



**THE EDUCATION
COLLABORATIVE**



AHEAD OF AFRICA'S YOUTH EXPLOSION: IMPLICATIONS OF HIGHER EDUCATION

PEDUASE VALLEY RESORT, JUNE 12, 2019

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ABOUT THE EDUCATION COLLABORATIVE

OVERVIEW

The expected increase in youth population in Africa demands immediate effort to advance a holistic education to this teeming population. It is worth noting that the success of educational institutions in this quest could be more actualize in collaborations. To achieve a greater impact, such collaborations must be multidimensional, calling for the inclusion of all the major stakeholders - academic institutions, governments, non-profits, businesses - to build an ecosystem that leverages on competencies of others to properly educate the African population.

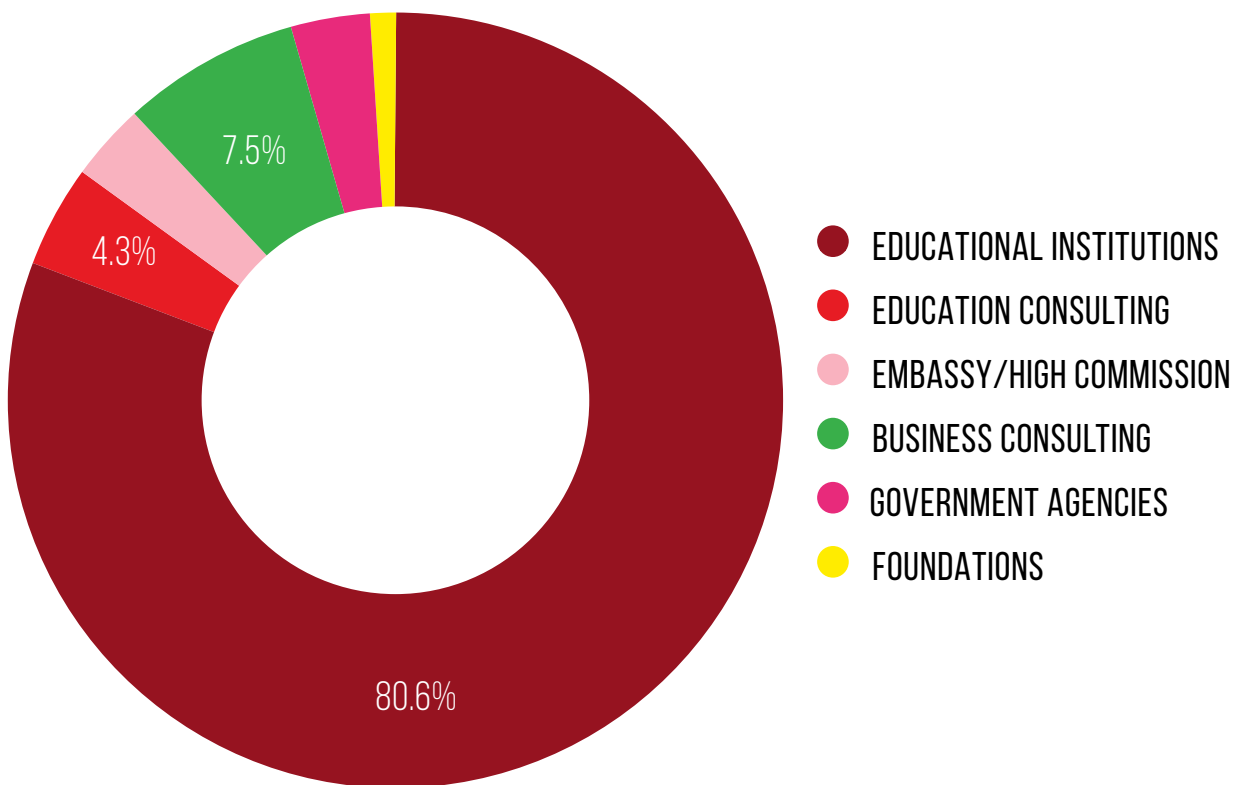
Realizing the impact of such collaborations, Ashesi University through the Education Collaborative in 2017 started convening fellow academic institutions through the organization of annual workshops. On June 12, 2019, the university organized the first edition of University Stakeholder Symposium to extend this collaboration to employers, government representatives, experts, non-governmental organizations and diplomats at the Peduase Valley Resort, Aburi.

Themed on 'Ahead of Africa's Youth Explosion: Implications of Higher Education', the symposium presented a metalevel-data on the impact of population increase on educational institutions and built a consensus on the requisite educational systems needed for the growing Africa population.

The 2019 symposium engaged pioneers in education and research such as Dr. Patrick Awuah, President of Ashesi University who gave the opening address, Magali Rheault, Director at Gallup World Poll, who was the keynote speaker and Prof. Yankah, Minister of Education, Tertiary who gave the closing remarks. The event engaged 93 stakeholders from 37 organizations from 8 countries.



AUDIENCE BREAKDOWN



COUNTRIES

- GHANA
- NIGERIA
- RWANDA
- NIGER
- CÔTE D'IVOIRE
- UGANDA
- USA
- MAURITIUS

ORGANIZATIONS

AFRICAN DEVELOPMENT UNIVERSITY
 MINISTRY OF EDUCATION, GHANA
 ACCRA TECHNICAL UNIVERSITY
 ACCRA COLLEGE OF EDUCATION
 ACCENTS AND ART LIMITED
 MAKEDU CONSULT LIMITED
 PALM INSTITUTE
 MARRICKE GANE CONSULTING
 KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
 KIBI PRESBYTERIAN COLLEGE OF EDUCATION
 PRESBYTERIAN COLLEGE OF EDUCATION
 IVY PREPARATORY
 PRESBYTERIAN WOMEN'S COLLEGE OF EDUCATION
 UNI SUD
 AFRICA SCHOOLS ONLINE
 UNIVERSITY OF GHANA
 OUR LADY OF GRACE SENIOR HIGH
 KOLE BU TEACHING HOSPITAL
 SDA COLLEGE OF EDUCATION
 AFRICAN LEADERSHIP UNIVERSITY
 UNIVERSITY OF CAPE COAST
 MAKERERE UNIVERSITY
 GARDEN CITY UNIVERSITY
 AFRICAN UNIVERSITY COLLEGE OF COMMUNICATIONS
 BLUEVYNE LTD
 BOTHO EMERGING MARKET GROUP
 KEPLER, RWANDA
 MARSHALLS COLLEGE
 TEMPLE ADVISORY LIMITED
 CARNEGIE MELLON AFRICA
 FRENCH EMBASSY
 CAMBRIDGE EDUCATION
 UNIVERSITY OF OREGON
 BRITISH COUNCIL, GHANA
 ASHESI UNIVERSITY
 GALLUP WORLD POLL
 MASTERCARD FOUNDATION

THE AGENDA FOR THE 3-HOUR SYMPOSIUM INCLUDED A

RECEPTION

OPENING

PATRICK AWUAH

KEYNOTE SPEECH

MAGALI RHEAULT

OPEN FORUM

MODERATED BY EBENEZER BUCKMAN

CLOSING REMARKS

PROFESSOR KWASI YANKAH, MINISTER OF STATE IN CHARGE OF TERTIARY EDUCATION



THE BUSINESS OF HIGHER EDUCATION IN THE RISE OF AFRICAN POPULATION

Patrick Awuah - Founder and President, Ashesi University

Speaking on Africa's preparedness towards the population explosion, Patrick Awuah reiterated the importance of stakeholders in education to mobilize resources, leaders and maximise the productivity of citizens to create an enduring prosperity for all. Set within this call was the recognition of the adverse impact of growth in population on things like climate change, unemployment, health care, roads and education systems.

“ Even if Africa had excellent governance, this dramatic demographic growth would stress everything: infrastructure; public health; the rule of law; agriculture; education systems, competition for resources; and the availability of jobs. And on top of all this, we face the difficulty of climate change ”

However, according to Mr Awuah, in the face of these pressing issues, education could drive huge change in producing effective leaders and productive citizens who can add value to the abundant natural resources on the continent. Mr Awuah then outlined three pathways in achieving quality higher education in Africa.

EXEMPLARS: Emergence of excellent educational institutions clustered in Southern North, East, Central and West regions of Africa. These institutions serve as bright spots which other institutions learn from in achieving excellence in teaching, research and innovation.

COLLABORATION: Formation of strong network of educational institutions working together to amplify the effectiveness of education as a whole, implementing best practices in teaching and learning.

“ *Ashesi University is one of institutions committed to offering quality education to students in Africa but we cannot do it alone. So two years ago, we started exploring what such a collaboration might look like in Africa. We reached out to colleague institutions around the continent and invited them to our campus to discuss our shared purpose and our diverse implementation approaches* ”

MISSION ALIGNED RANKINGS: Developing a university ranking system that reflect the importance of education to the African continent. This new ranking system must define a university with an African identity and contextualize the function of university education to tackling the problems on the continent.





AHEAD OF AFRICA'S YOUTH EXPLOSION: IMPLICATIONS OF HIGHER EDUCATION

Magali Rheault - Regional Director of Sub-Saharan Africa, Gallup World Poll

The bulge in African population is estimated to be 1.25 billion in 2050. Before the continent hit this mark, the data shows that by 2035 the number of working-age Africans will outstrip the sum of all other regions from the world. These statistics raise an important question on what can be done today to make this population become productive in contributing to the continent's transformation. In responding to this crucial question, Megali Rheault, Regional Director of Sub-Saharan Africa, Gallup World Poll, discussed her organization's rich findings from over 400 survey research gathered on the African continent since 2006, and offered suggestions to turn the population increase into a useful resource.

According to Madam Rheault, the youth in African has huge expectations for a better life in the future. They associate this expectation to high educational attainment. Though this represents the consensus, Madam Rheault revealed that the evidence on the ground showed a divergence between employment and the benefits of receiving more education. Instructively, Africans with at least some secondary education fare only marginally better on the job front than those with less education. The situation caused by low employment avenues, according to Madam Rheault, it becomes a disincentive for parents to invest in their wards to acquire more education. Additionally, Gallup findings shows the gap in skillsets of the youth and the needs of the job market contribute to this high rate of unemployment.

“ *Our findings support the commonly held belief that there is a mismatch between youth's skills and the current needs of the job market* **”**

Another revelation made was that about one-third of the youth with a minimum of secondary education were more interested in a better future in another country. This signals the probable negative impact of brain drain on human and economic development on the continent.

In all this, Madam Rheault opined that higher educational institutions have a greater responsibility in averting the African situation. Most importantly, she added her voice on the development of new success metric for universities on the continent, to one that quantifies educational outcomes on employment and overall impact of lives of students. To achieve this, she suggested an educational environment that gives total life-changing experiences to students. These suggestions, she gathered on alumni who excelled after schools in developed countries, could be contextualized to the African continent. From her speech, African universities should provide students with the following;

Lecturers who make them excited about learning

Lecturers who care about them as people

Mentors who encourage their goals and dreams

Environment to engage in extracurricular activities

Opportunity to work on a long-term project that take at least one semester to complete

Opportunity for an internship or job where they could apply their learning



Moderated by Ebenezer Buckman, the open forum elicited concerns on the practicality of the suggestions Patrick and Magali made in the opening and keynote speech respectively. This section recounts the discussion and have been edited for length and clarity.

CHIKODI ONYEMERELA (DIRECTOR, PROGRAMMES AND PARTNERSHIPS, BRITISH COUNCIL): From the demographics of Africa's population, is it possible for educational institutions to place emphasis on entrepreneurship education? How does Ashesi ensure sustainability such that it does not run the schools solely on school fees collected from students?

PARTICK AWUAH: Ashesi emphasizes on entrepreneurship education. All students in first year take a core course in design thinking and entrepreneurship. Our goal is to see 20% of our graduates start their own business within ten years after graduation. On sustainability, we have launched a venture accelerator platform to support students and faculty to build their own businesses. We then encourage individuals owning these ventures and the alumni to donate to the university.

PARTICIPANT: I have not seen much from academia to build partnerships with other universities to drive ethical education in Ghana. I only see Ashesi spearheading this but I cannot see such partnerships so well-communicated out there, so what is Ashesi doing?

PATRICK AWUAH: This convening is one of the efforts to establish partnerships. We have exchange partnerships with universities in North America and Europe and we are now exploring exchange partnerships with universities on the continent. In Ghana, on ethics, we have seen Wesley Girls Senior High School implemented the honor system. For universities, I have hosted a couple of them to discuss the honor system. However, I have not seen improvement on their campuses.

KAJSA HALLBERG ADU (LECTURER, ASHESI UNIVERSITY): Magali Rheault talked about how Africans value education and the educated ones want to migrate out of Africa. From my own research with university students here in Ghana, I realised they wanted to migrate for graduate studies. Is it that they just want to migrate for good?

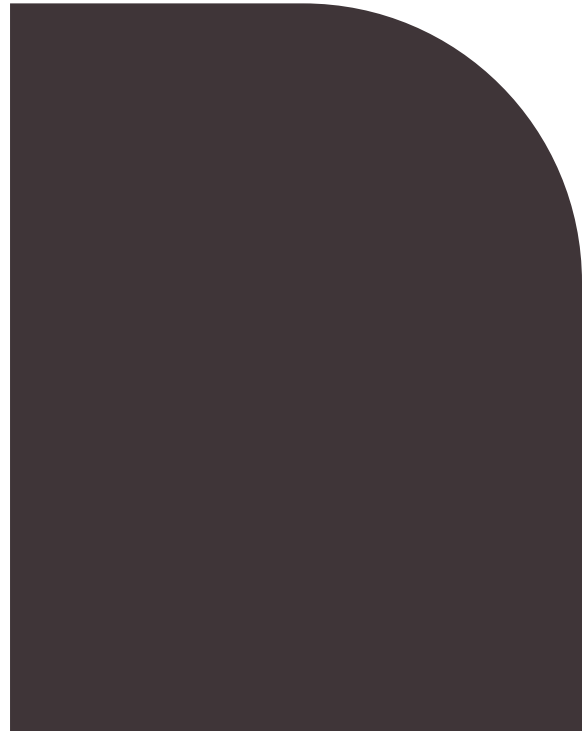
MAGALI RHEAULT: We frame our question a bit different. Students are asked whether they will leave permanently to stay in another country when they get the opportunity or rather stay in their country. We see strong believe from the majority of the respondents to leave permanently, and to stay in the US and Europe. However, there are some with intention to continue their education and come back

PROF BAYLIE DAMTIE (VICE CHANCELLOR, KEPLER UGANDA): From a study we conducted in Ethiopia, our students informed us that their family immensely shaped their attitude and character. Is it possible for a behaviour to be shaped or changed at the university level? Largely, is it possible for an education system say in Ghana be embedded with strategies to fix the behavior of the people?

PATRICK AWUAH: We believe it is our job as educators to train ethical leaders. We therefore take our students through courses like ethics, leadership and ways to organize a good society. We see enough evidence suggesting that the education system at Ashesi has given a voice to these students to live their values and are changing the status quo.

ANTHONY EGURU (DEP EXECUTIVE SECRETARY, MAKERERE UNIVERSITY): Given Ashesi's unique education model, what are the strategies used to help faculty unlearn and fit into the model?

PATRICK AWUAH: We identify faculty whose teaching philosophy is based on engaging students. These faculty normally forms the critical masses. Then, we organize workshops for the new ones to learn from them. Besides, we provide a suitable environment for respectful conversation; where we give feedback and assess our performance on how best we are achieving the objectives of the school. Sometimes, lecturers observe their fellow lectures and give them feedback.





ROLE OF GOVERNMENT IN PROMOTING PRIVATE SECTOR PARTICIPATION IN HIGHER EDUCATION

Professor Kwasi Yankah - Minister of State in charge of Tertiary Education, Ghana

In the wake of increased population, governments need the private sector to help reduce the burden of education on its highly constrained budget. According to Prof. Yankah, governments must create a conducive environment for private higher ed institutions to grow. He suggested an educational reform that encourage innovations in the sector and repudiates bottlenecks such as suffocating taxes and bureaucratic regulatory systems.

“ *All the private sector needs is an auspicious business environment and regulatory framework in which to start a business and propel the wheels of education. The narrative, however, has been different, and a number of private universities have felt frustrated, were struggling to pay back loans, were at the time suffocating under nuisance taxes, or were simply collapsing* **”**

Recounting his experience on the beginnings of Ashesi, Prof. Yankah expressed his satisfaction of the university's role in revolutionizing education in Ghana and beyond, creating an excellent center of learning and deemed it significant to expand its wealth of experience to other universities in Africa. To Prof Yankah, Ashesi's goal to promote collaboration among African institutions, to share best practices in using education to resolve Africa's manifold flashpoints for crisis, is a golden one and urge such efforts to be intensified among higher education institutions to drive the continent's transformation.

CONCLUDING LESSONS

The prospects of education as a change agent during population increase is of greatest concern to many. Educating students the right way is more imperative, and stakeholders must put all hands on deck in achieving this purpose. The University Stakeholders Symposium represented a successful initiative of Ashesi University in widening stakeholder engagement to include the general public; politicians, advocates and entrepreneurs, educators and policy makers to begin conversations on the steps, reforms, and collaborations needed to develop effective education system for Africa.

The interest shown among participants and speakers drew attention to the enormous opportunities that sit in the population explosion in Africa. This however, poses huge pressure on facilities and resources on the continent, with higher education not an exception. A concerted effort of many through collaborations will be ideal to achieve greater impact in training creative minds; an environment that provides resources sharing platforms that seek excellence for the development of the continent.

Finally, higher educational institutions in Africa should develop educational systems that train students on ethics, entrepreneurship and leadership, and allow students to gain relevant skills in solving the problem on the continent.

“ *The school experience has important consequences on graduates' outcomes. Creating a school experience that nurtures students, who see that the learning has meaning, and practical outcomes may be one of the most successful initiatives to address the youth demographic challenge of Africa* ”

- Magali Rheault, Regional Director of SSA, Gallup World Poll, 2019



ABOUT THE EDUCATION COLLABORATIVE

An initiative of Ashesi University, the Education Collaborative is an effort to convene African universities to share, co-create, innovate and learn new techniques in university teaching and management. The goal is to increase collaboration among African institutions in our effort to develop best practices to train ethical, entrepreneurial leaders in Africa; to cultivate within our students the critical thinking skills, the concern for others and the courage it will take to transform a continent. We achieve this through annual conferences and workshops, and by staying connected throughout the year through research collaborations, mentorships, and faculty and administrators immersion programs. The mission is to share meaningful insight, stimulate engagement around relevant content, and empower individuals who are passionate about Africa to transform themselves, their surroundings and ultimately, the Continent. Unique to the education collaborative experience is our emphasis on year-round engagement and follow-ups. The connections, sharing, and co-creation of innovative content and practices do not end at the annual in-person conference.

In its third year, the Education Collaborative at Ashesi has continued to see progress in collaborations across African higher education institutions. The initiative has engaged over 30 African universities and 80 educators in conferences and workshops and is mentoring two institutions, impacting over 3500 students in 8 countries.

OUR PROGRAMS

The Executive Conference

The Faculty & Administrator Workshop

The University Stakeholder Symposium

Ashesi Mentorship Program

Year-Round Engagements - Communities of practice

Year-Round Engagements - Customized workshops and training

Year-Round Engagements - Collaborative Webinar Series



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