



**THE EDUCATION
COLLABORATIVE**

2019

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WELCOME

It is our great privilege to welcome you to the 2019 edition of the Education Collaborative at Ashesi. Following two successful editions held, we are excited about the platform the Collaborative provides for networking, the exchange of ideas, and monumental partnerships between you, participants and their institutions.

We welcome University leaders from across Africa for the first edition of the Education Collaborative Executive Conference, and welcome faculty and administrators for the Faculty and Administrators workshop.

We realized the need to bring all stakeholders in African education together to begin the conversation and strategize for impending population growth in Africa by 2050.

We have an incredible team of brilliant speakers and facilitators from across the world who have contributed greatly to make the experience of this conference and workshop a memorable one.



ROSE DODD
Project Manager



CHENELLE OWUSU
Project Assistant



STEPHEN GYAN
Project Assistant



ABDUL MADHI
Executive Advisor

We acknowledge and thank them all for their stellar work in their various fields. The unique aspect of the Collaborative is that the conversation doesn't end here!

We look forward to the collaborations and partnerships that will emerge out of the conference and workshop. The connections, projects, and relationships established here will remain all year round and will be facilitated by us.

It has been an honor to organize this event and to see the long-lasting impact all of you collaborators will bring to our beloved continent's growth. For us the planning team, this is our dream and drive.

We wish you a successful week of collaboration, engaging, learning and bonding!

**Organizing Team,
The Education Collaborative at Ashesi**

“WE THE FUTURE” A VISION FOR AFRICAN HIGHER EDUCATION



PATRICK AWUAH JR. (President, Ashesi University)

As Africa prepares to become home to the fastest growing youth population in the world, how can the continent’s education systems work to prepare its leadership, maximise the productivity of its citizens and create enduring prosperity?

At “We The Future”, a series of talks at the TED World Theatre, hosted in collaboration with the Skoll Foundation and the United Nations Foundation, Ashesi President Patrick Awuah shared thoughts on the state of teaching and learning in Africa; focusing on key opportunities for African universities to play a meaningful role in defining the continent’s future, and the leaders that will oversee it. Here are some of the key thoughts shared in the talk.

In the trees of Africa’s population boom, lie a forest full of opportunity

“By 2030, 1 out of every 5 people on earth will be African. [...] Even for the wealthiest economies, this kind of growth would be difficult to manage. In Africa, it will stress everything. Infrastructure, public health, the rule of law, the competition for resources, agriculture, the availability of jobs.

Yet built into this population growth, is potential. Meeting the growing demand for food clothing and shelter, expanding infrastructure, providing services like health care and education, finance, and even recreation, all represent economic opportunity for African entrepreneurs. [...]

However the benefits that Africa and the world can gain from a growing population will not be automatic. It will depend on productive citizens, and the enlightened effective leadership necessary to create an enabling environment on the continent. Developing such citizens and leaders is the business of Education.”

Scaling not just access to education, but also quality of education

But the truth is there’s a severe crisis of teaching and learning on the continent. The Africa learning barometer, for example, identifies 12 countries including Nigeria and Ghana, where over 30% of children do not meet minimum standards for learning by the third or fourth grades.

The quality problem is especially vivid in higher education, with many graduates taking years to find their first formal employment and employers on the other hand saying that university graduates are not well-prepared and lack the critical skills necessary to secure jobs that currently exist.

A VISION FOR AFRICAN HIGHER EDUCATION

children do not meet minimum standards for learning by the third or fourth grades.

The quality problem is especially vivid in higher education, with many graduates taking years to find their first formal employment and employers on the other hand saying that university graduates are not well-prepared and lack the critical skills necessary to secure jobs that currently exist.

So here's the thing: it's not that Africa is not scaling up education; it is. Across the continent countries are approaching full enrollment in basic education; and over the last four decades higher education in sub-saharan Africa has grown at double the rate of the rest of the world. So, Africa is scaling up the education; what hasn't been done yet though is to scale up quality and effectiveness.

The way we teach is wrong for today; it is even more wrong for tomorrow given the challenges before us. And so we need to educate people differently, and we need to do it quickly.”

A three-step approach to a stronger higher education system: find guiding exemplars, amplify impact through collaboration across institutions and develop extrinsic motivation.

“The scale of the problem is so large that the solution will require the combined efforts of governments and the market - including nonprofit and for-profit actors.

[...] The continent will need exemplar institutions of learning clustered in East, West, Central, North and Southern Africa that serve as beacons to others; that are uncompromising in achieving quality in teaching research and innovation and that act as magnets for our best and brightest to stay on the continent.

We are proud of the progress that we've achieved but this is only one model; there are other institutions of excellence around the continent, and this is as it should be.

Second, we need to amplify our efforts by working together. By 2030 the UN estimates that African University enrollments will grow to 12 million. Between now and then we'll educate perhaps 30 million students cumulatively over the period.

If through collaboration we could improve the quality of education for these students, we would make a tremendous difference on the continent and in the world. [...]

Finally as a way of providing external motivation for institutions, I believe that African governments and educational leaders need to come together and agree on a continent-wide evaluation and ranking system that focuses on students and their growth; and that focuses on impact in our countries.

Most global ranking systems today are not designed around the unique context of Africa, or the unique context of our universities. An Africa centered ranking system would provide the direction and strengthen the motivation of leaders and faculty to focus on outcomes for students and for our society.

Are our students really learning? Are they finding meaningful jobs after graduation? Are graduates ethical? Do they have empathy? Are they trustworthy? How prepared are they to start businesses of their own? Are we writing for journals only or is our research affecting and making a difference in economic, social and technological advancement on the continent?

I believe that a solution is within our grasp; a solution is within our capabilities today. What remains is for us all to proceed with conviction and with determination.”

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 for 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 administrator 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.

A NETWORK OF EDUCATORS
COLLABORATING TO ADDRESS
AFRICA'S CHALLENGES
THROUGH EDUCATION



2017, 2018 WORKSHOP

In the two years since its inception, the Education Collaborative at Ashesi has continued to see progress in collaborations across African higher education institutions. Seeing leaders and other stakeholders engaged, and over 2600 students directly impacted through the implementation of new teaching and management techniques and strategies.

TAKING AN INSTITUTIONAL APPROACH

The June 2019 Collaborative conference will focus on exploring how African institutions can position themselves through collaborations to get ahead of the anticipated population growth on the continent.

Engaging stakeholders at multiple levels of governance and administration within universities in Africa means a greater chance for institution-wide change.

Hence the June Conference will engage Executive participants to ask the question of how to achieve greater impact through education. Faculty and administrators will be seeking to explore practical ways to innovatively engage a growing population of college students to be ethical, entrepreneurial, critical thinkers.



— The challenge

By 2050 more than half of the world's population growth will occur in Africa. The continent's population is estimated to double to 2.5 billion, and over 60% of Africa's population will be under age 25

- *UN World Population Prospects*

Are higher education institutions ready for this challenge to shape the future of the continent?





2019 CONFERENCE OPENING EVENT

UNIVERSITY STAKEHOLDERS BREAKFAST

June 11th 2019

Strategizing for the greatest challenge of our time - Population growth in Africa

Set within the context of developing competencies for collaboration within and across universities in Africa, the breakfast session will bring together key academics, industry researchers, and experts from across Africa

Symposium Location

Peduse Valley Resort, Peduse

Key Note Speaker

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

Media Partner: Citi Fm



MAGALI RHEAULT

Regional Director,
Sub-Saharan Africa,
Gallup World Poll

Magali Rheault is a Regional Research Director for the Gallup World Poll. The World Poll is Gallup's annual research initiative that surveys 98% of the planet's population to measure wellbeing, health, employment and living conditions in more than 140 countries.

Ms. Rheault leads survey research operations across sub-Saharan Africa and is responsible for sampling, questionnaire design, field staff training and quality control. Her main research interests focus on the intersection of governance, economic growth and human development in sub-Saharan Africa.

As an academically trained urban planner, Ms. Rheault focuses on big-picture thinking to better understand how people and surroundings shape their perceptions and opinions.

She is passionate about translating data into information and knowledge to help clients incorporate survey findings into impactful initiatives.

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

By 2035, the number of working-age Africans will exceed that of all other regions of the world combined, according to the IMF.

This demographic shift has important implications for national governments, educators and individuals across the region. Data from the Gallup World Poll bring insight into Africa's youth explosion.

Drawing from surveys conducted between 2016 and 2018 across sub-Saharan African and representing the opinions of 97% of Africans aged 15 and older, the World Poll gives a voice to those most affected by this youth bulge.

Key findings around African youth's expectations for the future, their attitudes toward education and migration intentions as well as learnings from Gallup's education research can help decision-makers and educators prepare for this sweeping societal change.

EXECUTIVE CONFERENCE

June 10th - June 11 2019

Collaborating on strategies for university governance in Africa

The day-and-half conference will set the platform for university executive participants to engage in big-picture conversation on developing institutional competencies for data-driven strategy and collaboration; in the face of exponential population growth, technology, and globalization.

Conference Location

Peduase Valley Resort, Peduase
Ashesi University, Berekuso

Who Attends?

- University Presidents
- Directors
- Vice Chancellors
- Deans
- Provosts
- Head Of Departments

DR. PASHINGTON OBENG

Dean of Humanities and Social Sciences, Ashesi University, Ghana

KADER KANEYE

President, African Development University, Niger

MR. SAMPSON ADJEI

Vice President of Academics, Marshalls College, Ghana

DR. ERNEST WINFUL

Dean of International Programs, Accra Technical University, Ghana

PATRICK AWUAH

President, Ashesi University, Ghana

YASMIN BUCKNOR

COO, Ashesi University, Ghana

PROF. ANGELA OWUSU-ANSAH

Provost, Ashesi University, Ghana

DR. PETER OKANTEY

President, Palm Institute, Ghana

DR. DJAMILA FERJANI

Professor, African Development University, Niger

DR. SAMUEL ATINTONO

Principal, Accra College of Education

MR. KWAKU OWUSU-BRIMPONG

VP. Administration, Marshalls College, Ghana

PROF. BAYLIE DAMTIE

Vice Chancellor, Kepler, Rwanda

FAITH MALKA RUGEMA

Senior Program Manager, Partnerships & Communication, Carnegie Mellon University Africa, Rwanda

DR. YOUSOUF MÉITÉ

Financial Director, Institut Universitaire du Sud (Univ-Sud) - Jacqueville, Côte d'Ivoire

ROBERT MARSHALL BENNIN

Chief Learning Strategist, Temple Advisory Limited, Ghana

ABDUL MAHDI

Dean of Students, Ashesi University, Ghana

DR. EVA ESTHER SHALIN

Provost and Business Director, Marshalls College, Ghana

AMADOU BOUKAR

Dean, African Development University, Niger

ARABA BOTCHWAY

Director of Admissions, Ashesi University, Ghana

DR. JERRY KPONYO

Dean College of Electrical and Computer Engineering, KNUST

EXECUTIVE CONFERENCE SPEAKERS & FACILITATORS



**PATRICK
AWUAH JR.**

President,
Ashesi University



**ATO
MICAH**

Managing Director,
Maverick Research
& Consulting



**MAGALI
RHEAULT**

Director,
Sub-Saharan Africa,
Gallup World Poll



**ISAAC KWAKU
FOKUO JR.**

Founder,
Botho Emerging
Markets Group



**KWESI
ACQUAH SAM**

Directorate of
Research and
Academic Planning,
Association of
African Universities



**EMERITUS PROF.
A.B. ASSENSOH,
Professor- University
of Oregon &
PROF. YVETTE M.
ALEX-ASSENSOH,
University of Oregon**

Topic: Beyond rankings: Defining success for an African University

Abstract: The youthful population of Africa is increasing exponentially, and so is the need for higher education. Universities over the centuries have strategized to distinguish themselves as one of the best. With the new dynamism in population growth, innovation, technology, and globalization, how do we define the successful African University now and in the future?

This panel discussion seeks to begin the conversation on what measures of impact and success should be used to define the progress of an African institution. What are the standards, who sets them, how do we fit within the ranks, or do we stand out?



**PROF. ANGELA
OWUSU-ANSAH**

Provost,
Ashesi University



**PROF. BAYLIE
DAMTIE**

Vice Chancellor,
Kepler



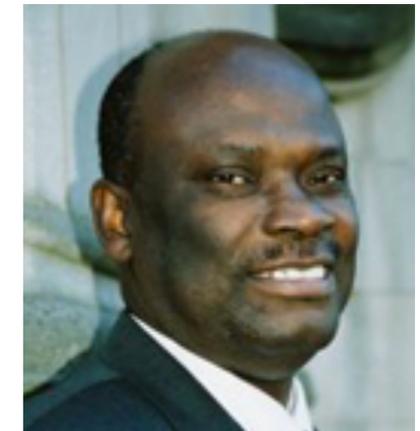
ATO MICAH

Managing Director,
Maverick Research
& Consulting



**MADAM ARABA
BOTCHWAY**

Director,
Admissions and
Financial Aid,
Ashesi University



**EMERITUS PROF.
A.B. ASSENSOH,**

Professor- University
of Oregon

MODERATOR

SCHEDULE | 2019 Executive Conference Schedule

June 10 | Conference Day 1

10:00 am	Registration /Hotel Check-in	11:30 am	Welcome Address Patrick Awuah, President, Ashesi University	12:15 pm	Speaker Session Topic: Africa's Agenda 2063 - The University's Role
1:00 pm	Lunch	2:00 pm	Panel: Beyond rankings: Defining success for an African University	3:15 pm	Break (Networking)
4:00 pm	Shuttle to Ashesi University/Campus Tour	5:30 pm	Speaker Session - Success, Not Just Access: Ensuring the University Ecosystem evolves to Support the Success of the Student	7:00 pm	Dinner

June 11 | Conference Day 2 | University Stakeholder Breakfast

9:00 am	Welcome and Breakfast	10:00 am	Welcome Address: Patrick Awuah, President Ashesi University	10:30 am	Keynote Speaker: Magali Rheault Regional Director, Sub-Saharan Africa, Gallup World Poll
11:00 am	Open Forum Topic: Ahead of Africa's youth explosion: Implications for higher education	11:30 am	Closing Remarks Hon. Prof. Kwasi Yankah, Minister of State (Tertiary Education)	11:45 am	Networking (Design)

Executive Strategy Sessions

12:15 pm	Executive Strategy Workshop Topic: Ahead of Africa's youth explosion: Strategizing with the data	1:30 pm	Lunch	2:30 pm	Innovation Workshop Topic: Building agility for innovation into your institution's strategy
4:00 pm	Closing				

FACULTY & ADMINISTRATORS WORKSHOP

June 11th - June 14th 2019

Exploring techniques for engaging students in and out of the classroom

Now in its 3rd year, this 4-day residential workshop will provide the platform to engage with faculty and administrators from across the continent on relevant topics in administration, teaching and learning, and gain a preview into the elements of Ashesi University's unique approach to teaching and learning. Join in thought-provoking sessions on practical tools for classroom management, faculty-administrator collaborations, and hands-on techniques to developing the whole student.

Workshop Location

* Ashesi University, Berekuso

Who Attends?

- Faculty
- Classroom Facilitators
- Faculty Trainers
- Administrators
- Admin Managers And Trainers

FACULTY AND ADMINISTRATORS WORKSHOP FACILITATORS



Dr. Esi Ansah
Adjunct Lecturer
Ashesi University



Diane Davis
Director of
Counselling,
Coaching and
Academic Advising
(CCA)
Ashesi University



Abigail Welbeck
Director of Career
Services
Ashesi University



Theresa Kwofie
HR Professional
Data Bank Group



Benjamin Amanquah
Lecturer
Accra Technical
University



David Sampah
Computer Science
Faculty
Ashesi University



Portia Bongiwe
Learning Support
Associate
African Leadership
University (ALU)



Esther Afoley Laryea
Lecturer
Ashesi University



Antoinette Okyere
Student Life &
Engagement
Ashesi
University



Benardine Holdbrook Ghanson
Senior Diversity
and Inclusion
Officer
Ashesi University



Derrick Omari
Co-founder
Tech Era



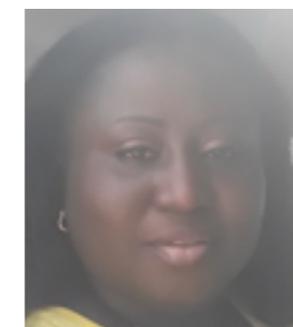
Emmanuel Ntow
Academic Advisor
Ashesi University



Esi Bensti-Enchill
Counsellor and
Wellness Coach
Ashesi University



Dr. Eva Esther Shalin
Provost
Marshalls College



Frances Awua-Kyerematen
Associate Director,
Students Life and
Engagement
Ashesi University



Dr. Heather Beem
Lecturer,
Department of
Engineering
Ashesi University

FACULTY AND ADMINISTRATORS WORKSHOP FACILITATORS



Joselyne Ishimwe
Technology Skills Course Facilitator
Kepler Kigali



Jeremiah Essuman
Faculty of Communication for Impact & Learning Support
African Leadership University (ALU)



Samuel Jude Acquaah
Manager for Outreach and Experiential Programmes
Ashesi University



Kader Kaneye
Founder & President
African Development University



Dr. Kajsa Hallberg Adu
Lecturer in communications, leadership, and Political Science
Ashesi University



Dr. Liziana N. Onuigbo
Faculty, Special Education Unit
University of Nigeria, Nsukka



Dr. Millicent Adjei
(Director) Office of Diversity and International Program
Ashesi University



Dr. Myron N. Williams
Molecular Biologist and Associate Professor of Chemistry
Clark Atlanta University



Nadia Amasa
Activities Coordinator, Student Life & Engagement
Ashesi University



Nina Nana Aba Pels
Assistant Director for the Student Life & Engagement
Ashesi University



Rosemary Kotei Buckman
(Senior Programs Officer) Office of Diversity and International Program
Ashesi University



Dr. Sena Agbodjah Agyepong
Senior Lecturer, Business Administrator
Ashesi University



Ayawen Asuinura
Student, Business Administration
Ashesi University

SCHEDULE AT A GLANCE | Faculty and Administrators Workshop

June 11 | Opening Day

8:00 am	Registration and Coffee	9:00 am	University Stakeholder Breakfast	10:00 am	Welcome Address: Patrick Awuah, President Ashesi University
10:30 am	Keynote Speaker: Magali Rheault	11:00 am	Open Forum Topic: Ahead of Africa's youth explosion: Implications for higher education	11:30 am	Closing Remarks Hon. Prof. Kwesi Yankah, Minister of State (Tertiary Education)
11:45 am	Networking (Design)	12:30 pm	Workshop Opening	1:30 pm	Lunch
2:30 pm	Shuttle to Hotel	4:00 pm	Aburi Tour	7:00 pm	Dinner

June 12 | Workshop Day 1

8:15 am	Shuttle to Ashesi	9:00 am	Welcome campus tour: Facilitator: Rose A Dodd	10:15 am	Introductions and Goal Setting: Facilitator: Rose A Dodd Overview of workshop (Creation of workshop peer-accountability groups and task)
11:15 am	Track 1: Admin Session Topic: Student Life & Engagement, Ashesi University Room: RB 100	11:15 am	Track 2: Faculty Session Topic: Technology Skills as a Medium to Internalize Learning and Address Community-Based Problems Room: KING 204	12:45 pm	Lunch
1:45 pm	Track 1: Combined Session HBCUs in Distance Learning Across the African Diaspora: A Web Conference Identifying Needs, Capabilities and Plans Room: RB Conference Room	1:45 pm	Track 2: Faculty Session Topic: Augmented Reality For Teaching and Learning Room: RB 100	1:45 am	Track 3: Faculty Session Topic: Developing and Managing Sustainable International Partnerships: A 360 Approach Room: KING 204
3:30 pm	Reflections	3:45 pm	End of Workshop Day Shuttle To Hotel	6:00 pm	Dinner

SCHEDULE AT A GLANCE | Faculty and Administrator Workshop

June 13 | Workshop Day 2

8:15 am	Shuttle to Ashesi	9:00 am	Plenary Session: Designing Inclusive Academic & Non-Academic Systems for Students with Special Needs in African Universities	10:30 am	Goal Setting
11:05 am	Track 1: Faculty Session Topic: Context Awareness Pedagogy in Computer Science: A Case Study of Ashesi University Database Class Room: KING 204	11:05 am	Track 2: Combined Session Topic: Staying Relevant Through Strategic Partnerships with the University's Key Stakeholder - The Power of a Joint Effort between Career Services and the Employer Room: RB 100	12:00 pm	Lunch
1:30 pm	The Human Library: Fostering Community Spirit Through Storytelling Room: Norton Multuslky	2:10 pm	Track 1: Faculty Session Topic: Low-Cost, Hands-on Engineering Labs: A Case Study in Developing the Fluid Mechanics Course at Ashesi University Room: RB 100	2:10 pm	Track 2: Combined Session Topic: The Academic Mentorship Programme at ALU: Insights from the Coaching-the-Coach Approach Room: KING 204
2:10 pm	Track 3: Faculty Session Topic: LOL - Laugh or Learn? Adopting Popular Culture Material into Mainstream Academia Room: KING 202	3:15 pm	Reflections	3:30 pm	End of Workshop Day Shuttle To Hotel
				6:00 pm	Dinner

June 14 | Workshop Day 3

8:15 am	Shuttle to Ashesi	9:30 am	Plenary Session: Ashesi Mentorship Program Room: Norton Multuslky	10:30 am	Speed Reflections
11:15 am	Track 1: Faculty Session Topic: Engaging Education - A Practical Workshop on How to Involve all your Students Every Day Room: KING 202	11:15 am	Track 2: Faculty Session Topic: Co-developing Courses with Students: A Strategy for Enhanced Student Engagement Room: KING 204	11:15 am	Track 3: Combined Session Topic: Counselling, Coaching and Academic Advising as a Student Retention Strategy in the 21st Century Room: RB 100
12:30 pm	Project Review: 2018 Collaborative Projects 2019 Reflections and Commitments Room: Norton Multuslky	1:30 pm	Closing Lunch, Closing Address	3:00 pm	Bus to Accra

SESSION ABSTRACTS

Making Student Services Attractive to Enhance Engagement on Campus

Facilitator: Antoinette Okyere, Nina Nana Aba Pels and Nadia Amasa, Samuel Jude Acquah, Ashesi University

With the increasing student population, university-driven activities outside the classroom has become a major concern for many higher education institutions across the continent. Challenges range from poor student turnout at events and a general lack of opportunities outside the classroom for students to enhance their learning experiences. Ashesi University's Student Life and Engagement (SLE) office provides direct developmental services to enhance the student experience and contribute to student retention. It develops innovative, creative and interesting ways to infuse a sense of community, belonging and integration into its social activities on campus for all students where they can build key competencies.

Technology Skills as a Medium to Internalize Learning and Address Community-Based Problems

Facilitator: Joselyne Ishimwe, Technology Skills Course Facilitator - Kepler Kigali

At Kepler Kigali, students take Technology skills class as one of the 4 Foundation Program core courses. At the end of the course, Technology Skills Group Competition is organized for students to apply and demonstrate the mastery of Technology skills learned such as MS Word, MS Excel, MS PPT, Social Media etc. Students work with assigned group mates to think critically and creatively about a profitable business, product, service and activity that show clearly the application of Tech skills in solving community-based problems. The goal of the session is to share with participants best practices that will help encourage students to use basic, intermediate, and advanced technology skills to internalize cross-cutting knowledge and skills learned from different courses.

HBCUs in Distance Learning Across the African Diaspora: A Web Conference Identifying Needs, Capabilities and Plans

Facilitator: Myron N Williams: Molecular Biologist and Associate Professor of Chemistry - Clark Atlanta University

Historically Black Colleges and Universities (HBCUs) are a group of 107 tertiary education institutions whose principal mission was, and is, the education of descendants of Africans enslaved in the United States of America. With usually managed with minimal resources, HBCUs have exceeded expectations and played a disproportionate role in the creation of the nation's black middle class, comprising teachers, doctors, lawyers, engineers, scientists and entrepreneurs. They were crucial sites for training of African leaders in the 1930s such as Kwame Nkrumah, Nnamdi Azikiwe and Hastings Banda. The proposed session is intended to provide a forum to establish relationships, prioritize needs across Africa and the Diaspora, and to evaluate capabilities and trends for future developments in the electronically connected learning environment.

SESSION ABSTRACTS

Designing Inclusive Academic & Non-academic System for Students with Special Needs in African Universities

Facilitator: Liziana N. Onuigbo: Faculty, Special Education Unit , University of Nigeria, Nsukka

Persons with disabilities constitute a significant number of the world's population. As it is estimated that in 30 years Africa's population will double, so will the number of persons with disabilities increase. Over the past few decades, there has been an increased enrolment of students with disabilities in universities (National Centre for Education Statistics, 2016). An increased number of students with disabilities suggests some envisaged challenges that may hinder them from maximizing their academic potential due to lack of awareness and experiences of faculty on best practices in supporting them. If adequate preparation is not made ahead of time for the growing number of students with disabilities, quality education can be compromised. For these students to access quality inclusive university education, appropriate program for learning environment, resources, facilities, methods and materials, that will address their diverse needs cannot be undermined.

Context awareness pedagogy in computer science: A case study of Ashesi University database class

David Sampah: Computer Science Faculty, **Ashesi University**

Computer science courses appear abstract to many students in Africa, as most of the resources used in the delivery are full of theories and concepts students cannot relate to. In recent years, there has been a lot of evidence on context awareness and data visualization as an alternative form of learning. The proliferation of video tutorials online is an indication of a new form of learning supported by varied form of motion pictures: animation, screencast, etc. Using relational database class as a case study, we realised that no database book does a good job of aiding student learning with context specific examples and visualization. We believe that our experience of introducing relational database through a contextualized form of visualization where students take ownership of the model could be one of the ways of supervising student learning of abstract computer science course.

The Power of a Joint Effort between Career Services and the Employer.

Abigail Welbeck: Director of Career Services, **Ashesi University** & Theresa Kwofie: HR Professional, **Data Bank Group**

To remain relevant and effective as professionals in Academia and Student Services, universities must not only churn out graduates who are employable but who can achieve professional and personal success. The current and growing outcry of graduates not meeting the needs of industry is but a very small reflection of this narrative. Educating a well-rounded individual cannot be accomplished through the efforts of a single individual, unit or body. It takes an entire "village" to inculcate the relevant knowledge, skill sets, behavioural proficiencies, work ethics, social finesse, translation of knowledge and expertise into industrial success etc., to birth what is termed as "a well-educated" individual. Therefore, we must bring together key stakeholders whose contribution can greatly impact the way universities operate and help ensure students succeed after school.

SESSION ABSTRACTS

Low-Cost, Hands-On Engineering Labs: A Case Study in Developing the Fluid Mechanics Course at Ashesi University

Heather Beem: Lecturer, Department of Engineering, **Ashesi University**

Science, Technology, Engineering, and Mathematics (STEM) courses are best taught using practical demonstrations and hands-on laboratory activities. A variety of challenges, however, are present in many African university classrooms, making the delivery of hands-on content feel unattainable. From facing these same challenges when developing new course for Mechanical Engineering students in Ashesi, a creative and specific contents was used to aid in the formation of a classroom that moved beyond the traditional lecture format. Different categories of activities were created for use in captivating attention, visualizing concepts, and setting up analytical problems.

The Academic Mentorship Programme at ALU: Insights from the Coaching-the-Coach Approach

Jeremiah Essuman: Faculty of Communication for Impact & Learning Support & **Portia Bongiwe:** Learning Support Associate, **African Leadership University (ALU)**

In a Ted Talk by Fred Swaniker, the founder of the African Leadership Group, he outlines the seven grand challenges that face Africa. These include urbanization, education, healthcare, infrastructure, youth unemployment, governance, and climate change (Swaniker, 2017). These challenges have been discussed on various platforms and one critical challenge that aggravates all the challenges outlined above is the population boom in Africa -- that is, in less than 6000 days, Africa will have the largest population in the world, most of whom will be the youth. This means that the challenges that Africa faces today are expected to double as well. At ALU, our contribution is to change the way we educate our next generation of ethical and entrepreneurial African leaders to tackle this challenge, and one of our approaches is the Academic Mentorship Programme, an initiative of the Learning, Efficacy and Advancement Programme (LEAP).

LOL - Laugh or Learn? An Investigation into the Potential of Adopting Popular Cultural Material into Mainstream Academia

Esther Afoley Laryea (Lecturer) and Ayawen Asuinura (student, BA Major), Ashesi University

Established conventions in pedagogy have been shown to elicit reducing qualities in responses of students. Research attributes this to several factors including paradigm cultural shifts, the rapid rise to prominence of technological advancement and with it, diminishing attention spans. To get the attention of students, educators must speak 'in' their language. Given the technological advancement on the growing African population, who are mostly youth, new methods of teaching are required to meet students in a pedantic space suited to gain effective results. We therefore propose an extensive integration of popular cultural media into teaching material; with a focus on memes and short videos on the internet. In addition, we will attempt to draw comparisons and contrasts between memes and existing media such as comics to investigate how they can be used as case studies or as illustrative materials for greater teaching and learning outcomes.

SESSION ABSTRACTS

Engaging Education – A Practical Workshop on How to Involve all your Students Every Day

Kajsa Hallberg Adu: Lecturer in communications, leadership, and Political Science, **Ashesi University**

The significance of this proposed workshop is threefold: first, it allows instructors a space where to share their best practices on engagement and think through what approaches work less well and what external factors influence engagement. Second, the session models the engaged classroom by showing how sharing expectations, group work, reporting back, doing “think-pair-share” sessions increase the engagement in the room. This lived experience approach will also be made explicitly clear in the evaluative final part of the workshop. Third, it allows for a practical aspect of the theme “How are African universities preparing academic and non-academic systems for the 2050 challenge of a doubled population?” in that preparing African Universities for the future the population challenges only means the education system has to become even more efficient, for instance by becoming more engaging and making sure all students learn something in each encounter with a lecturer. Possible takeaways will include tried and tested best

Curriculum Review: From Feed-Back to Teaming

Dr Esi Ansah: Leadership Lecturer, Ashesi University and Kader Kaneye: Founder and President, African Development University

The African Development University (A.D.U.) in Niamey, Niger is a promising young university that has great interest in learning from existing institutions and in 2018 selected Ashesi University as a mentor institution. Ashesi is well equipped and committed to help other universities, so that there can be a joint and synergized effort to raise ethical leaders who can transform Africa. As part of the mentoring relationship between Ashesi and ADU, a team of 1 administrator and 3 faculty members visited A.D.U. in October 2018 and in March 2019. The purpose of the site visit was to expose these individuals to the context in which ADU operates, and have an opportunity to assess the current status, gaps, level of need and opportunities to enhance the selected courses (African Studies, Entrepreneurship and Leadership). Lessons learned are varied and point to the fact that in its bid to learn from the best universities in the world, including Harvard University and Stanford University, A.D.U. has adopted a variety of methods, structures, content et cetera from multiple sources, without firming up its own direction beyond the short term. While A.D.U. has excelled in giving students an experience that is totally different from what their peers in other Niger universities are exposed to, it still has room to improve coherence across the curriculum, and proper designing of courses to ultimately fulfil its mission. How would the Ashesi Team go about providing feedback to A.D.U. without breaking the energy of the young and passionate management team of the institution? The session will provide data to participants with the key findings by domain area, as well as the management team profile, and ask them to come up with the recommendations according to their own approach. The goal here is to bring participants to explore the concept of teaming, beyond teamworking, based on the book of Harvard Professor Amy C. Edmonson.

SESSION ABSTRACTS

Co-developing Courses with Students: A Strategy for Enhanced Student Engagement

Dr. Sena Agbodjah Agyepong: Lecturer, Business Administration Department, Ashesi University

Periodically, there is a need for lecturers to design new courses or re-design courses. This is to improve teaching and learning outcomes year after year. These changes could take the form of minor edits to improve bits of a course, major edits for a total overhaul or even the development of a new course altogether. This session seeks to make a case for why it is essential to re-design courses arguing from the perspective of Blooms Taxonomy, and Chachra, Linda, Somerville, Stein and Townsend (2016) model for effective curriculum development. It will seek to make a case for these two models as the basis for course re-design and/or considerations for new course designs. The session will further share 3 cases: 2 of these cases will be on the development of 2 new courses, while the third will be the re-design of an existing course. Though the cases will be focused on entrepreneurship and project management, the conversation will result in a process which can be potentially adopted or adapted for use by faculty members. A workshop on how this framework can be used or adapted for use will be undertaken with the aim of co-improving this framework with the audience who will in turn attempt to re-design existing courses or plan for the development of new courses. The entire conversation will focus on how co-development with students is key, drawing on user-centred design principles, and make a case for how the student persona should be at the core of course development. It will further make a case for how student ownership in re-design or re-development aids in courses that satisfy the primary stakeholders while considering the interests of other stakeholders

Augmented Reality in Education

Eva Esther Shalin: Provost - Marshalls College

In this technology era, there are many different ways for people to be trained and these may include classroom lectures, video lectures, simulation using computers and other portable devices. In developing countries like Ghana, where educational resources are minimal, improvising on limited resources will produce great results. Augmented Reality (AR) is a technology that superimposes a computer-generated image on a user's view of the real world. AR appeals to students since they take control of their own learning. AR has the power to engage a learner in ways that have never been possible. Augmented reality, while not necessarily a new technology, is becoming more well-known and gaining some momentum. Not only can augmented reality aid in student education, but it also can impact business through its ability to enhance any kind of training. More often than not, schools do not have enough money to buy all the supplementary learning materials they would like. Further, these learning materials get worn down, lose their relevance, and get misplaced over time. AR will change the conventional learning method and give hope for sustainable education. AR will assist in creativity and innovation, which is the buzzword for Generation Z and Alpha.

SESSION ABSTRACTS

Counselling, Coaching and Academic Advising as a Student Retention Strategy

Diane Davis (Director of Counselling, Coaching and Academic Advising (CCA)); Emmanuel Obeng Ntow (Academic Advisor); Frances Awua-Kyeremanten (Associate Director of Student Affairs) and Esi Bentsil (Counsellor and Wellness Coach) - Ashesi University

Living in a technologically advanced age, students experience a high incidence of social media engagement, the intrusion of “other worlds”, exposure to other cultures and vast amounts of information whether right or wrong, increased online presence, instant access and simplification of processes etc. These have led to fewer human interactions, a separation from reality, a desire for instant gratification etc. This compounds the pressures on the young adult (mind) and leads to experimenting with new ideas and possibilities triggering a host of both pleasant and unpleasant consequences. Consequences maybe abuse, depression, low self-esteem, unhealthy relationships, physical and mental health issues which directly impact their lives and therefore their retention in school and ability to graduate successfully. Life also throws its own curve balls at them and they may lack the necessary life skills, experience and resilience to cope effectively. The Counselling, Coaching and Academic Advising unit provides out of classroom support to help students successfully navigate these overwhelming unpleasant consequences and situations to leave them free to focus on their academics, improve student retention and general wellbeing and increase graduation percentages.

Human Library - Fostering Community Spirit Through Storytelling

Benardine Holdbrook Ghanson - Senior Diversity and Inclusion Officer - Ashesi University

In the year 2000, the Human Library was introduced as a way for people to have conversations that can challenge stereotypes and prejudices through dialogue. Over the years, the initiative has spread from its inception in Copenhagen, Denmark and has been adopted by many organizations the world over, including Ashesi, as part of the Diversity and Inclusion programming. Human library in Ashesi has gone a long way to help the community understand and appreciate the differences they experience around them. The human library is made up “books”, the humans who volunteer to tell their stories and “readers”, members of the community who come to listen to the volunteers. Stories range from personal life stories to inspirational ones. The idea is to give the Ashesi community a sense of who they are, how they have struggled thus far and who they hope to become. Stories that were shared in previous Human Library programs at Ashesi included were themed around; personal journeys in academics, an individual who has now become a “refugee” in Ghana, surviving in one’s skin, the use of one’s journey through life to inspire, prejudice and discrimination which has shaped individual experience. This presentation hopes to highlight the power of human stories, the ability of a story to inspire, change and help people see beyond the simple narratives of individuals they relate to daily. The evaluations from the various programs will give you an insight into the value it presents to members of the community.

SESSION ABSTRACTS

Developing and Managing Sustainable International Partnerships: A 360 Approach

Dr. Millicent Adjei (Director) and Rosemary Kotei Buckman (Senior Programs Officer): Office of Diversity and International Program, Ashesi University

Higher education institutions globally use partnerships as a medium to achieve their internationalization goals. These partnerships take different forms depending on the institutional internationalization objectives, outlook, and interests. But what are the elements to consider when exploring partnerships? What are some of the factors behind high performing institutional partnerships? And how do institutions critically assess themselves before entering into partnerships to ensure that it is mutually beneficial and adequately meets their internationalization and broader institutional needs? This hour and half workshop will take participants through a practical framework for accessing their institution's internationalization goals, evaluate their strengths and challenges and leverage strategic partnerships to meet their internationalization goals.

Staying Relevant Through Strategic Partnerships with the University's Key Stakeholder - The Power of a Joint Effort between Career Services and the Employer

Abigail Welbeck: Director of Career Services - Ashesi University, Theresa Kwokie - Data Bank Ghana

To remain relevant and effective as professionals in Academia and Student Services, universities must not only churn out graduates who are employable but who can achieve professional and personal success. The current and growing outcry of graduates not meeting the needs of industry is but a very small reflection of this narrative. According to International Labour Organisation (ILO) and the World Bank Group (2014), 50% of graduates who leave universities in sub-Saharan Africa fail to find jobs two years after graduation, and 20% do not find jobs even after three years. There is therefore no doubt that with the 2050 challenge of a doubled population will arise an even greater need to find innovative and effective solutions to this situation while paying rapt attention to the global labour market dynamics and the changing society. Educating a well-rounded individual cannot be accomplished through the efforts of a single individual, unit or body. It takes an entire "village" to inculcate the relevant knowledge, skill sets, behavioural proficiencies, work ethics, social finesse, translation of knowledge and expertise into industrial success etc., to birth what is termed as "a well-educated" individual. Therefore, we must bring together key stakeholders whose contribution can greatly impact the way universities operate and help ensure students succeed after school. This session will provide participants with an in-depth insight into engaging employers and incorporate key learnings in these engagements to ensure efficiency and success.

ASHESI MENTORSHIP PROGRAM

TOWARDS INSTITUTIONAL CHANGE

True to Ashesi University's mission to provide a transformational university experience, we seek to join leaders in education, business, and government in research for continuous innovation.

We are dedicated to sharing our innovations and strategies with institutions in and out of Africa through mentoring and partnerships.

Our goal is to share the framework and blueprint on which we operate as an institution dedicated to developing ethical and entrepreneurial leaders for Africa, and learn from a network of dedicated educators committed to our continent's transformation.

As part of the Education Collaborative, we engage one-on-one with institutions and educators in innovative design for both in and out of the classroom

with tools and elements inspired by the "Ashesi way".

The timelines and content of mentoring engagements are customized and designed to maximize learning and resources, and provide value to the mentee or partner institution.

Engagement so far has been in the areas of program or curriculum review and development; faculty and administrative staff mentoring and immersion; academic and student services system review and mentoring.

Current mentoring institutions is The African Development University in Niger.

To learn more, and/or begin the conversation on engaging Ashesi as a mentor, send an email to: Rose Dodd at rdodd@ashesi.edu.gh

PARTICIPATING INSTITUTIONS



Univ-Sud
Institut Universitaire du Sud
 (Recherche et Formation sur le Développement durable)
 Côte d'Ivoire - Jacqueville

THE EDUCATION COLLABORATIVE ALUMNI

CATHOLIC UNIVERSITY COLLEGE, GHANA

VIRGINIA MILITARY INSTITUTE, USA

GARDEN CITY UNIVERSITY COLLEGE, GHANA

EDIFY, GHANA

ACCRA TECHNICAL UNIVERSITY, GHANA

METHODIST UNIVERSITY, GHANA

AFRICAN LEADERSHIP UNIVERSITY, MAURITIUS

HARAMAYA UNIVERSITY, GHANA

AFRICAN DEVELOPMENT UNIVERSITY, NIGER

SAVANNAH INT. ACADEMY, GHANA

KEPLER, RWANDA

UNIVERSITY OF PORT HARCOURT, NIGERIA

UNIVERSITY OF GLOBAL HEALTH EQUITY, RWANDA

ASHESI UNIVERSITY, GHANA

LUPANE STATE UNIVERSITY, ZIMBABWE

CLARK ATLANTA UNIVERSITY, USA

BLUECREST UNIVERSITY COLLEGE, GHANA

PALM INSTITUTE, GHANA

NIIT, GHANA

THE AGA KHAN UNIVERSITY, TANZANIA

OHIO WESLEYAN UNIVERSITY, USA

EUREKA AFRICA GROUP, GHANA

CENTRAL UNIVERSITY COLLEGE, GHANA

UNIVERSITY OF EDUCATION, WINNEBA - ASANTE MAMPONG, GHANA

DODI INTERNATIONAL SCHOOL, GHANA

SOUTHERN UNIVERSITY, USA



SITE TOUR

10TH & 12TH JUNE

Ashesi University

Set on 100 acres in Berekuso overlooking Ghana's capital city of Accra, Ashesi's campus unites traditional design, modern technology and environmental best practices - creating an inspiring base for young Africans from diverse backgrounds to live, collaborate and study together for generations to come.

DISCOVER ABURI GARDENS

This lush beautiful garden, is situated in Aburi 32 km north from Accra, and is popular with bird and butterfly watchers. It is a great destination for picnics, especially if you set up your blanket under the shade of 160-year-old kapok trees.

Spread out over 10 different lawn areas, you'll find statues like the deserted helicopter and carved wood trunks. For food, bring a picnic or you can or have lunch at one of the three different restaurants on site.

Visitors are free to tour the park on their own, or have a guided walk to hear about the history, creation, and evolution of botany in Ghana.



EMERGENCY AND USEFUL INFORMATION

ACCOMMODATION

Executive accommodation is at Peduase Valley Resort. Faculty and Administrators Accommodation is at Hill Palace Hotel.

Peduase Valley Resort

Hotel's Contact Person for Ashesi's reservation:

Bridget Morton - Phone: 0240 249 539

Email: res@peduase-valley-resort.com

The Hill Palace Hotel.

Hotel's Contact Person for Ashesi's reservation:

Mr. Sam Afful - Phone: 050 144 8921

Email: manager@hillpalacehotelgh.com

Contact Person for Enquiries and concerns

Chenelle Owusu: Phone: +233 507247937

Rose Dodd: Phone: +233 27 121 7344

Ashesi University and the Education Collaborative is only covering hotel room, breakfast, and transportation to events. All additional incidentals incurred at the hotel are at your expense.

EMERGENCY NUMBERS

In case of emergency, please call the relevant phone number below and then notify the Workshop Emergency Coordinator:

Rose Dodd 027 121 7344 (rdodd@ashesi.edu.gh)

Health 0501331668

Security 0501331667

0244039756 (Security Coordinator)

0554077879 (George)

MEALS

Breakfast will always be at the hotel in the morning, and will be served between 7AM and 8AM. Please refer to your full schedule for details of the exceptions.

Lunch will be at the workshop location on Ashesi's campus. Please refer to your full schedule for details. Kindly refer to your full schedule for details of the exceptions.

Dinner will be at the hotel in the evenings. Please refer to your full schedule for details of the exceptions.

SESSION LOCATIONS

Executive Conference

Most sessions will be at Peduase Valley Resort and one session at Ashesi University.. Please refer to your full schedule for room details.

Faculty & Administrators Workshop

Most sessions will be on Ashesi's campus and one session at Peduase Valley Resort.

Please refer to your full schedule for workshop room details and map.

PROJECT TEAM CONTACT

Stepten Gyan 0548 060 427

Chenelle Owusu 050 724 7937

Rose Dodd (Project Manager) 027 121 7344

Email: education.collaborative@ashesi.edu.gh

INTERNET ACCESS

Connect to network

ASHESI-GUEST

Password: Will be provided at the workshop

In case of any difficulty connecting, please contact the Project Team members for support or assistance.

JUNE 2019 PARTNERS



Association of African Universities

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