CMIS), Bachelor of Science Honors Computing (BSC Hons Computing), Post graduate Diploma in Science and Technology Education (PGDSTE) and Master of Science Education in Computer Science. He is also a second year PHD student in Computer Science Education with North West University, South Africa. He has worked with the Computer Society of Zimbabwe (Bulawayo Chapter) and is also a member of the Internet Society (Zimbabwe Chapter). His keen interests are in the areas of E-Learning, Mobile Learning, Self-Directed Learning, Evolutionary Algorithms, Artificial Intelligence, Computer Programming and Information Systems Security.

ABSTRACT

The rapidity in the increase of technology innovation in education together with the sudden welcoming of COVID 19 has caused a need for integrating E Learning as a new learning normal for all. Technology literacy is a 21st Century skill. In the case of Zimbabwe, E Learning has been made mandatory in all its universities as an attempt to continue learning in the crisis situation. Implementation of E Learning 100% in Higher learning has revealed many opportunities to both Lecturers and students. As valuable as this implementation has been, one cannot be oblivious of the many downsides associated with attempting to mainstream E Learning in Higher Education. Most of the problems that arise from mainstreaming revolve from the fact that not everyone has equal access to modern ICT technologies. ICT integration in all learning to some is still fairly new and difficult. A gap is therefore created between those learners who have access to the facilities necessary for E Learning and those who do not. The same fate is also suffered by the lecturers who do not have the resources. Therefore, efforts by the Higher learning institutions, government, NGO's and various stake holders may need to play a vital role in providing resources to bridge the gap. This paper seeks to make an assessment of the factors standing in the way of fully mainstreaming e learning in the higher education system in Zimbabwe and hence clearly showing the presence of a digital divide amongst learners and also amongst lecturers. The study was conducted on a case study using at a selected higher learning institution using a qualitative research method. Open ended questionnaires were conducted with members of different departments. These members were chosen using purposive sampling. The study has a great contribution in that it identifies critical issues within higher education that create a digital divide and hence make it difficult to mainstream E-Learning in higher education. These issues if dealt with may therefore bridge the gap in the digital divide and eventually fully integrate and Mainstream E Learning in higher education, creating a bright future for African Higher Education.

Keywords: Mainstreaming E Learning, Digital Divide, Higher Learning, ICT Integration

Paper 3

Leveraging on Technology in Managing Student Affairs



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Prof. Isaac Zeb-Obipi holds a B.Ed. (Economics: 1988, University of Ibadan), MBA (Management: 1996, Rivers State University of Science and Technology, now Rivers State University), and a PhD (Organizational Behaviour: 2007, Rivers State University of Science and Technology, now Rivers State University).

His specialization is in Management, specifically, Organizational Behaviour, Human Resource Management and Industrial Relations. Currently, he is the Dean of Student Affairs at the Rivers State University, Nkpolu-Oroworukwo, Port Harcourt, Rivers State, Nigeria.

His career has witnessed him serving as an Economics Master (1990), Course Tutor (1991), Assistant Lecturer (1997), Lecturer II & I (2000 & 2003), Senior Lecturer (2007), Reader (2015) and Professor (2018). He has also been a consultant, Visiting Scholar, External Examiner, External Moderator and External Assessor to several other organizations and institutions. Prof. Zeb -Obipi has held positions such as the Examination and Records Officer, Acting Head of Department, Faculty Sub-Dean, Dean of Student Affairs and the Alumni Representative on the Governing Council among others.

He is professionally affiliated to institutions such as the Academy of Management, Nigeria (TAMN), the Chartered Institute of Personnel Management (CIPM), the Institute of Management Consultants (IMC) and the Institute of Human and Natural Resources (IHNR). Traditionally, he is the Chief and Head of Ogulacha War Canoe House of Ogojima, Okrika, Rivers State, Nigeria.

Prof. is Married with two children (Mrs. Victoria Ayah Zeb-Obipi, Miss Diepiriye Zeb-Obipi and Master Nengi Zeb-Obipi) and is a Christian.

ABSTRACT

African countries have taken several initiatives for human capital development through tertiary education in recognition of the fact that it is the foremost driver of sustainable development across the globe. Some of such initiatives have involved the use of technology for teaching and learning; and this use now includes students' management. While there seems to be lots of research interest in e-learning, there is inadequate focus on e-student management; especially students' governance. The lack of focus or insufficient focus on this area of the application of technology in our tertiary institutions in Africa necessitated this study with a focus on e-voting, a key component of e-student management or governance. Using the case study approach, the experiences of the Rivers State University, Port Harcourt, Nigeria, in e-voting are examined. The findings from the application of technology to students' elections indicate that the power of technology has gone beyond e-learning, it has changed the way students are managed as e-platforms now drive students' management, students exercise greater control over how they are managed, digital students' management has challenges that are being surmounted through further innovations, and the Covid-19 pandemic has made leveraging on technology for student's management more imperative. From these findings, the study concludes that the RSU E-voting System is a success story of the deployment of ICT to enhance students' management. It is a necessary aspect of mainstreaming technology into HEIs in Africa capable of facilitating e-learning and reducing the digital divide between the developed and developing countries. The study, therefore, recommends that the AAU encourage its members to embrace e-voting facilitative of entrenching e-culture which includes e-learning so as to bridge the digital divide through a number of actions.

Paper 4

E-Learning Platform Preferences of Graduate Students of the University of Education, Winneba-Ghana



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A self-motivated development professional with more than twelve years' experience working in education, administration, youth and women empowerment, and gender. Currently, she is an assistant lecturer at the University of Education, Winneba (UEW), in Ghana. Rhoda has traveled widely and worked in a variety of settings. She is driven to producing high quality work, has a third eye for development-oriented areas, with great communication and negotiation skills, and places high importance on ensuring stakeholder satisfaction. Rhoda is a PhD student at the University of Cape Coast. At UEW, Rhoda teaches courses associated with disability, rehabilitation, and inclusive development as well as research methods, within the Department of Special Education. Her research interests span across social support networks, social protection, higher education institutions, disability issues, international development, and on income generating activities. She supervises students' long essays in related areas. Prior to UEW, Rhoda supported AIMS Ghana on all scientific events including research, and visitor programs, and assisted in resource mobilization, student recruitment, reporting, human resource management, and logistics. At YES Ghana, Rhoda worked as Project Manager on incorporating young people in the development agenda. As a Research Analyst, Africa, and Manager for Ghana and Rwanda Country Initiatives, Ghana supported MicroFinance Transparency to achieve its goals in making pricing transparent. She has worked also with Right to Play Ghana, and continues to provide support GADeF, a youth development organization as a Consulting Director. Rhoda consults regularly at the Associates for Change, a research and consulting firm specializing in social policy analysis and international development.

ABSTRACT

E-Learning has become an essential part of instruction delivery of Higher Education Institutions like the University of Education, Winneba in a bid to limit the spread of COVID-19 while maintaining the social distance protocols. The roll-out of E-Learning has not been without challenges of cost, poor internet connectivity and easy accessibility. Inadequate student consultation as key stakeholders as also contributed to the constraints of effective implementation of the system. There is little known of students' E-Learning platform preferences in the University of Education, Winneba, especially among graduate students beginning the 2020/2021 academic year. Applying the Garrett Ranking technique to primary data from 164 graduate students in the Faculty of Educational Studies, we found that WhatsApp is the most preferred E-Learning platform among the graduate students in the Faculty of Educational Studies in the university. The university authorities should consider adopting WhatsApp as one of platforms for engaging students during the pandemic due to its ease of use and convenience for the students.

Key Words

COVID-19, E-Learning Platforms Preferences, Garrett Ranking, Graduate Students, University of Education, Winneba

Paper 5

Using emoticons to reduce transactional distance; navigating the contextual complexities of COVID-19 imposed virtual learning spaces



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ABSTRACT

The advent of the COVID-19 pandemic in Africa has forcibly transformed higher education spaces. Without prior notice, universities have been plunged into a new trajectory where they had to adapt or lose the academic year. Institutions of higher learning have been continuously reprioritising, and the universal strategy has been for institutions to scramble for online presence. However, online presence, that is, development of technical, curricular and infrastructural support to anchor online teaching is not in itself a panacea to the myriad challenges of remote instruction. This chapter analyses the finer details of online teaching using Blackboard and WhatsApp online learning spaces. The chapter interrogates the use of emoticons to reduce transactional distance in virtual learning spaces. We posit that emoticons bridge the gap and assist students in navigating the contextual complexities of COVID-19 imposed virtual learning spaces. Using multimodal discourse analysis as a theoretical lens, we problematise the idiosyncrasies and nuances of electronically mediated communication. In what we call COVID-19 settings and COVID-19 mode, students gravitate towards WhatsApp platforms where they can utilise emoticons to enhance their exchanges with the instructor and fellow students.

The pervasive gravitation towards the use of emoticons to represent emotional and personality nuances as found in face-to-face interaction is indicative of an inherent propensity to reduce the transactional distance in online learning. Students may become unresponsive due to the transactional distance online. Therefore, this chapter underscores the need to adopt and integrate social media platforms in contextually applicable situations in an effort to interface and harness their power in support of online learning in electronically mediated communication. Findings indicate that the physical, emotional and psychological distance involved in online learning is potentially isolating hence students prefer the WhatsApp platform with its voice notes and video calls in search of the immediacy, voice, face, emotion and humanity that assures authentic feedback. Using the student agency reflected in the use of emoticons in learning, we theorise the relearning of what we term a Digital Dialogic Pedagogy to empower Transition Teams to implement online learning effectively. We posit that the humanity of emoticons mediates and closes the gap and distance between content, instructor and learner, particularly during the COVID-19 pandemic in which humanity has been redefined.



Paper 6

Mainstreaming E-learning across the Digital Divide in Africa



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Paul Tamaragaibi Elijah is a distinguished lecturer of mechanical engineering at Nigeria Maritime University. He has held several positions (both academic and administrative) in the University and is currently the coordinator of quality assurance and quality control in the institution. He is involved in capacity building of quality assurance practitioners and is a seasoned consultant to both engineering companies and educational institutions. He has published articles in several national and international renowned journals in the fields of Mechanical Engineering and Educational Management. He has also presented some of his works in conferences organized by institutions such as; the Nigerian Institution of Mechanical Engineers (NIMechE); International Conference on Quality Assurance in Higher Education in Africa (ICQAHEA), organised in conjunction with the African Quality Assurance Network (AfriQAN); Nigerian Academy of Education; Nigerian Association for Educational Administration and Planning & the Commonwealth Council for Educational Administration and Management Affiliate; among others. He is a member of several academic, religious and social organizations both nationally and internationally. He is presently the bishop of Church of the Living God (Port Harcourt district, Rivers State, Nigeria).

ABSTRACT

The paper focused on mainstreaming e-learning across the digital divide in Africa. Africa as a continent still struggles till date to catch up with the rest continents of the world in the area of innovation and use of digital technology in schools and across other non-educational institutions. Similarly, on the African continent, the level of acceptance and usage of digital technology for teaching and learning seem to differ across the different regions. The problems of the study is therefore focused on determining if higher educational institutions in East and West Africa are ready for e-learning in this digital age and the barriers faced in the adoption of technology in teaching and learning. Four research questions and four hypotheses were postulated to guide the study. The design adopted for the study was descriptive survey which intends to ascertain the existing situation in these regions. Population of the study comprised all the ICT heads in the ICT units of the 1,225 higher education institutions recognized by Unirank in 2020. There were 160 institutions randomly selected for the study comprising 80 institutions in East Africa and 80 institutions in West Africa and the respondents were drawn using the random sampling technique. The instrument used for data collection was a 20-items questionnaire titled "Mainstreaming E-Learning across the Digital Divide in Africa Questionnaire" (MELaDDAQ). The questionnaire was validated by three Measurement and Evaluation experts comprising experts from University of Lagos and University of Port Harcourt (West Africa) and one from Kenyatta University (East Africa).

There were 20 ICT heads (ten from each region) who were not part of the selected sample used to determine the internal consistency of the instrument and the reliability of the instrument was determined using Cronbach alpha statistics with an index of 0.87. Out of the 160 copies of questionnaire administered, 144 copies which was 90% were completed and retrieved. Research questions raised were answered using mean and standard deviation while the hypotheses were tested using z-test at 0.05 level of significance. Findings of the study revealed that the institutions in West Africa were better ready for e-learning than those in East Africa. It was also revealed in the study that the effects of digital divide included delay in communication and social isolation. The study also revealed that the barriers to mainstreaming e-learning across the digital divide include poor infrastructure and government regulations among others. It was recommended that educational institutions should partner with giant ICT companies around the world to bridge the digital divide limiting the mainstreaming of e-learning in Africa.

Keywords: Mainstreaming, E-Learning, Digital Divide, Africa, Higher Educational Institutions.





BIOGRAPHIES OF **SESSION MODERATORS & SPEAKERS**



AAU President

ORLANDO ANTÓNIO QUILAMBO

Orlando António Quilambo was born in Mozambique and obtained his BA at the Faculty of Education at the Eduardo Mondlane University and later at the High School in Güstrow, East Germany. He got his PhD in Natural Sciences at the University of Groningen in the Netherlands.

He has managerial experience in university from Head of Department, Dean of the Faculty and Dean of Research at the University level. He was Vice-Rector for Academic Affairs, from 2005 to 2011.

He has been the President of the Academy of Sciences of Mozambique since 2009 and the Rector of the Eduardo Mondlane University, since 2011. He has also been the President of the Association of African Universities, since 2017.



AAU Secretary General

PROF. ETIENNE EHILE

Professor Etienne Ehouan EHILE was the former Directeur de Cabinet of the Ministry of Health and Public Hygiene in Côte d'Ivoire from March 2010 to July 2011 and former President of the Université d'Abobo-Adjamé, now Université Nangui Abrogoua, Côte d'Ivoire, where he spent two terms of 4 years each (2001-2010), prior to taking office as the Secretary-General of the Association of African Universities (AAU) in August 2011. Professor EHILE is not new to the AAU because he has been an active member of the AAU Governing Board since 2005. Professor EHILE is an Ivorian National and a renowned physiologist.

He was promoted full professor by the African and Malgashy Council for Higher Education (CAMES) in July 1991. Professor EHILE has published more than 50 scientific papers in various regional and international scientific journals from 1978 to 2021 and has held numerous management and administrative positions, ultimately contributing to the advancement of higher education in Africa.



PROF. GOOLAM MOHAMEDBHAI

Professor Goolam Mohamedbhai obtained his Bachelor's and PhD degrees in Civil Engineering from the University of Manchester, UK, and later did his postdoctoral research at the University of California, Berkeley under a US Government Fulbright-Hays Award. He joined the University of Mauritius in 1972 and served as its Vice-Chancellor from 1995 to 2005. He was Secretary-General of the Association of African Universities, President of the International Association of Universities, and a member and Vice-Chair of the governing Council of the United Nations University. He is the recipient of several honorary doctorates and awards.

Honorary President, International Association of Universities (IAU) / former Secretary-General, AAU / former Vice Chancellor, University of Mauritius

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Mohamedbhai operates as an independent consultant in higher education, with special interest in Africa, and he has undertaken consultancies for a large number of development partners and donor agencies. He has widely published on issues related to higher education in Africa.

He is currently the chairperson of the Consultative Advisory Group of the World Bank's Partnership for Applied Sciences, Engineering and Technology (PASET) in Africa project, and of the Regional Steering Committee of the World Bank's Project on African Centres of Excellence for Eastern and Southern Africa. He is also a member of the Board of the University World News-Africa



Founding Vice Chancellor,
National Open University of
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General

EMERITUS PROF. OLUGBEMIRO JEGEDE

B.Sc. Ed, M.Ed, Ph.D, D.Sc, MNAE, FCOL, FSTAN, FAAS. Professor of Science Education and Professor of Open and Distance Learning; was UNESCO Chair of Open and Distance Learning; Immediate Past Secretary to the Government of Kogi State of Nigeria; Immediate past Secretary-General/CEO of Association of African Universities; National Coordinator of the National Open and Distance Learning Programmes; foundation Vice Chancellor of the National Open University of Nigeria (NOUN); Vice President (Africa Region) of International Council on Education of Teaching (ICET); former President, now Global Ambassador of the African Council for Distance Education (ACDE); Member of the Joint Admissions and Matriculation Board Committee on Internationalisation; Chairman of the Board of Trustees of the Commonwealth Scholars and Fellows Association of Nigeria (COSFAN); Chairman of the Board of Trustees of FutureX Technology; Member of the Board of Trustees of Online Education System Video Conferencing Software; Member, Board of Directors Techplus Technologies; Member Board of Trustees of Fintech Institute of Nigeria; Chairman Board of Directors of Multiversity Africa and Multiversity Nigeria; Chairman, of the Church of Nigeria Education Policy Drafting Committee; Chairman of the Board of Trustees of eUniversity Africa; Awarded the Best Vice-Chancellor in Nigeria 2009 by the National Association of Nigerian Students (NANS), African Leadership Star Award for Excellence in Tertiary Education; Globally renowned for his Theory of Collateral Learning propounded in 1995; Developed ODL systems in various parts of the world; Pro-Chancellor Littoral University, Porto-Novo, Republic of Benin; Recipient of the International Council for Distance Education (ICDE) Prize of Excellence for Lifelong Contribution to the field; Consultant to global agencies including AAU, EU, UNESCO, COL, World Bank, AfDB and UNDP. Professor Jegede, who is also a traditional title holder, is Emeritus Professor at the National Open University of Nigeria.



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PROF. AMANY EL-SHARIF

Prof. Amany El-Sharif is an international expert in the field of Quality Assurance of higher education and a Member of the HAQAA project team, an initiative funded by European Union and African Union to establish a continental African Standard Guidelines (ASG). She is a DAAD Alumna, Oldenburg University Unilead Program. As part of her career journey, she has been a consultant for several institutions including being a consultant and evaluator for the American Accreditation Council for Pharmacy Education (ACPE).

Prof Amany has been a Projects' Evaluator for the World Bank, DAAD, ERAfrica, and a member of the National committee of "women in science", of the Academy of Scientific Research & Technology (ARST), Egypt.

She is also a board member of the Center of American African Research (CAAR) and a former director of training for the National Authority of Quality Assurance & Accreditation of Education (NAQAAE). She is the coordinator of Egypt Sub-Saharan Africa for Medical Mobility Programme and the chief editor for the Azhar International Journal of Pharmaceutical and Medical sciences, Azhar.

Prof. Amany is also a board member of the Advisory committee of Africa Patient congress, International Alliance of Patients' Organizations, and a member of the Higher Committee of Strategic Planning of Al-Azhar University. She has been a consultant for Entrepreneur Club, Al-Azhar University and an advisory member of the "DESIGN HOUSE" (a joint project between Al-Azhar university, Central bank of Egypt, Bank Misr, Nile university, ASRT).



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DR. BEATRICE KHAMATI NJENGA

Dr. Beatrice Khamati Njenga is an Educationist, Environmental Scientist, Certified Coach and a Facilitator. She is currently volunteering as Deputy Vice Chancellor, Institutional Advancement at the International Leadership University in Kenya. Her responsibilities, since taking up this role in June 2020 include planning, resource mobilisation, institutional development, strategic partnerships, student recruitment, corporate branding and marketing.

She recently retired from the African Union Commission in Addis Ababa, as the head of the Education Division.

Dr. Njenga has competencies in areas such as Gender Mainstreaming; Results Based Management; Youth Empowerment; Workforce Development; Rural Development Planning; Counselling; computer literacy; music among others

She is also an independent expert, and is well versed in managing the development and implementation of innovative solutions for inclusive sustainable human and social development, particularly in the areas of education, energy, environment and appropriate technology

She is a founding member of the Women in Higher Education Network (WoHEN) , a member of the Quality Advisory Board for the Supporting Alliance for African Mobility (SAAM), which is an Africa-EU partnership initiative. She is a member of the Coalition for Education and Media for Development. Africa Forum Executive Committee and a member of the Advisory Board Flare of Light NGO, based in Burkina Faso

Some of her major achievement while at the African Union Commission include – the Conceptualisation and management of the development and implementation of the Continental Education Strategy for Africa (CESA 2016- 2025), Plan of Action for the Second Decade of Education for Africa (2006-2015); Establishment of the African Education Observatory; Strengthening of the AU Centre for Women and Girls Education (CIEFFA); establishment of the Continental AU Teachers' Award, among others.

She was a Research Fellow at the Appropriate Technology Centre (ATC), in the Kenyatta University from 1985 – 2000; a Project Officer at the Kenya Energy and Environment Organisation (KENGO) and a High School Teacher, as well as occupied several other roles and positions.



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MR. FRANK ASEFUAH

Frank Asefuaah is a computer scientist, project manager, digital media expert, trainer and a lifelong learner who mentors many young students. Frank has over 7+ years of experience working with collaborative tools, managing projects with diverse teams, training in person and remote teams. Frank has worked on multiple projects with the African Union, European Union, Association of African Universities, European Universities Association, World Bank Group, DAAD, European Association for Quality Assurance, Warwick University, Education Sub Saharan Africa (ESSA), University of Barcelona etc. Frank is interested in finding solutions to problems in communities in Africa and sharing the knowledge with the rest of the continent.



AUF Regional Director, Cameroon



MS. AÏDA SY- WONYU

Prof. Aïssatou Sy-Wonyu is a specialist in English and an Associate professor of U.S. diplomatic history in France. She holds a Ph.D. Doctorate in Literature and Culture from the University of Paris III - Sorbonne Nouvelle and is a graduate of the Institute of Political Studies of Paris (Sciences Po Paris). Her professional career is full of diverse experiences: after having worked for 30 years in the field of higher education in France and Cameroon, Mrs. Sy-Wonyu has steered her career towards international cooperation and consulting. She has notably held the positions of Country Manager of Campus France, Deputy Director of the Douala branch of the French Institute in Cameroon and General Manager of ASW-Consulting, a consulting firm in strategy and training.

Prof. Sy-Wonyu is, since September 1, 2020, the Regional Director of the Agence universitaire de la Francophonie (AUF) in Central Africa and the Great Lakes (Yaoundé).



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PROF ELIFAS TOZO BISANDA

PROF. ELIFAS TOZO BISANDA is the Vice Chancellor of the Open University of Tanzania (OUT) since the 3rd June, 2015. Before his appointment, Prof. Bisanda, who is a Professor of Mechanical Engineering, was the Deputy Vice Chancellor (Regional Services) for two (2) years (2007-9), then Deputy Vice Chancellor (Academics) for a period of six (6) years (2009-2015) at the Open University of Tanzania. Prior to joining the Open University of Tanzania, Prof Bisanda worked at the University of Dar es Salaam for 20 years (1981-2000), three years at the University of Namibia (2000-2003), and four years at the Kigali Institute of Science and Technology – KIST (2003-2007). Prof. Bisanda holds a PhD in Materials Science from the University of Bath, UK (1991), an M.Sc. in Metallurgical Engineering from Cranfield University, UK (1984), and a B.Sc. in Mechanical Engineering from the University of Dar es Salaam (1981). He is also a Registered Professional Engineer and a Fellow of the Institution of Engineers, Tanzania and the Tanzania Academy of Sciences (TAAS). He has accumulated years of experience in distance education, strategic planning, partnership development, negotiation skills, personnel management, resource mobilization, institutional management, academic audit, quality assurance, photography, desktop publishing and multi-media integration in online teaching and learning. He is also an expert in renewable energy, and has done research work related to micro-hydro-power, biogas, wind-power, solar-power, and zero emission. He has published more than 60 papers in journals and conference proceedings.



Directorate-General for
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DEIRDRE LENNAN

Deirdre Lennan has been working for international cooperation in higher education since 1992. Since 2009 she is in charge of policy cooperation with Africa at the European Commission's Directorate General for Education, Youth, Sport and Culture, oversees the higher education initiatives in the framework of the Africa-EU Partnership and all Erasmus+ activities with Africa.



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PROF. THERESIA NKUO-AKENJI

Theresia Nkuo-Akenji from Cameroon, obtained a BSc. in Medical Technology from St. Mary of the Woods College, Terre Haute Indiana; MSc in Microbiology from the State University of New York, Buffalo and PhD in Parasitology/Immunology from Louisiana State University all in the USA. She was appointed Vice-Chancellor of The University of Bamenda on November 27, 2015. Before her appointment to The University of Bamenda, she was a pioneer lecturer of the first Anglo-Saxon styled University in Cameroon, the University of Buea, where she served in several positions namely Deputy Vice-Chancellor of Internal Control, Dean of the Faculty of Science, Dean of the Faculty of Health Sciences, Vice Dean of Student Affairs and Records in the Faculty of Science and Head of Department of Life Sciences. Her research interest is in the Immunology of Malaria and interactions of malaria parasites with other tropical disease pathogens. She has published extensively. Prof. Nkuo-Akenji has a passion for mentoring young girls in the areas of Science and Technology and is the Founder of Cameroon Interdisciplinary Research Consultancy Network. She is a member of several professional societies including the Cameroon Academy of Sciences, New York Academy of Sciences, American Society of Parasitologists, Pioneer Treasurer of the Cameroon Immunology Society, Pioneer President of CameroonWomen in Science South West Chapter. She is currently the Vice Board Chair of RUFORUM since December 2019 and member of the Governing Board of the Association of African Universities since 2017.



Vice Chancellor, Zimbabwe Open University



PROF. PAUL H. GUNDANI

Professor Paul Henry Gundani is the Vice Chancellor of the Zimbabwe Open University (ZOU) following his official inauguration on the 29th of November 2019. He holds 35 years of academic experience having served at the University of Zimbabwe (UZ) from 1986 to 2002, University of South Africa (UNISA), from 2003 to October 2019 before joining ZOU as the Vice Chancellor. As a Full Professor serving at UNISA, he was recognised for his academic contributions and earned himself Emeritus Professor title in 2020.

Professor Gundani is recognised for having published twenty-eight Articles in accredited peer-reviewed journals and twenty-three Book Chapters. He authored one book entitled '**Changing Patterns of authority and Leadership: Developments in the Roman Catholic Church in Zimbabwe after Vatican II, 1965-1985**', which was published by UZ in 2001 in Harare. Professor Gundani co-authored three Open Distance Learning Study Guides, edited two books. His academic contributions encompass supervision of nineteen Doctoral degrees and eleven Masters' degrees, among other lower-level research. He got a total of twenty-one external appointments to examine PhD dissertations. As an academic participant, Professor Gundani presented twenty-nine papers at local and regional conferences, and twenty-six papers at international conferences. He attended ten workshops and seminars in Africa and beyond. The distinguished Professor's research areas include Church-State relations, Church and Politics, and Church and Culture. He is also a specialist in Outcomes-based Assessment in Higher Education and Open Distance Learning.

Professor Gundani attained a PhD from the UZ (1995), a Bachelor of Laws (LLB) from UNISA (2012), a Master of Arts in Theology from McCormick, Chicago, USA (1989) and another Master of Arts in Religious Studies from the UZ (1987). Professor Gundani is a Zimbabwean born on the 15th of November 1961. He is married to Ellen and blessed with four sons.



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PROF. OLUFEMI PETERS

Professor Olufemi Peters is a Nigerian academic and presently the Vice Chancellor of the National open University of Nigeria, Abuja, Nigeria.

He holds a B.Sc degree in Chemistry, University of Ibadan; M.Sc degree in Polymer Science Technology from Ahmadu Bello University, Zaria and a Ph.D. degree in Polymer science and Technology from the Victoria University of Manchester, England.

Professor Peters started his teaching career at Ahmadu Bello University, Zaria in 1982 as a Graduate Assistant. In the year 2002, Femi Peters was part of a pool of academics that were invited to develop the curriculum and course materials for the National Open University of Nigeria, which marked the beginning of his sojourn into Open and Distance Learning. He eventually joined the University in 2003 as an Associate Professor to become a full professor in 2006. He has over 60 published research reports in both national and international accredited Journals. At NOUN, he has held the positions of Dean of the School of Science, Director in the Directorate of Examination and Assessment (DEA), Director of Academic Planning, and Deputy Vice-Chancellor, (academics) respectively.

At the international level, Prof. Peters served as Lead Consultant to the Commonwealth of Learning, Vancouver, Canada, and has lead-facilitated four different African Universities as well as ten Nigerian Universities respectively on policy formulation; Quality Assurance practices in ODL; Dual mode transitioning, and establishment of many Open and Distance Learning Centres in various Universities in Nigeria. Professor Peters has served as a member of many educational accreditation panels including the Interim Joint Matriculation Board (IJMB); National Commission for Colleges of Education (NCCE); National Board for Technical Education for Polytechnics, and National Universities Commission (NUC) in 2008. As a Chemist and researcher, he served variously at the national level as a member and chairman of a number of committees for the Standards Organisation of Nigeria (SON), and at Raw Materials Research and Development Council (RMRDC), Nigeria. He is a Fellow of the Chemical Society of Nigeria.

He has been an active member of the African Council for Distance Education (ACDE) right from inception in 2004 and presently the first Vice President of the ACDE.



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PROF. NKEM KHUMBAH

Nkem Khumbah is Lecturer, faculty affiliate of the Science, Technology and Public Policy Program (STPP), and member of the STEM-Africa Initiative at the University of Michigan; Chairman of the Africa Development Futures Group; and Senior Fellow with the Global Federation of Competitiveness Councils (theGFCC.org). He previously was Assistant Professor of Mathematics at North Georgia College and State University, research Fellow at Institute for Pure and Applied Mathematics at UCLA and the Mathematical Science Research Institute at UC Berkeley.

He has worked extensively with the African Science, Technology and Higher Education bodies, including serving in 2015 as Founding Executive Curator of the Next Einstein Forum (NEF): Africa's Global Forum for Science, Policy and Society.

His articles have appeared in journals like the New York Times and the African Policy Review; he is a frequent speaker at conferences and symposia in North America, Africa, Asia, and South America.



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DR. NORMAN FORTENBERRY

Dr. Norman Fortenberry, is executive director of the American Society for Engineering Education (ASEE) since May 2011. ASEE is a global society of individual, institutional, and corporate members founded in 1893 and committed to advancing innovation, excellence, and access at all levels of education for the engineering profession through instruction, research, public service, professional practice, and societal awareness.

Fortenberry was previously the founding director of the Center for the Advancement of Scholarship on Engineering Education (CASEE) at the National Academy of Engineering (NAE).

Prior to joining NAE, Fortenberry served as the senior advisor for policy, analysis, and planning to NSF's assistant director for education and human resources. He concurrently served as director of the Division of Undergraduate Education (DUE) at the National Science Foundation (NSF). While serving as director of DUE, Fortenberry also served for 2 years as director of NSF's division of Human Resource Development (HRD). HRD is the focal point for the Foundation's efforts to enhance access, participation, and success in science, technology, engineering and mathematics research and education at all levels.

Before becoming a division director at NSF, Fortenberry served as Executive Director of the National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (The GEM Consortium), a national alliance of employers and universities dedicated to increasing the number and success of graduate degree recipients in engineering and science drawn from underrepresented minority populations. Fortenberry began his career as a member of the mechanical engineering faculty at the Florida A&M University – Florida State University College of Engineering.

Fortenberry is a fellow of ASEE and of the American Association for the Advancement of Science.



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PROF. PAUL ZELEZA

Paul Tiyambe Zeleza, has been at a dozen universities in six countries on three continents and the Caribbean region. He held distinguished academic and administrative positions in Canada and the United States for 25 years as College Principal, Center Director, Department Chair, College Dean, and Academic Vice President before taking the position of Vice Chancellor (President) and Professor of the Humanities and Social Sciences at the United States International University-Africa in January 2016. In the early 2000s he worked as a consultant for the Ford and MacArthur foundations on their initiatives to revitalize higher education in Africa. His research project on the African academic diaspora conducted for the Carnegie Corporation of New York in 2011-12 led to the establishment of the Carnegie African Diaspora Fellowship Program in 2013 that has to date sponsored nearly 500 African born academics in the United States and Canada to work with dozens of universities in six African countries. He was President of the U.S. African Studies Association in 2008-2009. He has published more than 400 journal articles, book chapters, encyclopedia entries, reviews, short stories and online essays and authored or edited 27 books, several of which have won international awards, and five short monographs. His most recent books include *The Transformation of Global Higher Education, 1945-2015* (2016) *Africa and the Disruptions of the 21st Century* (2021).

He has presented nearly 300 keynote addresses, papers, and public lectures at leading universities and international conferences in 32 countries and served on the editorial boards of more than two dozen journals and book series. He currently serves as Editor-in-Chief of the Oxford Bibliographies Online in African Studies. He has received numerous awards from major universities for his scholarship. In July 2013, he was recognized in The New York Times as one of 43 Great Immigrants in the United States. In May 2015 he was awarded an honorary Doctor of Laws at Dalhousie University for outstanding personal achievement. In 2015 he was a fellow at Harvard University and has held the positions of Honorary Professor at the University of Cape Town since 2006 and at the Nelson Mandela University since 2019. Currently, he is a member of the Administrative Board of the International Association of Universities, the Advisory Board of the Alliance for African Partnership, Chair of the Advisory Council of the Carnegie African Diaspora Fellowship Program, Chair of the Board of Trustees of the Kenya Education Network, and member of the University of Ghana Council. He has raised tens of millions of dollars in institutional funding and personal grants.



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PROF. DAMTEW TEFERRA

Damtew Teferra is professor of higher education and founding director of the International Network for Higher Education in Africa (INHEA) at the University of KwaZulu-Natal, South Africa. He is convenor and founder of the Higher Education Forum for Africa, Asia and Latin America (HEFAALA) and is founding editor-in-chief of the South African Department of Higher Education and Training accredited journal: the International Journal of African Higher Education. He co-coordinates the Higher Education Cluster of the Continental Education Strategy for Africa with the Association of African Universities. He is a Visiting Fellow at the Center for International Higher Education, Boston College, USA. He Chairs the Advisory Council of the Ethiopian Ministry of Science and Higher Education.



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PROF THIERRY M LUESCHER

Prof Thierry M Luescher is the Research Director for Postschooling and Work in the Inclusive Economic Development research division at the Human Sciences Research Council (HSRC) in Cape Town, South Africa. He is also an Associate Professor of Higher Education affiliated to the University of the Free State in Bloemfontein. Prof Luescher's research focuses on the politics, polity and policy of higher education. His particular niche of research expertise is student politics in Africa, the student experience and the development and professionalisation of student affairs and services. Thierry is an NRF-rated researcher. He has an undergraduate degree (BA) in Political Studies, History, and African Languages and Literature (isiXhosa) and a PhD in Political Studies from the University of Cape Town. He also holds a Postgraduate Diploma in Higher Education Studies from the University of the Free State (with distinction). Prof Luescher has published numerous chapters in international books and scholarly articles in scholarly journals.

They include writings on student representation and activism, conceptual and theory development in higher education and his concern with improving the student experience of higher education in Africa. This includes his theoretical development of Philip G. Altbach's work on student activism as well as new work on South African education theorists. Luescher has recently published the following books: *Reflections of South African Student Leaders, 1994-2017* (2020, with D Webbstock and N Bhengu), *Innovation Policy at the Intersection: Global Debates & Local Experiences* (2020, with MBG Cele and A Wilson Fadiji), and *Student Politics in Africa: Representation and Activism* (2016, with M Klemencic and J Otieno Jowi). His publications can be open accessed via his website at www.thierryluescher.net, and under ORCID ID: 0000-0002-6675-0512.



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DR. LISA BARDILL MOSCARITOLO

Dr. Lisa Bardill Moscaritolo is the Vice Provost for Student Life at the American University of Sharjah. Before moving to the United Arab Emirates, Lisa served as Associate Vice President for Student Affairs & Dean for Students at Pace University in New York for twelve years. Lisa has a Doctorate in Leadership from Barry University in Miami. She was awarded a distinguished alumni award from Barry University in 2018 and selected as the national winner for a Jefferson Award for Outstanding Public Service in 2014. She teaches leadership and management for the School of Information Technology and Management for Purdue Global University, formerly Kaplan University, for over twenty years.

Lisa is an advocate for increasing the knowledge, research, and practices of student affairs and services globally and is a founding member and secretary-general for the International Student Affairs and Student Services (IASAS) organization, chartered in Brussels, Belgium. She has served on a student affairs review team for the American University of Beirut and presented to the Philippines Association Practitioners in Student Affairs and Services in 2017 and 2020. Lisa serves as an international advisory board member of the Journal for Student Affairs Africa (JSSA). She has a three-year appointment for the University College of Cork, in Ireland Governing Body on the Student Experience Committee. Lisa has served on several writing teams to internationalize student affairs/service practice and research and created the Global Summit for professionals and associations in student affairs and services and the Student Leader Global Summit.



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Brett Perozzi is Vice President for Student Affairs at Weber State University (WSU) in the United States, where he has worked for 14 years. He previously served as Executive Director of Student Engagement at Arizona State University, and has worked at Indiana, Texas Tech, and Colorado State Universities.

Dr. Perozzi holds a Ph.D. from Indiana University and a Master's degree from the University of Arizona, both in Higher Education Administration; with a bachelor's degree in Education from the State University of New York. He served as a faculty member in the higher education graduate programs at Indiana, Colorado State, and Arizona State, and is the cofounder of the Higher Education Leadership graduate program at WSU. Brett has authored dozens of publications in journals, textbooks, monographs, and book chapters. He has published three books, two on the topic of international student affairs and services, and one on student employment during college.

Dr. Perozzi is an active leader with the US professional association NASPA, helping coordinate and shape their global agenda, by establishing a Global Advisory Board, culturally relevant educational programming abroad, and advancing intercultural understanding among those doing student affairs work globally. Brett is a founding member of the International Association of Student Affairs and Services.

