

East Africa Convening



**Accelerating Entrepreneurship and Graduate
Employability for Regional Development**

October 10-11, 2022

Kigali, Rwanda

Rappporteur's Report



Figure 1: The First Regional Hub Convening of the Education Collaborative, East Africa Convening Delegates

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The EA Regional Hub expresses delight at the excellent hospitality accorded to the convening delegates by the Four Points Sheraton Hotel, Kigali, Rwanda.

List of Abbreviations Used in the Report

CEO	Chief Executive Officer
EA	East Africa
EE	Entrepreneurship Ecosystems
HEC	Higher Education Council
HEIs	Higher Education Institutions
Hon	Honorable
IUCEA	Inter-University Council for East Africa
RCoP	Research Community of Practice
SCP-E	Systems Change Program for Employability
UNCHE	Uganda National Council for Higher Education
USIU	United States International University
VC	Vice Chancellor

Executive Summary

This report presents a record of the proceedings for the Education Collaborative inaugural East Africa Convening held at Four Points Sheraton Hotel, Kigali, Rwanda on 10-11 October, 2022. With a focus on ‘Accelerating Entrepreneurship and Graduate Employability for Regional Development’ The two-day Convening served as a platform to connect university leaders, higher-education administrators, key industry players and regulators drawn from across East Africa. The aim was to share best practices, tools, and resources, and to develop networks and collaborations that will scale the impact of their work within their respective institutions and the communities they serve.

The Education Collaborative has twenty eight (28) higher education institutions with nine (9) of these forming part of the East Africa Hub; the Education Collaborative seeks to contribute meaningful connections which ultimately provide better experiences for the students and positively inform their outcomes. Higher education institutions in Africa need to make a conscious effort to self-assess so as to confirm if they are fit for purpose and contributing towards production of employable graduates. Additionally, the higher education institutions need to regularly analyze market needs and adopt accordingly.

In curricular development for graduate programs, there is need for higher education institutions to include all relevant stakeholders. The regulators need to be involved to develop frameworks for employability as well as the employers who should indicate the skills needed for the jobs so as to address the skills gaps. It is imperative that an effective monitoring and evaluation system is put in place to ensure that progress is adequately tracked.

The higher education institutions need to initiate entrepreneurship training early on so as to shape an entrepreneurial mindset and to also prioritize on instilling values of integrity, ethics and of purpose in readying the students for the industry. The faculty members should be regularly trained as per the market changes so as to impart the right skills to the students; similarly the senior management team steering the higher education institutions need to undertake executive development so as to enhance their capacities to fundraise, build partnerships, drive transformation, manage organization culture and drive transformation.

Day 1

Welcoming Remarks

Prof. Baylie Damtie Yeshita - VC, Kepler College, Rwanda



Reflected on 3 items related to the Education Collaborative:

Reflection 1: Always good to remember and celebrate our journeys

Prof. Baylie noted that everything starts with a vision and voiced that the journey of each and every one present in the convening had come along was worthy to be celebrated. He recollected the initial conversations with the Ashesi University team when exploring how to work together

which revolved around impacting the students' learning outcomes. It was a conversation that made Kepler College reflect on what they were trying to achieve and ultimately informed their decision to be part of the collaboration. Prof. Baylie celebrated the Ashesi team for their vision which seeks to create ethical, entrepreneurial and employable graduates as well as staff who are dedicated to empower their students and do research that is relevant to the region and contributes to continual improvement of products and services. He called upon all convened to celebrate Ashesi team for sharing their vision and bringing them together. Prof. Baylie reminded all the strategy that was being applied of identifying institutions who were keen on improving how they do things and that were open to learn and share experiences. Again he called all to celebrate this strategy of exemplar that put pressure on the higher education institutions to think critically about the students they serve. He gave the story of Prof. Gudu, Vice Chancellor-Rongo University who after initial interaction with Ashesi University fronted the ideas to the university senate which led to practical changes.

Prof. Gudu story- "The first time I knew about Education Collaborative was when I went for a conference and I met with a lady and we talked briefly about Ashesi University... I became so convinced that there is need to change and follow what Ashesi University is advocating...and when I went back to Rongo University, I proposed a change of curriculum through the senate- every student now joining the university from first year to final year in all programmes must undertake: ethical leadership, employability and entrepreneurship."

Prof. Bailey noted that it is good to celebrate institutions doing something such as Rongo University amongst others. He challenged all that thinking about change was not enough, and getting convinced of the need to change and taking the step of introducing change was commendable. There was need to collect all the different changes made no matter how seemingly insignificant it may seem as long as it contributed to student outcome.

"Thinking about change is not enough...getting convinced of the need to change and taking the step to introduce change is commendable"

—Prof. Bailey Yeshiti

In the spirit of celebrating journeys, Prof. Bailey invited some of the universities based in East Africa to share their stories of changes which were initiated as a result of interacting with Ashesi University and being part of the collaboration:

Stories of Change Inspired by Ashesi University

Dr. Julia, Makerere University: “...we visited Ashesi University and we were utterly in shock... we kept saying that we are over 100 years but we need to learn from the younger universities... and because of that we are here, to continue to learn and see how we can partner.”

Prof. Robert, Riara University: “...visiting Ashesi University and connecting with Education Collaborative was that point of deep reflection of what we do at Riara University and how we measure the impact of our programmes, we even got to the point of redefining the graduate profile... and defining clearly the paths we need to follow to get to achieve student outcomes. One of the areas that we are working on well is entrepreneurship and I can report that so far, we have done some things, we have a virtual accelerator in place for student businesses. So, things are happening!”

CSP David, Rwanda Polytechnic: “...I think it is a good experience to share, one thing is that when you do what you always do, you get what you always get. Before we engaged with Kepler to connect us with Ashesi, we were doing things thinking we are in the right track- later we realised that we were missing things like soft skills, engagement of alumni and involvement of finding out whether teachers are giving the right skills needed in the labour market- like employability, how do we connect with the industry when you go out in the labour market. Today, at least where we are we have the information- how to engage with the labour market, how to incorporate these soft skills, how to augment our staff capacities and how to get the feedback from students. At least we have now created the alumni that we can now communicate and from the meeting in Ghana we were able to get the tools of following up. So I can confirm that these sessions at the Education Collaborative are putting us in the right track.”

Reflection 2: a story on mindset

Prof. Bailey gave a story of his visit to the countryside in Ethiopia to the school he attended in his formative years and he sought to find out the views of the parents on why they took their kids to school and the views of the students on why they attended school. The ultimate reason the parents took their children to school and the children attended school was to realize a change in their lives for the better. Prof. Bailey reiterated that the Education Collaborative was a call to have a different mindset whether one was a leader, a teacher or a student. It was also about the encounters shared and what was desired to be achieved. The outcomes of the Education collaborative were practical as they aimed to have ethical entrepreneurial leaders who are employable.

Reflection 3: excitement

Prof. Bailey noted that the African Union Continental Education Strategy (2016-2025) aims to reorient the Africa education and training system to meet the knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at the national, sub-regional and continental levels. According to Prof. Bailey, his excitement for the future was that this collaboration contributed to creating shared and meaningful connections which provided better experiences for the students; where accreditation of universities in the collaboration was recognized globally, where students could share resources across the universities such as the teachers, laboratories among other facilities.

Keynote Address

Hon. Prof. Manasseh Nshuti, Minister of State in the Ministry of Foreign Affairs and International Cooperation in Charge of the East African Community



Prof. Manasseh congratulated event organizers for the great convening not as an ex-academia but as an academia serving. He noted that the role of Higher Education Institutions (HEIs) in a working career and employability was a pertinent topic being discussed. He recounted that he was lucky to have worked in academia for many years and then go to government and practice as it showed him that the two worlds are completely different despite the belief in academia. He shared his experience drawing from the academic background then serving in

the Government of Rwanda and how they intersected.

Prof. Manasseh pointed out that while serving in the Government for the last two decades, he had been challenged by his colleagues to explain what they do in academia and what they produced for the market and sometimes he had no answers. According to Prof. the academia and real world are completely different. He pointed out that the academia is not producing for the market. He called out the HEIs to carefully check the market and determine who they were producing for before embarking on the production process as what was being taught in academia and its application in the current world didn't match.

Prof. Manasseh challenged the HEIs that though they were producers of knowledge yet they were not producing for the market. There was urgent need to address the mismatch between what was produced and what the market needs. Also, there was need for HEIs to conduct a self-assessment and check if they were fit for purpose as the market was indicating otherwise. Prof. Manasseh pointed out that the 'product' was raw, that teaching was still being done the same way it was done long time ago, that very little had been done to change the system. The HEIs had an obligation to ensure that the students are fit for purpose and that they are producing products cut out for the market. He emphasized that there was need to meet with the policy makers to find out what they want and what HEIs needed to do to produce the products. There was need to reskill as one is as big as what they produce!

On one hand, there were young graduates questioning the validity of their degrees as they are struggling to get employment opportunities. He posed a challenge to the educators present, how had they changed since they left university? He noted that there were those who had not gone to HEIs yet they did much better in the market as they understood environment and produced accordingly. He reiterated that there was a mismatch between what was being produced by the HEIs and what the market demanded. The HEIs had no choice but to align what they did and match the demand supply- they had to know the demand and better, know and understand what Africa needed!

There was dire need for self-assessment by the HEIs, to recheck if they were fit for purpose and if they were producing what was fit for their customers. From his assessment, the market was

indicative that there was a gap- that the HEIs had not changed to reflect the market needs. According to Prof. Manasseh, the ‘product’ which represented the graduates was ‘raw’ meaning that they were taught in a way that did not prepare them adequately for the market. He cautioned the educators that they needed to re-skill if they were to adequately equip the students for the current market, to match the demand supply.

While there was a visible divide between the policy makers and the academia, yet Prof. Manasseh noted that most policy makers have been educators and it was imperative to work with them to address the gaps that were evident. There was little research produced from Africa; an eminent gap between the researchers, educationists and what Africa needs. He called out to the educators present to give skills set that were fit for purpose and fit for the market. According to Prof. Manasseh, the direct skills currently being imparted to the students were only valid for five years as the market was constantly changing. While years ago a skill taught could go for three decades, now that could not suffice. There was need to constantly check what the market required; the worst mistake any producer could do was to not analyze the market needs.

“Though the higher learning institutions are producers of knowledge yet they are not producing for the market. There is urgent need to address the mismatch between what is being produced and what the market needs...they need to conduct a self-assessment and check if they are fit for purpose as the market is indicating otherwise”

-Prof. Manasseh Nshuti

Prof. Manasseh challenged all present at the convening that they had the solutions needed in hand, he reminded all that they had capacity but a de-service was being done to the students enrolling in HEIs if they were not being equipped with the skills that would ultimately benefit them in and beyond the market. The graduates being churned out needed to compete with the western world. There was need to change, to actively engage the policy makers as the market demanded; any degree obtained needed to be internationally recognized. As he came to a close, Prof. Manasseh pointed out that the greatest weakness that characterized conferences held was the lack of implementation of the recommendations fronted; how could this be resolved? It could be done if there was change of mindset!

The Education Collaborative and the Role of the East Africa Regional Hub

Ms. Rose Dodd, Executive Director, The Education Collaborative



Ms. Dodd highlighted key areas of the Education Collaborative which had an aim of building the strongest higher education network in Africa and recognized the significance of the youth population growth in Africa which was evident in the universities, work places, the cities and in the countries; to unlock the demographic divide there was need to create at least 12 million jobs annually which had to be accomplished by end of the decade, by 2030. To effectively

prepare for this future and the pace needed to do it, it was important that universities work

together driven by shared set of outcomes for educating ethical entrepreneurial leaders which is the vision driving the Education Collaborative. The university network being created was not only shaping the higher education systems but also the economic and social future. According to Ms. Dodd it was imperative to come up with practical collaborations and partnerships that went beyond signing MoUs and shift from the normal way of doing things.

Ms. Dodd noted that significant progress had been realized in the Education Collaborative over the last six years and had engaged at least 268 universities across Africa ranging from large to small, newly founded and established universities. In close collaboration, they had introduced curriculum reforms which had improved student outcomes, student services and had created new programmes which have impacted outcomes for at least 149,000 students. The Educative Collaborative goal was to reach at 1.1 million students which would be done through a network of universities in East, Central Francophone, West and Southern Africa. The regional approach allowed for more relevant application of the different models, different ways of teaching and learning and would also allow for relevant application of the lessons in regulation and policy. Ms. Dodd informed the convening that the East Africa Hub of the Education Collaborative was the first to be established headed by Miss Lizzie Chongoti, the Director for the regional secretariat and worked closely with the strategic committee of Vice Chancellors and Presidents. She expressed her delight at the commitment of all the institutions involved in the hub.

The East Africa Hub served as a great example for the recently formed West Africa Hub which had been established following the learnings from East Africa. Ms. Dodd revealed that in the next coming years they would launch two additional hubs; Francophone Africa and Southern Africa. She recognized that having this first regional convening was a huge milestone worthy to be celebrated. She noted that there were 28 HEIs in the Education Collaborative and acknowledged Rongo University as the pioneer hub host for the East African Hub thanking Prof. Gudu and his entire management team for the leadership. She thanked Kepler College under the leadership of Prof. Bailey for hosting this inaugural convening. To conclude, she urged all the HEIs present to bring new perspectives to the network and take lessons learnt to implement in their own institutions.

Panel Discussion: Pathways to Impact, Role of Regulators in Promoting Graduate Employability to Meet Labour Needs

Moderator: Prof. Samuel Gudu-VC, Rongo University

This session highlights the role of regulators in the region and the barriers that hinder innovative educational models. It also addresses issues around how the regulatory processes can be positioned within the HEIs to ensure accelerated regional advancement in education to accommodate new graduates and explores ways in which Education collaborative can engage the regional regulators with the view to contribute to the policy environment.

Speakers:

- Dr. Jonathan Mbwambo- Inter University Council for East Africa (IUCEA);
- Dr. Theoneste Ndikubwimana, Head of Department of General Higher Education Quality Standards, Higher Education Council (HEC)-Rwanda;
- Rev. Canon Dr. Alex M. Kagume- Deputy Executive Director, Uganda National Council for Higher Education (UNCHE)

Introduction: Role of Regulators in Promoting Graduate Employers

Dr. Jonathan explained that Inter University Council for East Africa (IUCEA) was responsible for supporting quality insurance in the region which came about as a result of HEIs in EA applying different levels to ensure quality assurance thus coordination was needed to guide on how HEIs conducted business. He noted that it was imperative that discussions among the HEIs, regulators and the industry were held to agree on the definition of employability. Regulators needed to be involved to develop frameworks for employability and policies for interoperability. The market was also changing rapidly with the skills set needed changing along which rendered young graduates not marketable; they needed to be dynamic, adaptable to industry and be able to learn continually even after they graduate. The HEIs had a responsibility to support that process of ensuring graduates were adaptable in the industry. It was imperative therefore that policies for employability were uniform across the HEIs.



On other hand, Dr. Theoneste noted that in normal circumstances, the regulator should be able to ensure employability of graduates after their studies which should start from setting up policies, regulations and guidelines that are clear then establish a conducive environment for teaching, learning and assessment. There was need to include all stakeholders to have comprehensive curricular including the employers who should indicate the skills needed for the jobs which will ensure that when the learning environment is being set up, the skill gaps are adequately addressed. It was imperative to have an effective monitoring and evaluation system to ensure that progress is adequately monitored.

To have pathways that ensures graduate employability, Rev. Canon Dr. Alex Kagume emphasized that the programs offered by HEIs need to follow the national frameworks in place. The Uganda National Council for Higher Education (UNCHE) checked the programs being offered by HEIs and ensured that they incorporated skills set relevant to the industry. UNCHE also conducted graduate studies to ensure that quality is not compromised. He noted that it was important that HEIs programs were regulated and updated regularly while ensuring persons with disabilities (PWDs) were taken care of. UNCHE partnered with the private sector as well as with the professional bodies.

Towards Innovative Educational Models: Linking Regulators and HEIs

Towards innovative educational models, it was imperative to understand the barriers to innovative educational models in EA region and explore how regulatory processes could be positioned in higher education sector to ensure accelerated regional advancement in education to accommodate new graduates. To this end, Dr. Jonathan observed that while stakeholder analysis was done while developing frameworks, yet stakeholder engagement needed to be relooked to see how it could be more integrative. The regulators needed to rethink on how they did business; there was need to change how the HEIs programs are developed and the interaction with the labor market. To determine where the jobs are and their relevance to the different sectors, it was worthy to ponder if the graduates being churned out were ready for the market.



“Education is not static but dynamic...incorporating global perspectives is key to mitigate the challenge of having unemployable graduates.”

–Dr. Theoneste Ndikubwimana

According to Dr. Theoneste, education was not static but dynamic and incorporating global perspective was key to mitigate the challenge of having unemployable graduates; designing of the curriculums was a problem as they were mostly knowledge based not competency based, there was need to redesign the curriculums to ensure they

were competency based which would prepare graduates adequately for the industry. Having the regulators collaboration network was important to ensure development of harmonized frameworks that could be benchmarked globally. There was also need to examine the improvement that was needed to augment the existing policies. Educative Collaborative could contribute through organizing convenings that brought regulators together to explore ways to improve existing policies.

Rev. Canon Dr. Alex Kagume opined that major barrier towards innovative education were the resource with the inputs and outputs wanting in every level be it infrastructure, processes, staffing among others. Work in HEIs was being done from the stand point of improvising and letting go, studies were being done to just fulfill policy, to satisfy the regulator not improve the well-being of the student who even after leaving the institutions there was no follow up. There were instances where HEIs had CVs of staff not even working in their institutions. Exploring ways that could strengthen the inter-university councils was important.

Open Discussion: EA Hub Strategic Plan Highlights

Discussion Lead: Ms. Lizzie Chongoti, Regional Director, East Africa Hub

This section highlights how the Educative Collaborative operationalizes its work in Africa and how the East Africa Hub worked. The goals and approaches in EA Hub strategic document are encapsulated. Also discussed is the requirements needed to be part of the Educative Collaborative.

Discussants: Mr. David Mutabanura, Executive Director, Cavendish University, Uganda
Mr. Eric Saulo, Director of Partnerships, Strathmore University, Kenya

Introduction

The work of the Education Collaborative would be operationalized through the regional hubs with East Africa being the first hub which has eight member institutions including; Cavendish University-Uganda, Kepler College- Rwanda, Davis College-Rwanda, University of Embu-Kenya, Strathmore University-Kenya, University States International University-Kenya, Riara University-Kenya, Rongo University-Kenya.



Ms. Lizzie outlined that the East Africa Hub worked closely with strategic committees which comprised the vice chancellors of those particular HEIs and they met virtually on a quarterly basis and in person once per year. Then on a monthly basis the representatives (faculty members) of all the member institutions meet virtually. It is with the support of the member institutions that the East Africa Regional Hub had managed to come up with a strategic planning document. The highlights of the strategic document would be shared in the session.

EA Hub Strategic Document Highlights

Mr. David Mutabanura noted that the EA hub sought to achieve three key goals; 1) growing membership of the regional hub and activities amongst the HEIs which included opening up engagements with member institution such as this particular convening then having the members committed toward the things the hub was doing; 2) strengthening and scaling up efforts to ensure there are embedded systems and processes that contribute towards having employable, entrepreneurial and ethical graduates; 3) enhancing capacities of HEIs to run



transformation student centered programs including faculty development, monitoring and

evaluation frameworks and communicating the evidence of transformation to harmonise positions with regulatory and policy frameworks.



Mr. Eric Saulo noted that when developing the strategic plan one of the goals in mind was to get all the member institutions in the collaborative to commit themselves in driving the agenda of the Education Collaborative. The Education collaborative sought to make a difference in the region by; identifying exemplar institutions to be members that could share their experiences and mentor other institutions, strengthen capacity of faculty members in different institutions in identified topics through peer learning/exchanges where a virtual

resource hub could be utilized, promote partnerships within member institutions in the network. The hub would also explore ways to meaningfully engage with the industry to achieve greater employability of their students, implement system change frameworks which would be critical in changing the mindsets. The hub was keen on working with students to train and promote ethical leadership so that they could implement them when they transitioned to employment or entrepreneurship and there were programs already in place such the ‘giving voice to values’ program initiated by the hub. The hub was keen to engage with regulators so that what the HEIs implemented was relevant.

Joining Education Collaborative

It was free for HEIs to be a member of the Education Collaborative; the requirement for the institutions voluntarily joining needed to demonstrate commitment to work with others and to improve their systems. While there was no membership fee, by joining the consortium the HEIs were committing to; 1) figuring what they were good at and committing to share the same with others, 2) do a self- check on areas they needed to learn and develop and 3) capturing lessons learnt, models changes and new systems adopted in a way that will be constantly accessible for others to pick up and continue to learn. By participating in the annual convening in Ghana, the HEIs had opportunity to apply for post convening grants, modest grants which ranged between \$3,000-5,000 to pilot some of the innovative ideas they had picked from the convening to improve students’ outcomes.

Round Robbin Session: Exploring Ongoing Programs and Systems in the Network for Improved Students Outcomes

Facilitator: Dr. George Mugabe- Director of Research and Community Affairs, Kepler

This session elaborates the key focus areas of the Education Collaborative and demonstrates how different HEIs are engaging, receiving and creating value for their institutions and students through their participation in the Education Collaborative programs.

Employability: Systems Change Program for Employability (SCP-E)

- *Mr. William Umihanganye, Director Career Development and Guidance Unit, Rwanda Polytechnic (RP)-Gishari;*
- *Mr. Karoli Kolokonyi, Director of Careers & Alumni Affairs, Kepler College*

SCP-E is a program that helps HEIs to develop their career support systems so as to adequately prepare their students for the labor market/ industry. It is an 18 months program where two institutions are paired; the mentoring institution and the institution being mentored work together to learn from each other. The mentorship mainly involves consultation to determine the needs and work with the mentee to develop a proposal to help address those identified needs and work towards implementation of the same. Once the proposal was developed, the HEI qualified for a grant funding where if successful the Education Collaborative could offer a grant of up to \$40,000 to help in implementation of the same. About four institutions were being mentored by Ashesi University, Kepler College, Davis College and Strathmore University.

Case study of Rwanda Polytechnic: Didn't have the career support services department and were focused on teaching and giving certificates but when they joined the Education Collaborative they were able to know on how to succeed in the labor market. There was no follow up when the students graduated. Under the mentorship of Strathmore University and visits to benchmark how they were doing it, they were able to develop a proposal then a career strategy and requested for a grant. They were given \$10,000 to develop the model and would get additional grant(s) to implement the models developed.

Faculty Development and Research: Research Community of Practice (RCoP)

Dr. Bonn Jonyo, Principal Research Officer, United States International University Africa (USIU), Kenya

- ◆ Faculty development as envisaged by Education Collaborative is simply to re-tool faculty so that they are teaching students as aligned to the industry. This program was integral in building of the faculty portfolios to ensure that the research projects they undertook contributed to community development and changed the lives of people.
- ◆ Faculty promotion was pegged on their ability to demonstrate to undertake research activity(s) that were part of research mobilization efforts.
- ◆ In RCoP there were resources that faculty could utilize, seed fund that could be leveraged on to improve self and attract more research funding. Additionally, in the RCoP faculty could leverage on internal competencies so that all operations were harmonized.

Ethics and Leadership: Giving Voice to Values

Mr. Nicholas Mwaura, Dean of Students & Ag. Director Quality Assurance, Riara University

This model pioneered by Mary Gentile is a cross disciplinary and action oriented approach to value driven leadership. It is based on individuals developing personal values/integrity that guide them on how they relate with others be it in private or in public. It is meant to guide an individual's actions and defines what sort of a person one is- how one treats self and other people. Being educators it was imperative to be involved in equipping our students with the courage and conviction to make the right decisions and to communicate their position whenever confronted by ethical issues. This model is guided by three key pillars: values, self-knowledge and reasons and rationalization.

- ◆ Pillar 1-Values: you develop value system that you believe in and live by and after that you make choices which after making for a long time you develop habits that become part of you [Values → Choices → Normalization] so it becomes normal for you to behave in a particular way and start living a purpose driven life.
- ◆ Pillar 2- Self-Knowledge: because of living the previous pillar one now becomes self-aware. One who is aligned with self, society and with people of similar mindset. You are able to have a voice and able to articulate when faced by ethical issues. You are able to make a stand that is well informed and therefore people are able to notice you and the decisions you make and are curious as to why you behave in a certain way.
- ◆ Pillar 3- Reasons and Rationalization: you should be able to give reasons as to why you behave in a certain way, in making certain decisions. Eventually this is linked with the way an individual behaves.

By transforming an individual who essentially is part of an organization then it ultimately becomes an organizational culture. Education Collaborative has been running this program and has been able to reach quite a number of students who have been trained. HEIs part of the collaboration could benefit from this program.



Figure 2: A Round Robin Session in Action

Entrepreneurship: Entrepreneurship Ecosystem Development

Mr. Eric Saulo, Director of Partnerships, Strathmore University

This model is focused on persona classifications;

- ◆ The first persona is those that have a vibrant entrepreneurship ecosystem (EE) such as the Sankofa University of Africa which has clear aspirations and a rudimentary measurement system and have an understanding that it is integral to bring on the mentorship aspect to become better.
- ◆ The second persona is those that understand EE very well but only recently developed it thus it is still being implemented and are being mentored to build their EE, define aspirations and determine ways to measure them such as the University of the Kemeti People.
- ◆ Kifalme University is representative of the third persona of institutions teaching entrepreneurship courses but have no idea of the EE. This persona needs mentorship to guide them through the designing and establishment of EE.
- ◆ The fourth persona which was fronted in the annual convening in Ghana is representative of the public universities in Africa which are so rigid so that motions go nowhere.

Strathmore University Case Study: sharing their experiences so that besides having entrepreneurship courses just embedded in the curriculum they're supporting students with initiatives and want to create start-ups. Have now set up an incubation center where students can develop ideas, pitch and if its good enough they can be helped to develop a business plan, assigned mentors and if successful in pitching they are funded by select industry partners working with the university.

Roundup session: Key Takeaways

Facilitator:

Mr. Nicholas Mwaura, Dean of Students & Ag. Director Quality Assurance, Riara University

This session highlights the reflections of the first day of the convening which were derived from the key speakers, panelists and comments from the delegates present at the convening.

- ◆ A good understanding of what Education Collaborative is- which is an African initiative that helps in responding issues including; career readiness employability, entrepreneurship, ethical leadership and faculty augmentation. The Education Collaborative had now evolved and had birthed its first baby already walking- the East Africa Hub with plans to birth others, the West Africa Hub and Francophone Hub and Southern Africa Hub.
- ◆ Reminded by Prof. Bailey to celebrate atomic habits of excellence in HEIs in Africa, build solid governance, leadership and support system as a community of practice where learning and sharing experience takes place.

- ◆ HEIs in Africa, industry and regulators encouraged to collaborate in coming up with systematic changes with case studies of participating universities being highlighted to demonstrate the benefit and growth since joining the hub.
- ◆ Education Collaborative has led to redefining of what education is, for who and why whilst calling against retrogressive education practices not meant to address the needs of today and the future. Powerful statements such as; relearning, mindset change, fit for purpose learnt.
- ◆ HEIs urged to work with the market to address challenges of Africa. Have new shared vision of investing in an education that equips the learner with technical and discipline based competencies.
- ◆ HEIs challenged to be accountable, give value for the investment by being current, relevant and globally competitive by monitoring, evaluating, measuring and giving relevant, credible data to advance education in Africa.
- ◆ HEIs challenged to conduct relevant research to inform curriculum and contribute to global body of knowledge. Regular reviews of curriculum because of the declined shelf-life of the programmes due to the fast changing market dynamics.
- ◆ HEIs challenged to not just hold conferences but ensure that outcomes are implemented to the later. The track record for Education Collaboration was indicative that this challenge was being enforced.
- ◆ The convening outcomes would ultimately be utilized to prepare youth in Africa for productive engagement by creating opportunities thus there was need to think anew of how to engage them productively in times of learning. There is conscious need to create an environment that inspires for faculty and students.
- ◆ Challenged to map out areas where new job opportunities could be created and share that knowledge.
- ◆ Need for HEIs in Africa and regulators to coordinate and develop harmonized programmes, policies and strategies to produce graduates with similar skill sets across the region so that a graduate can work anywhere in Africa and beyond.
- ◆ The regulators were challenged to be more responsive, adaptive and facilitative.
- ◆ It was imperative for the students to have a voice in the education system. For HEIs to succeed in educating the youth they had to be learner centered which a globally proven practice.
- ◆ It was necessary to adopt a culture of documenting good practices so as to enable sharing of exemplar practices among the HEIs
- ◆ Education Collaborative offers small grants to provide solutions among HEIs in the hub with Ashesi University continually building resources which were shared in the hub to enhance education rights in Africa.

DAY 2

Introduction

The participants who were joining for the first time were welcomed- Prof. Angela Ansah from Ashesi University, Ghana was recognized among others. Dr. George recapped of the things that had transpired on Day one putting emphasis on the lessons that had been picked on new ways to collaborate across different sectors especially with regulators and academia. He then invited Dr. Bonn Jonyo to set the agenda for the day. Dr. Bonn called upon the participants to share their reflections on what had transpired in Day one with emphasis on need to continue exploring connections and thinking through the commitments beyond the convening.

Panel Discussion: Entrepreneurship, Venture Funding and Job Creation- Practical Examples from East Africa

Moderator: Dr. Vincent Ogutu- Vice Chancellor, Strathmore University
This session explores the challenges that the African continent faces that need entrepreneurship interventions, delves into innovative entrepreneurship solutions that have been implemented in East Africa and looks at the future/emerging trends in the continent that influence entrepreneurship whilst linking it with how HEIs could leverage on the emergent trends

Panelists: Mr. Tony Otoa- CEO, Stanbic Incubation Ltd, Uganda;
Mrs. Lydia Koros, Managing Partner & Co-Founder, Progression Capital Africa Ltd, Kenya;
Mr. Philip Gasaatura, Country Director, Rwanda- Katapult Africa

Africa Status Report: What Challenges does the Continent Face that Needs Entrepreneurial Solutions?

Integrity according to Ms. Lydia was one of the biggest challenges in Africa today especially for investors looking for space to invest in which was how to trust the people. There was also a challenge with talent, according to Lydia; you not only invest in a business but also in people. At a national level, governance was also a great challenge in Africa.

Mr. Tony on other hand noted that the biggest problem in Africa was leadership quipping that everything started and fell with leadership; leadership was the core reason why some countries were doing well and others poorly. Tony also noted another challenge was uninformed deployment of people which impedes on performance, there was need to invest in intentional training and right placement of people and not focus on the numbers of trainees being churned out by HEIs.

Mr. Philip wondered if talent being honed by the HEIs in Africa was competitive at a global level noting that Africa was no longer competing against Africa but beyond. The biggest university was now YouTube because people learnt through the platform. In his perspective, talent only grew to what the market demanded of it and the African market wasn't growing to the demand which is why a lot of good talent was leaving for the developed countries

In wrapping up the first round of discussion, the moderator-Dr. Vincent noted that it was concerning HEIs were nurturing talent but then taking off for other opportunities outside Africa emphasizing the need to figure out how to reverse the process and how to make young graduates fit for purpose. He challenged the entrepreneurs to address this gap and see how to address the challenge.

Innovative Entrepreneurial Solutions



Mrs. Lydia elaborated of a case where a medical school and an IT graduate had come up with a medical care solution by developing an online platform which enabled patients to easily access medical services eliminating the need to go through middlemen and in the process bringing the cost of accessing healthcare by 50%. Healthcare was an area of concern in Africa thus it was a timely solution. There was however the struggle of the young innovators taking the product to the market with no support from the HEIs so they relied on family

and friends. The panelist pointed out that there many of such cases where young innovators had developed a product but couldn't take it to the market as they were not able to raise sufficient venture capital. Additionally, there was the issue of trust and unwillingness to invest because of the lack formidable governance structures. The challenge was fronted to the HEIs to figure out how to support young innovators in Africa to get them where they need to be.

The moderator, Dr. Vincent challenged the HEIs to partner with young innovators by providing governance which would ensure they succeed and attract sources of capital giving an example of University of Nortre Dame in United States where they invest in startups that their students came up with and walked the journey with them.



Venture capital was an enabler to actualizing innovative entrepreneurial ideas. Mr. Philip noted that from experience the companies that applied for venture capital the same were mainly based in North Africa as they invested in research and development and came up with registerable intellectual property compared to Sub-Saharan Africa which was more of a marketplace and payment systems with low chances in uniqueness. He challenged HEIs to invest in honing students critical thinking skills so that they could come up with alternative solutions that could be invested in. Philip elaborated on venture capital which was simply money that one was willing to 'lose' which was invested by institutions in start ups



Mr. Tony elaborated how the pandemic had birthed a thriving gig economy which though it was characterized by rampant short term opportunities yet people had found a way of making them long term money making opportunities. He pointed out in the wake of covid-19, the incubators and accelerators had to be innovative in how to deliver services. For instance there was promotion of domestic/local tourism with creation of niche packages and applications to make

the experiences exciting. There were also agriculture innovations which we incubated such as 'Food to You' which delivers fruits at your door step, worms chicken feed which accelerates growth all which were ideas that came up during the pandemic and even introduced organic fertilizers. Tony noted that to support the young people with no capital they utilized crowd funding which brought together different individuals to support through funds and resources needed to bring the business ideas to life.

Emerging Trends and Future Directions



According to Mr. Philip while entrepreneurship would create jobs it was critical to determine how they would be supported so as to ensure that the great ideas get out in the market. It was important to identify the main actors that would enable the eco-system to thrive. HEIs needed to establish models that could be leveraged on to support entrepreneurship endeavors initiated by their students such as putting up a fund to support those who expressed interest whereafter they could take a share of the proceeds made to sustain the model.

Ms. Lydia noted that one of the most exciting things in the market is crowd funding both locally and internationally which was changing the financing services model. There were now different kinds of funding opportunities in the market today; the traditional banks offering traditional venture capital, non-bank financial institutions funding through liquidity such as through mobile lending. It was important to think of the impact such kind of funding was creating to employees and the general economy as it was good to complement equity and liquidity. Impact financing is all about funding with the heart which is not all about financial returns but about the effect it has had on employees, the public and the general economy. Impact funding is lending with a purpose and is very intentional.

Discipline is integral and it makes or breaks a nation...maintaining a culture of discipline enables growth...our students are not patient to trust the process and want to acquire wealth fast... We have not fostered a culture of discipline in Africa.” - Mr. Philip Gasaatura

Mr. Tony emphasized that data was key and nothing could be done without referring to it as it informed the 80-20 principle which was all about focusing on the 20% that will give you 80% results. It was important to also focus on people and be guided by the principle of sympathy and empathy in relating with you, the more you take care of people, people will take care of you. While curricular can be changed if people are not aligned to it and not in sync with it, there will be limited success.

HEIs Building Resilient Entrepreneurs...

In Ashesi University all first year students in all programs in their first semester are imparted with entrepreneurial principles laying the theoretical foundation and in second semester they are given \$50 to actually implement an entrepreneurship idea which is all done to nurture entrepreneur mindset. By second and third year 35-70% of the students are doing small businesses.

Panelists Parting Shots

“Young people need to be nurtured to grow in the market. The HEIs should closely work with the students to help them hone their ideas; the capital institutions should explore options to get them into the next level of equity investment. We need to create 12 million jobs a year in Africa which will only come by ensuring that ventures are funded, get more capital and consequently create more employment.” –Mrs. Lydia Koros

“Patent capital is what we need at HEIs to promote growth of students in entrepreneurship ventures. To hone great ideas from students the HEIs should consider having in place commercialization departments and more so make conscious effort to create linkages with the market.” –Mr. Philip Gasaatura

“To be inspired towards innovative entrepreneurship ventures read: ‘The Good to Great’ which looks a why some companies stay good, others stay great, some get great and why some great ones falls and also read ‘The Why’ which explores why organizations do what they do and how they do it to make them special.” –Mr. Tony Otoa

Main Takeaways of the Panel Discussion on Entrepreneurship, Venture Capital and Job Creation:

- ◆ For HEIs to create space in the industry for students they need to initiate learning on entrepreneurship early on so as to shape their entrepreneurial minds
- ◆ HEIs need to prioritize on instilling values of integrity, ethics and of purpose in readying the students for the industry

Roundtable Discussion: Approaches for Boosting Collaborative Relationships in the Higher-Ed Sector in East Africa [Industry-HEIs; Regulators-HEIs & HEIs-HEIs]

Moderator: Ms. Pauline Gangla- Head, Eastern & Southern Africa Partner Network Scholars Program, MasterCard Foundation Representative

This session highlights specific examples of collaborations by the HEIs and the industry as well as with the regulators. Borrowing from the panelists' reflections, it explores the place of HEIs and regulators in preparation of graduates who are fit for purpose and it wraps up by outlining recommendations to augment collaborations.

Conversation Leads: Prof. Daniel Mugendi- VC, University of Embu;
Prof. Robert Gateru – VC, Riara University;
Ms. Nathalie Munyampenda- CEO, Kepler College

Specific Examples of Collaborations with the Industry, HEIs and the Regulators

According to Ms. Nathalie the foundational principles that Kepler College operates on include constant monitoring of trends in the HEIs to ensure they remain relevant, engage in meaningful partnerships that impact on student outcomes and push on literacy issues. Kepler also closely works with the alumni to motivate the other students and help them understand the industry and how they can fit in. They recently launched a Fusion Center where



students can conduct research and are given some funding to bring innovative ideas to life. At Kepler, they were exploring partnerships that greatly augment student outcomes and to actualize that they have set aside some funds for new ideas and partnerships they wanted to invest in. Kepler closely worked with government who helped in linkages with the right institutions depending on the requests. Ms. Nathalie urged the regulators to be cautious when looking at the education quality of standards. The key was to view other HEIs not as competition but as integral to institutional survival through strategic partnerships.

Prof. Robert stated that the biggest competition for HEIs was the changing dynamics of offering higher education, there had to be greater reason for students to enroll rather than acquiring practical skills as they could obtain those from other sources such as online platforms e.g. YouTube. There was need to come up with innovative ways to cement partnerships with the industry as the assumption was that HEIs had the capacity to initiate and manage collaborations which was not always the case, there was need to enhance capacities of the institutions on the same. Additionally, the HEIs needed to explore how they could play a role in changing students' attitudes for the better in their time at the institutions which could be done by creating ecosystems that promote attitude change in a short period of time. He noted that Riara University is engaging with stakeholders including; other HEIs, government and alumni. Being

involved in Education Collaborative had provided a chance to Riara University to be awarded a



convening grant which had helped refined its employability strategy. In terms of preparing students for the industry, the university had started to integrate industry qualifications in their courses such as ICDL and cisco certifications. They had also started core branded programmes with the industry such as; legal talk series on topical issues which is being rolled out with ‘Triple Okay’ law firm and another with Switch Media which allowed Riara University students to gain firsthand experience on TV productions by utilizing their

facilities free of charge. Riara had also introduced a mandatory module for third year students’ which was taught in joint effort with the industry and the university to prepare them for the market. Prof. Robert noted that student events at the university have also been a great platform for students to understand how the industry operates; the students were obligated to look for partnerships to roll out their events and had managed to successfully obtain funds from the corporates. The university was also partnering with the Council of Legal Education in Kenya to run a media program that is required for students to be able to meet the minimum requirements to be admitted to the bar.

Prof. Daniel stated that Embu University was closely working with some of the key players in the industry and also invited guest lecturers drawn from the industry. He however noted that there was still a gap in how HEIs link with the industry as they operated in different ways and did not coming together oftentimes. He expressed optimism that the model of collaboration initiated by Ashesi University is fantastic as it enables close collaboration of



universities in Africa unlike other models which have encouraged more collaboration with universities based in the West. There was need for the public universities in Kenya to look for ways that they can work together for the betterment of the students who in most instances are not employable when they complete their studies. After attending the convening in Ghana, Prof. Daniel through the Embu University senate had introduced entrepreneurial course mandatory for all the students so as to equip them with relevant skills needed in the industry.

A Peek into the Future: Place of HEIs and Regulators in Preparing Graduates Fit for Purpose

Nathalie: Kepler College is interested in private sector partnerships to experiment whether the foundational skills courses offered such as; managerial/leadership skills, digital skills, environmental sustainability are enough for the students going into the industry. They have started a partnership with a company called Tech Experts which is allowing testing of how the foundational skills imparted to students are positively contributing to their internship experiences. Kepler College is also keen to find ways on how to effectively measure and assess whether they are improving and/or instituting the right types of attitudes. Additionally, they are reflecting on whether to add certain certifications in some courses such as business analytics, project management among others in readying their students for the industry.

According to Prof. Robert the future of education cannot be separated from the future of work; it was worthy to note that a 2021 skills report indicates that by 2027, 65% of jobs will be gig based where one is paid for a task delivered. 76% of the gig workers interviewed indicated that they would not quit gig work to go back to formal employment. There was urgent need for HEIs to recheck how they are preparing students for the gig economy. There was also need to go beyond training students for formal employment, to train them how to work in the freelance environment and tie it up to the venture. Riara University were closely working with IBM to enable students' access digital skills courses besides a Kenyan government called 'Ajira Digital' initiative which trains students on digital skills; where they had managed to get sessions for their students to be trained with a number successfully managing to get into that space. HEIs could no longer ignore what is happening in the world and needed to adjust accordingly. Prof. Robert emphasized on the need to get the institutional culture right before engaging partners to come on board, institutional culture needed to be aligned to the partners that were being brought in the institution. There was also need to consider how to enhance capacities of VCs to build these partnerships, to fundraise, to close deals. HEIs also need to address the issue of attitude both at faculty and student level and explore ways of reaching home levels and the lower school levels because attitude formation starts early on in life. According to Prof. Robert 'Hire for attitude'

Prof. Daniel emphasized that when looking into the future there was need to be wary of the disconnect that existed in universities and the market and think of how best to close that gap. A conversation with a university council member had revealed that it takes an average of 2 years to train graduates to fit into their programs at their organization- how could the HEIs rework their curricular to incorporate skills needed in the market. The HEIs need to take deliberate moves to bring in industry people to give their input in the curricula's. HEIs needed to explore how they could partner with the industry as well as how flexibility could be integrated in the conversations especially thinking of future workplaces- timings did not have to be rigid rather the emphasis should be on the deliverables. HEIs also needed to revisit the values they stand for and that they are inculcating in the students they are training.

Linking Industry with Academia: IBM Case Study

IBM Case Study –Mr. John Matogo, IBM CSR East Africa

This case study demonstrates how HEIs can work with the industry. Practical ways through existing IBM programmes are highlighted as outlined by Mr. Matogo at the convening.

Mr. Matogo highlighted the long history of IBM collaborating with academia since the invention of the first computer system in 1940s which was enabled through partnership with Harvard University noting that IBM's relationship with academia was still going strong with many initiatives being rolled out which are consolidated under the docket of corporate social responsibility very focused on training. IBM was on a mission to implement 30 by 30 initiative which aims to train 30 million people by the year 2030 on new technologies. The following opportunities could be explored by the HEIs on how to collaborate with IBM:

- ◆ Learning content- through the platform 'Skills Build' an open learning platform where all one needed was to register for free using Gmail or university e-mail accounts. There were many modules on different subjects such as entrepreneurship, communication skills, interpersonal skills among other soft skills. This was operationalized through faculty members who select modules that will have to be completed before end of a given semester by the students who then in their own time they go through the modules and when they complete assigned module, they then do a test and send the lecturer the digital certificate they receive.
- ◆ Instructor led programs- these go deeper on some of the topics especially the technology topics where the faculty members are trained on the technologies such as on artificial intelligence, data science, cyber security and so on who then transfer the skills acquired to their students.
- ◆ Computing resources: give students and faculty members cloud computing environment which is utilized do student projects and research activities. Post graduate students doing modeling for instance need extra computing capacity so they can utilize the same. This is the future of computing and it was necessary for students focused on technology issues to develop them on cloud; the sooner they became familiar and proficient the better for them in the industry.
- ◆ Hackathons: organize global hackathons where students from across the globe are invited to participate annually in teams. This experience is a good opportunity to get exposed to other students and benchmark the different skills represented. They also get mentors and there are incentives at the end for winners.
- ◆ Guest lecturers: IBM had hundreds of employees who were willing and available to participate in guest lecturers to give a peek into the industry on varied topics.
- ◆ Online conferences: IBM plans online conferences/meetings on varied topics that would greatly benefit students as they host top researchers working in different labs across the labs who have a wealth of experience.
- ◆ Internships: there were internship opportunities available in IBM Research Centers in Nairobi and Johannesburg and though they only took a small number yet the students could utilize the skills learnt on IBM platforms such as digital literacy and coding during school holidays to teach young people in the villages

- ◆ Faculty fellowships: could explore having faculty members in IBM for certain period of time such as three or six months to get immersed in the industry which will ultimately enrich their teaching experiences back in the university.

Student Panel Discussion: Student Reflections on Universities' Contributions to the Employability

Moderator: Prof. Baylie Damtie Yeshita, VC, Kepler College, Rwanda

This panel discussion encapsulates reflections of select students from East Africa on how being in the HEIs has contributed to character building, how the learning experience has impacted their lives and augmented their employability in the industry

Panelists: Ms. Pacifique Uwimbabazi, Kepler College-Kigali Campus
 Mr. Collins Mbulakyalo, Cavendish University
 Mr. Ted Thoya Iha-President, Students Council- Strathmore University

Character Building in the HEIs



According to Mr. Collins, he'd had great experience at the Cavendish University as they have invested in activities outside of class especially clubs such as debate club, journalism and film club among others which has helped students develop beyond the curriculum and more so in character building. Being a refugee youth, Ms. Pacifique revealed that she had greatly benefited being in Kepler College as they placed emphasis on putting skills into practice in addition to garnering skills such as being disciplined, communication skills, critical thinking skills and relational

skills among others through involvement in different groups/clubs which had helped build her character.

Mr. Ted noted that being in Strathmore University had contributed in augmenting his character in various ways. Upon enrolling, every student was assigned a personal mentor from the faculty and an industry mentor to walk the journey with them. Additionally there are many clubs including debate club, Red Cross and St. John Ambulance which helped shape character because one learned how to manage things, experience things beyond class through community service, fundraising and negotiation skills. Even after graduating, the university kept in touch thus they were involved in character building in and out of school environment.

Pedagogy: Impact of Learning Experience in the HEIs

Mr. Collins hailed Cavendish University as student centric as before joining there was pre-orientation which entailed an in-depth career guidance preparing the student adequately for the program they were enrolling. There was a specific number of student to lecturer ratio which

provided an intimate learning experience as well as blended learning which integrated distance and physical learning which for instance enabled him to study as he work. Missing marks or lecturers missing classes was a myth and the university intentionally provided a safe learning space for female students.

Ms. Pacifique noted that at Kepler College, they had student advisors who keenly followed on achievements realized while in school. There was a blended learning system which integrated a self-space mode where the student was given study materials and decided the direction they took to solve problems. Programmes started off with foundational courses which augmented key skills such communication, English language, ICT and quantitative skills then practical courses such as economic projects. Positive criticism from the faculty enhanced motivation and gave students space to implement, think deep and provide self-thought out solutions.



In Strathmore University, Mr. Ted revealed that they had careers office that helped students prepare for the job market through trainings for interviews and linked them with job opportunities. Course reviews were also done at the end of every semester to evaluate the lecturer's performance and guest lecturers who are seasoned practitioners in various fields were invited. Regular career fairs where student met corporates to understand how they operate were also organized. Getting involved in various clubs too gave relevant experience as the

students learnt things such as event organizing, fundraising, corporate social responsibility among others all which were critical in the industry. It was also a requirement in third or fourth year to do internship and the university offered a work-study fellowship where one could gain relevant experience as they continued learning.

Student-Lecturer Interaction

Mr. Ted indicated that at Strathmore University, they had close interaction with their lecturers as they knew the students by name and could highlight strengths and weaknesses in particular subjects. Lecturers made personal commitments to know their students and did constant reviews, additionally, a majority were practitioners thus made the learning experience enjoyable.

Mr. Collins also noted that numbers at Cavendish University were small so the lecturers knew the by names and their capacity and closely interacted with the students. Similarly, Ms. Pacifique indicated that learning experience at Kepler College was interactive so the lecturers knew their

student. There was also a self-pace where students set their own targets and were constantly reviewed thus there was no doubt about the level of their ability.

HEIs Contribution in Acquiring Self-Employment Skills

Kepler College according to Ms. Pacifique gave the students space to work on projects which helped them to interact with professionals in different fields that provided opportunity for inspiration and mentorship. On other hand, Mr. Collins was already applying the skills he was acquiring in Cavendish University and was a founder of a digital startup called ‘Wapi’ which connects people with startups. The University had gone a step further and helped publicize about the startup when he launched it with his co-founder, which had presented many opportunities for them to grow. In Strathmore University, Mr. Ted noted that they had an incubation hub that supported development of ideas to life, there was also the stock business club which helped hone skills on how to run business- how to learn how to sell goods and services, get consumers and assess the market through a space called ‘strath cube’ which enabled the formulation of business ideas and sourcing for funds. There were networking dinners held to connect corporates, SMEs and students which enhances appreciation of what is happening in the business space.

Panelists Parting Shots: What would they prioritize if they were in leadership positions in HEIs?

“I would prioritize enhancing capacities on how to deal with different ethical dilemmas. I would also put measures in place to address the mental health awareness issues” –Mr. Ted Iha

“I would take time to understand in-depth what students need.” –Ms. Pacifique Uwimbabazi

“I would include ethical leadership in all school activities and create a student fund in Africa to enable startups.” –Mr. Collins Mbulakyalo

Commitment Summit

Facilitator: Ms. Christine Osae-VC, Davis College

This session gave the convening participants outline the outcomes learnt over the last two days, lessons learnt and the initial thoughts on next steps and action plans when back in their home institutions

Ms. Christine made emphasis on two things: power of a notebook and calling everyone to action. The power of having a notebook was representative of the gift of keeping an open mindset which being in Education Collaborative had nurtured because the networking opportunities with other HEIs always present something new contributing towards augmented student outcomes which means they are going and extra mile. On other hand, writing down new ideas in the notebook was not sufficient; Ms. Christine therefore invited everyone present at the convening to take action in the spaces they occupied by implementing what they had learnt and inviting everyone to take action on what they had learnt and enacting those lessons into practice. All the delegates then embarked on the process of filling in the commitment forms.

Closing Remarks

Dr. Patrick Awuah, President and Founder, Ashesi University, Ghana

Picking from the guest speaker's- Prof. Manasseh's remarks that there was need to implement recommendations fronted in conferences, Dr. Patrick highlighted the power of collaboration and of doing noting that Education Collaborative was already measuring and seeing changes that have occurred for over 149,000 students within the collaborative network which had a vision of impacting a million students. He commended all for being doers and not being a collaboration of just talking and sharing ideas. For his closing remarks, Dr. Patrick would reflect on the questions that he had been asked in his interactions with people at the convening and the discussions held.



Firstly, Dr. Patrick dwelled on how resources were garnered to benefit the students noting that there were a lot of resources in the world which were fluid and not stationary. They took different forms such as human capital and intellectual property. He noted that one of resources that had been greatly shared within the last few years between the HEIs was intellectual resources and it was amazing to see how much they were flowing among the institutions. On financial resources, Dr. Patrick emphasized that they moved towards deep commitment and trust; if the commitment was not apparent, not obvious then those with financial resources were likely not to send it to you but to those they see deeper commitment. Dr. Patrick re-emphasized that financial resources flowed towards trust, trust was the most important capital that an organization could build. Social trust/social capital was the most important any organization could have. If an organization lacked social capital then other forms of capital were likely not to flow to it; in addition to deep commitment, social capital came from ethical behavior, integrity and pursuit of excellence.

When there is a track record of an organization doing certain things very well then the resources tended to flow towards it and take it to the next step. Dr. Patrick recounted his experience in fundraising noting that all the organizations that invested in Ashesi University did so because they trusted him and saw his deep commitment. He called upon the delegates to do any task they were doing really well which would propel them towards the resources they needed- constant excellence correlated with ease in raising funds. He pointed out that the public HEIs had an

*“Financial resources move toward deep commitment and trust... Social trust is the most important capital an organization can have and comes from ethical behavior, integrity and pursuit of excellence”
–Dr. Partrick Awuah*

incredible resource in their alumni, some had tens of thousands of alumni in the market and as such they needed to view them as a living endowment to the institution. Building the systems and the structures to engage with alumni was strategic as they were a critical source of support. There were three key things sought when looking for resources: wealth, wisdom and work. In the case of alumni, getting them

engaged with the work of university like for instance; coming and speaking in classes, doing lectures in campus, inviting them onto the university council or board would all be in the spirit

of sharing their wisdom which was all part of cultivating them towards sharing their wealth. He chose to see students as future resources because they would become future alumni.

Secondly, Dr. Patrick dwelled on the conversation around employability and entrepreneurship and how to get students into the world of work and get them to create their own jobs and for others. This was all about empowering students and getting them involved for instance in various clubs to learn about leadership skills, team work and so on; preparing them to be great agents of themselves and empowering them to go and create jobs for themselves and others. He emphasized that the career services department was not to be seen as a platform of getting jobs for students but rather universities should put more focus in preparing students to be great agents accountable to themselves.

Thirdly, Dr. Patrick addressed questions about how ethical leadership was fostered in Ashesi University. Ethics was all about institutional culture more than anything else, it had to be completely immersive and while it could be integrated in the curriculum, yet it had everything to do with the organization and it was imperative to think of ethics as not just morality but also integrity in the fullest sense of the word. According to Dr. Patrick, integrity meant to keep your word, if one said they would be somewhere at a certain time they were there at that time, that they did their duties without constant monitoring. Integrity meant that if you promised something, you deliver it without fail and if you realized you can't deliver it as promised, communicate the impediments and indicate when you would deliver. Integrity was a powerful thing, it was about transparency. In Ashesi University, Dr. Patrick shared the financials with the whole institution and published them on the website and if there was anything not going well he communicated with the donors to enhance transparency. He called upon the HEIs to empower the students to be in charge of ethics by involving them in the judicial committees and encouraging them to be trustworthy leaders which are all part of building an immersive experience-learning by doing and building a deep culture of the ethics in the organization. As leaders people were watching all the time, HEIs while encouraging students to be in charge of ethics also needed to be leaders in building social capital in their alter mater.

“Ethics is all about institutional culture and has to be completely immersive... Ethics is not just morality but also integrity... Integrity means keeping your word, delivering without fail and communicating impediments faced promptly... Integrity is powerful and all about transparency.”

-Dr. Patrick Awuah

Fourthly, Dr. Patrick discussed about Ashesi University faculty development. They did both physical and virtual workshops and trainings. There were regular faculty meetings to enhance capacities in varied areas. He shared a story of how a visiting faculty from overseas who when he went back he wrote to thank Dr. Patrick for all that he had learnt as he was applying it and had won a teaching award in his institution. The story was to demonstrate the power of peer learning, faculty development is not all about attending external training, there is real power in learning from each other which should be greatly utilized. In Ashesi, having internal faculty learning had been beneficial as there was a mix of those who have pursued studies away from Ghana and from within so there is always something new to learn about. It is a culture that started two decades ago. All full time staff had access to at least ten development experiences over the years with some going out for international and local conferences while some had been paid for to pursue their PhDs in and out of Ghana. There were also efforts to invest in research opportunities for

the staff and Ashesi had set aside some seed funds to fund research and development which has been allocated in the university's budget with an investment in a grant office where there were administrators scanning to find out the research/grant opportunities relate to the faculty, though this was a work in progress for the university. Dr. Patrick welcomed the opportunity for Ashesi University to learn from peers present in the convening who had made progress particularly in the research area.

Fifthly, Dr. Patrick noted that while there were explicit discussions about faculty development there were implicit discussions on executive development. He emphasized on need to be explicit about it. He shared his story on how he had to learn things about academia as when he founded Ashesi University as he was not an academic thus needed to greatly invest in himself. Dr. Patrick had done a couple of executive education session including executive coaching for him and his leadership team which he found very helpful. He called out to the vice chancellors and senior executives at the universities to consider being explicit about executive development and seek for opportunities towards self-development. Dr. Patrick wondered out loud: who teaches VCs/senior management to; hire right people? Build partnerships? Fundraise? Develop strategic plans and sustainable business models? Manage a team? Manage organization culture? Manage/drive transformation?

Most projects that were on ground for HEIs meant a transformation but it was imperative to note that nothing changed without leadership, similarly, while it took leadership to change things yet it took systems to preserve them. While many HEIs leadership were making changes, they needed to build systems that would make those changes last otherwise a new team in charge would steer the changes realized in a different direction. It was important to build systems that preserved things that was not too rigid, there was a difference between rigor and rigor mortis. If a system in place created rigor mortis that was a problem but a system that created rigor and still enabled change with excellence was great. Dr. Patrick posed a question to the HEIs executives present on what they would want covered in executive programmes organized for them. They were urged to think about it together and develop something that strengthened them as leaders because as leaders they had to be students of their profession and students of their leadership. As they thought of faculty, they should also think about themselves.

“The Educative Collaborative Sub-Saharan African Ranking System will be used to measure Higher Education Institutions overall performance in student outcomes”

-Dr. Patrick Awuah

Sixthly, Dr. Patrick introduced about another aspect of work they were doing at the Education Collaborative which involved working with a consortium, general third party organizations to develop a Sub-Saharan African Ranking System which was not just the competition part of it but was about coming up with a set of metrics that will be used to measure HEIs overall performance in student outcomes which will ultimately change higher education in Africa for the better. Dr. Patrick informed the delegates at the convening that a survey of a thousand people ranging from women and men professionals in public and private sector, academia, students among

others based in Ghana, Zimbabwe and Kenya was conducted on the ground to identify what the ranking system should pay attention to. Three simple open ended questions were asked: 1) What

are the biggest challenges confronting Africa? 2) What could HEIs do about those challenges? 3) What prevents the HEIs from doing it?

- The top five challenges confronting Africa were: 1) Bad leadership 2) Unemployment 3) Corruption 4) Poor education quality 5) Lack of funds for university research
- What could the HEIs do about those challenges: 1) Equip students with necessary skills, practical education, technology and entrepreneurship 2) Curriculum revision 3) Infrastructure development- IT, buildings 4) Innovation 5) Positive character building
- What prevented HEIs from doing it: 1) Funding 2) Knowledge transfer 3) Inadequate technology, infrastructure and technical skills 4) Leadership and management 5) Facilities

Dr. Patrick noted the uniqueness of the HEIs ranking system which would address issues to do with corruption, unemployment, curricular content, character and innovation which is not characterized in other world rankings. Ashesi University had already put out the first call in Sub-Saharan Africa where a tool had been designed and collection of data was ongoing with a goal to put out first results by quarter one of 2023 which was a pilot test. The tool would be fine-tuned over time as some of the things were complex to measure and all members in the Education Collaborative were urged to participate in the ranking system which would contribute towards building the system. Dr. Patrick revealed that at least 157 HEIs had expressed interest by signing up to be part of the ranking system which was impressive. This system would be integral in provision of information on areas to improve on in the HEIs as well within the Education Collaborative.

In his concluding remarks, Dr. Patrick acknowledged that the Education Collaborative which had started five years ago as a pilot had progressively received funding based on performance. He noted that 50% of what had been projected as needed in the next 10 years had been raised in form of an endowment fund. He expressed interest in talking with every member represented in the convening on what the Education Collaborative needed to keep doing so as to enable in transformation of the HEIs and from the feedback make relevant adjustments in the programming including the fundraising goal. He reiterated the commitment to work in a deep way with peers across the continent to make a change. He ended the remarks by going down the memory lane of when the conversation to form Education Collaborative was initiated noting that there was need to stop thinking about our problems and think about the problem and beyond our walls. Dr. Patrick noted that the Boards view of Education Collaborative is that institutions in this movement rise by lifting others up and while it may seem like a paradox that the one you are trying to help to push up is actually enabling you to rise along yet it is true especially if viewed from a team effort perspective. This was the spirit of Education Collaborative, 'of rising by lifting others up!'

Vote of Thanks

Ms. Lizzie Chongoti, Regional Director- East Africa Hub



Ms. Lizzie thanked Dr. Patrick for his commitment to join the inaugural East African Regional Hub convening and sharing his vision to expand the Education Collaborative to the African continent. The Ashesi University executive team led by Executive Director, Rose Dodd and Prof. Angela among others was recognized. The keynote speaker and all speakers as well as the moderators and panelists were thanked for their time and commitment. The vice

chancellors, top executives, faculty members of all universities represented and students, industry players present and the regulators were thanked for gracing the occasion. The host institution, Kepler College was specially recognized as well as the MC. Ms. Lizzie noted that a lot of work had been ongoing in the background especially by the strategic committee steered by Prof. Gudu, VC- Rongo University.

There being no other business, the convening came to close at 5.30 PM on 11/10/2022

APPENDICES

Appendix 1: Key Presenter Bios

Hon. Prof. Manasseh Nshuti

Professor Nshuti Manasseh is a Professor of Finance, holding a PhD in Finance from Aberdeen University, UK, a Masters of Business Administration in Accounting, Aberdeen University, UK, and a Bachelor of Commerce (Hons.) from Makerere University. Professor Nshuti Manasseh is currently the Minister of State in the Ministry of Foreign Affairs and International Cooperation in Charge of East African Community since 1st May 2020. From 2003 until 2005, he served as the Minister of Commerce, Industry, Investment Promotion, Tourism and Cooperatives. He was appointed the Minister of Finance and Economic Planning Ministry from 2005 until 2006. In 2006, he was appointed Minister of Public Service and Labor until 2008, when he was named as Senior Economic Advisor to the President of the Republic of Rwanda.

Professor Nshuti Manasseh, was also the Chairman of Board of Promoters assigned to set up Umutara Polytechnic (University) in Eastern Province, Nyagatare District. He also served as the Chairman Board of Governors assigned to turn round SFB (School of Finance and Banking, Kigali, Rwanda) and after turning it round alongside the then management team, in 2011 decided to start a private University with fellow promoters (University of Kigali). Professor Nshuti Manasseh has over 23 years of University lecturing and Administrative experience gained from high standards universities of:

- Strathmore University Nairobi, (a total of 14 years of experience).
- Catholic University of East-Africa, Nairobi, Kenya (where he was first a Dean of Faculty of Commerce and later after his PhD, a Deputy Vice Chancellor in charge of Academic Affairs... a total of 7 years) and finally Aberdeen University, UK (2 years).

Dr. Jonathan Stephen Mbwambo

Dr. Jonathan Stephen Mbwambo is a Senior Lecturer at the College of Social Sciences and Humanities of Sokoine University of Agriculture. Dr. Mbwambo coordinates the East and Southern Africa Higher Education Centers of Excellence Project based at the Inter-University Council for East Africa. The project is implemented by 16 Universities in the East and Southern Africa. Before joining the project, Dr. Mbwambo worked as an Assistant Director and a National Coordinator for the Education and Skills for Productive Jobs Project in the Department of Higher Education, Ministry of Education, Science and Technology of the United Republic of Tanzania.

As an academic, Dr. Mbwambo has a Master of Science degree in Natural Resources Management and a PhD in Rural Development. Dr. Mbwambo has supervised more than 25 Masters and PhD students in areas related to poverty, climate change, food security and Agro-biodiversity. Dr. Mbwambo has published in both national and international Journals with a focus on natural resources management, food security, climate change, poverty and rural development

Mrs. Lydia Koros

Lydia Koros is a founder and Managing Partner of Progression Capital Africa, an impact Private Equity firm that has invested in Microfinance companies in East and Southern Africa since 2011. She is also a co-founder and Director of Ed Partners Africa Holdings Ltd (EPAHL) is an investment holding company focused on providing financial and non-financial solutions to affordable private schools in Africa. Prior to this, she served as the MD of Faulu Microfinance

Bank from 2005 to 2010 where she led the organization through transition to become the first regulated microfinance bank in Kenya.

During her stint at Faulu, Lydia served as the chairperson of the Association of Microfinance Institutions (AMFI) and also chaired the task force set up by AMFI to lobby for the enactment of the Microfinance Bill and Regulations for Deposit-Taking MFIs into law. She also successfully organized and chaired the Africa and Middle East Microcredit Summit held in Nairobi in April 2010. Before joining the MFI sector, Lydia worked in Kenya Commercial Bank for over 18yrs in various capacities in the corporate and retail divisions of the Bank, including Head of Corporate Banking. Lydia obtained her Bachelor of Commerce degree and an MBA degree in Strategic Management, both from the University of Nairobi. She is an alumna of the Strathmore and the IESE Business Schools.

Ms. Pauline Gangla

Pauline Gangla is an Education Specialist with 24 years of progressive experience in the design, delivery and evaluation of donor funded programs in the international development sector. As the Head the Scholars Program in Eastern & Southern Africa at Mastercard Foundation, she leads a team that enables young people to attain inclusive and relevant education, transition smoothly into dignified and fulfilling work and creating lasting change within their communities. In her previous roles, she managed cross regional higher education reform projects funded by FCDO, lectured at Strathmore University in Kenya, served as a Program Manager for Executive Education at Strathmore Business School and Gordon Institute for Business Sciences (GIBS) in South Africa, managed a range of leadership development and social entrepreneurship projects in over 24 countries in Sub-Saharan Africa.

She served as a Non-Executive Director of two education NGOs - Kenya Education Fund and Global Minimum funded by the Segal Family Foundation These NGOs provide opportunities for young people to access quality education at the secondary education level, innovate, problem solve, demonstrate leadership and self-reliance. Pauline holds a master's degree in Public & Development Management from the University of the Witwatersrand, South Africa and a Bachelor of Education (Arts) from Kenyatta University and a postgraduate diploma in Human Resource Management from the Kenya Institute of Management. She is a Leadership Coach, a motivational speaker and a mentor steering people to success.

Mr. Philip Gasaatura

Philip currently serves as a Country Director for Katapult Africa a Venture Capital firm, investing in and scale tech companies across Africa through their Accelerator Program. Prior to joining Katapult, Philip was Strategy Consultant for the Government of Rwanda developing Rwanda's strategy to become a Technology and Innovation Pan-African Hub under the flagship project of Kigali Innovation City, Philip was instrumental in the design and structuring of Rwanda's first Government backed Venture Capital Fund designed to invest in stage growth companies in Rwanda and across East Africa.

In his early career, Philip was a Senior Finance and Technology specialist for over 15 years' in Investment Banking in the U.K, Philip led the implementation of several large scale technology and operational projects to optimise business performance and cost efficiencies. At Citi Bank, Philip managed the development team of a global equity trading platform. Prior to Citi Bank, Philip lead a team at ABN Amro that managed the development of a trading credit trading platform focused on Asset Backed Securities with implementation of product pricing and risk modelling for various financial instruments. Philip holds an MSc Computer Science from University of the Witwatersrand, South Africa and a BSc Computer Science and Mathematics from Makerere University, Uganda. Now based in Rwanda, Philip is married with three children and a great Arsenal Football Club fan.

Rev. Canon. Dr. Alex Mugisha Kagume

Alex Mugisha Kagume is the Deputy Executive Director, National Council for Higher Education (NCHE), having been the Acting Executive Director, 2018 - 2019. Dr. Kagume has a wealth of experience in the teaching and management of higher education. He was a Senior Lecturer and the founding Deputy Vice Chancellor for Academic Affairs of Uganda Christian University for twelve years. He was a member of the first Council of National Council for Higher Education, representing Senates of Private Universities from 2002 – 2007. He was a member of the Quality Assurance Committee of the Inter University Council of East Africa (IUCEA) and also of its Governing Council from 2008-2010. He has attended and presented papers at National and International Seminars and Conferences.


Dr. Kagume is a teacher by profession, having taught at Primary, Secondary, Tertiary and University. On top of teaching and lecturing he is a seasoned administrator and manager in education. He is also an ordained Priest and a Canon of the Church of Uganda (Anglican). He obtained a PhD from the University of Bristol, United Kingdom; a Post Graduate Diploma in Education from Makerere University, a Bachelor of Divinity from ATIEA, Nai Nairobi, Kenya, a Diploma in Theology and a Grade II Teachers' Certificate from Makerere University, Kampala, Uganda. He has researched in Ethnicity and Gender and History of the Church in Uganda. He is married with four children.

Mr. Tony Otoa

Tony Otoa is the Chief Executive of Stanbic Business Incubator Limited, which supports and nurtures Small and Medium-sized Enterprises to prepare them for business growth opportunities. His role is to design strategies, manage and implement activities and programs for Enterprise Development for the Stanbic Business Incubator. His work with the Incubator has helped the emerging entrepreneurs to gain access to networking, new markets, and financing opportunities and has impacted over 2000 SMES since 2018. His expertise spans across the Oil and Gas sector, entrepreneurship, communication strategy and innovation in both Uganda and the United Kingdom. In the past, Tony had worked as a National Content Manager at Total Exploration and Production, where he also served as the Public Affairs Manager. His role was to support the inclusion of local SMEs in the oil and gas opportunities in Uganda and Tanzania.

Tony worked with civil society in the UK and Uganda to plan, develop and design laws and regulations for the oil and gas sector in the East African region. His untiring commitment and drive towards ensuring that Uganda becomes a formidable regional competitor in oil and gas has seen him speak around the world on the emerging sector. He has spoken passionately about participation of Ugandans in the sector, environment protection and robust revenue management. Over the years, Tony has supported the realization of partnerships to support SMEs in Uganda through the Stanbic Business Incubator. Some of the partners include the French Embassy in Uganda, UNDP, GIZ (German development cooperation), Government of Uganda through several ministries, Uganda Tourism Board and many others. Tony holds a Bachelor's degree in International Relations and LLM in International Law. This experience has been a lightning bolt for him to reflect on and think of possible solutions to help young people, advise SMEs to be innovative and contribute to their growth.

Appendix 2: Convening Schedule



The poster features a background image of a group of people in a professional setting. On the left, there is a vertical decorative bar with a red and black geometric pattern. The text is arranged in a clean, modern layout. At the top left, the ASHESI logo is displayed next to the text 'THE EDUCATION COLLABORATIVE'. The main title 'East Africa Convening' is in a large, bold, red font. Below it, the dates 'October 10 -11, 2022' are in a smaller red font. The subtitle 'Accelerating Entrepreneurship and Graduate Employability for Regional Development' is in a black font. A location pin icon is followed by 'Kigali, Rwanda'. On the right side, the text 'Host Institution:' is above the Kepler College logo, which consists of a stylized green and blue 'K' shape.

THE EDUCATION COLLABORATIVE

East Africa Convening

October 10 -11, 2022

Accelerating Entrepreneurship and Graduate Employability for Regional Development

Kigali, Rwanda

Host Institution:
Kepler College

Karibu!

We are pleased to welcome you to The Education Collaborative’s first East Africa (EA) Convening. This two-day event will serve as a platform to connect university leaders, higher-ed administrators, and regulators across East Africa; to engage in meaningful conversations that spark sustainable collaborations to steer systems-level changes in the Higher-Ed industry. Attendees will be able to share best practices, tools, and resources and develop networks and collaborations that will scale the impact of their work within their respective institutions and the communities they serve. The Convening will take place on the 10th and 11th of October in Kigali, Rwanda, and will focus on ‘Accelerating Entrepreneurship and Graduate Employability for Regional Development.’

We thank our speakers and facilitators for their time and efforts contributed to the EA Convening and wish them fruitful discussions.

Our Goal

As Africa’s population continues to grow rapidly through the next decade, it is estimated that 50% of the population will constitute the youth. 30 million of these youth are expected to enter the labor market by 2030, a figure much higher than the current 3 million jobs created annually on the continent. Consequently, the emerging societal transformation calls for a holistic and concerted effort to engage key stakeholders, nurture, and speedily develop talent who will enter the labor market and lead economic transformation on the continent. The East Africa Convening will provide the platform for this much-needed conversation. Participants will learn more about The Education Collaborative’s work and the Regional Hub’s efforts to transform over 1.1 million students into ethical, entrepreneurial leaders by 2030. The result is a better understanding of how various institutional strategic goals align with The Education Collaborative’s transformational areas and how to engage within the available resources.

Convening Host - Kepler College, Rwanda

Theme: Accelerating Entrepreneurship and Graduate Employability for Regional Development

OCTOBER 10TH 2022 – Day 1: Four Points by Sheraton Kigali

08:00 – 09:30	Arrival and Registration
09:30 – 10:00	Welcome Remarks: Prof. Baylie Damtie Yeshita - VC, Kepler College, Rwanda Opening Remarks: Prof. Samuel Gudu - VC, Rongo University, Kenya, East Africa (EA) Regional Hub Chairman Expectations of Convening: Ms. Lizzie Chongoti - Regional Director, East Africa Hub
10:00 – 10:30	Keynote Address: The Role of Higher Education Institutions in Unlocking Careers and Employability Speaker: Hon. Prof. Manasseh NSHUTI - Minister of State in the Ministry of Foreign Affairs and International Cooperation in Charge of the East African Community
10:30 – 10:45	Coffee Break
10:45 – 11:15	The Education Collaborative and the Role of the East Africa Regional Hub Speaker: Ms. Rose Dodd - Executive Director, The Education Collaborative
11:15 – 12:30	Panel Discussion: Pathways to Impact, Role of Regulators in Promoting Graduate Employability to meet Labour Needs Speakers: Dr. Jonathan Mbwambo - Inter-University Council for East Africa (IUCEA); Dr. Theoneste Ndikubwimana, Head of Department of General Higher Education Quality Standards, Higher Education Council (HEC)- Rwanda; Rev. Canon Dr. Alex M. Kagume – Deputy Executive Director, Uganda National Council for Higher Education (UNCHE) Moderator: Prof. Samuel Gudu - VC, Rongo University Synopsis: The session will explore how the work of the EA Hub can amplify the efforts of regulators in achieving improved graduate employability for labor force growth, enterprise, and new business formation. It will also explore practical ways that the Hub can engage regulators, policymakers, and CEOs of regulatory bodies. The expected outcome will be ideas on how to proceed, and what exact mechanisms to put in place to operationalize them.
12:30 – 14:00	Lunch Break
14:00 – 15:00	Open Discussion: EA Hub Strategic Plan Highlights Discussion Lead: Ms. Lizzie Chongoti - Regional Director, East Africa Hub Discussants: Mr. David Mutabanura - Executive Director, Cavendish University, Uganda Mr. Eric Saulo - Director of Partnerships, Strathmore University, Kenya
15:00 – 15:15	Coffee Break
15:15 – 16:30	Round Robin Session: Exploring Ongoing Programs and Systems in the network for Improved Student Outcomes 1. Employability: Systems Change Program for Employability (SCP-E) - Mr. Emmanuel



	<p>2. Uwihanganye, Director of Career Development and Guidance Unit, Rwanda Polytechnic (RP)-Gishari; Mr. Karoli Kolokonyi, Director of Careers & Alumni Affairs, Kepler College</p> <p>3. Faculty Development and Research: Research Community of Practice (RCoP) -Dr. Bonn Jonyo, Principal Research Officer, United States International University Africa (USIU), Kenya</p> <p>4. Ethics and Leadership: Giving Voice to Values Africa -Mr. Nicholas Mwaura, Dean of Students & Ag. Director Quality Assurance, Riara University</p> <p>5. Entrepreneurship: Entrepreneurship Ecosystem Development – Mr. Eric Saulo, Strathmore University</p> <p>Facilitator: Dr. George Mugabe - Director of Research and Community Affairs, Kepler College, Rwanda</p> <p>Synopsis: This session is an opportunity to dive in and learn more about the various focus areas of The Education Collaborative, highlighting especially the engagements and collaborations in East African institutions. It will show how HEIs are engaging, receiving, and creating value for their institutions and students through their use of and participation in EduCollab programs and resources.</p>
16:30 – 17:00	Roundup Session: Key Takeaways Facilitator: Mr. Nicholas Mwaura - Dean of Students & Ag. Director Quality Assurance, Riara University Synopsis: This session will give participants the opportunity to reflect on the day's proceedings and discuss potential ways of engaging in the Hub through partnerships, projects, innovations, or regulatory plans.
18:00 – 20:30	Cocktail/ Networking Dinner

OCTOBER 11TH 2022 – Day 2: Four Points by Sheraton Kigali

08:00 – 08:30	Arrival Coffee Networking
08:30 – 09:15	Group Photo Reflection/ Agenda Setting Moderator: Dr. Bonn Jonyo - Principal Research Officer, United States International University Africa (USIU), Kenya Synopsis: Participants pick up from Day one's closing reflection, continue to explore connections, and think through commitments for day two and beyond.
	Panel Discussion: Entrepreneurship, Venture Funding, and Job Creation: Practical Examples from East Africa Moderator: Dr. Vincent Ogutu - VC Designate, Strathmore University Panelists: Mr. Tony Otoa - CEO, Stanbic Incubation Ltd, Uganda; Mrs. Lydia Koros - Managing Partner & Co-Founder, Progression Capital Africa Ltd, Kenya; Mr. Philip Gasaatura - Country Director, Katapult Africa, Rwanda



	Synopsis: Students with entrepreneurial skills can approach the workplace with a problem-solving and innovative mindset. Entrepreneurship is a core avenue for employability and Venture Funding is a catalyst to achieving good outcomes for entrepreneurship. In this session, the panel will discuss how entrepreneurship is contributing to job creation and how venture capitalists have played a key role in accelerating that growth within East Africa.
10:45 - 11:00	Coffee Break
11:00 – 12:00	Roundtable Discussion: Approaches for Boosting Collaborative Relationships in the Higher-Ed Sector in East Africa [Industry – HEIs; Regulators – HEIs; & HEIs – HEIs] Moderator: Ms. Pauline Gangla - Head, Eastern & Southern Africa Partner Network Scholars Program, Mastercard Foundation Representative Conversation Leads: Prof. Daniel Mugendi - VC, University of Embu, Kenya; Prof. Robert Gateru - VC, Riana University, Kenya; Ms. Nathalie Munyampenda - CEO, Kepler, Rwanda Synopsis: This roundtable session will dive into ways in which collaborative relationships among industry, government, and HEIs, create synergy for improved sector outcomes. The different focus tables will focus on varied relationships and cases and draw out lessons for deepening collaborations. The goal of the session is to clarify the notion of competitiveness among these key stakeholders and highlight the amplified impact that strategic collaborations present.
	12:00 – 13:30
13:30 – 15:00	Student Panel Discussion: Student Reflections on Universities' Contributions to their Employability Moderator: Prof. Baylie Damtie Yeshita - VC, Kepler College, Rwanda Panelists: Ms. Pacifique Uwimbabazi (Kepler College- Kigali Campus), Mr. Collins M. Mbulakyalo (Cavendish University), Mr. Ted Thoya Iha (President, Students Council, Strathmore University) Synopsis: On this panel, students will share their reflections and perspectives on how they believe higher education institutions are contributing to their readiness for entrepreneurship and the job market. It is a candid session that will offer university leaders and sector stakeholders a first-hand view into the students' minds and perspectives.
	15:00 - 15:15
15:15 – 16:15	Commitment Summit Facilitator: Ms. Christine Osae - VC, Davis College Synopsis: Through a facilitated session, participants will outline the outcomes drawn over the last two days, the lessons learned, and initial thoughts on next steps and action plans when back in their home institutions.
	16:15 – 16:30

Appendix 3: Participants List

	Participants	Institution	Position
1	Hon. Prof. Manasseh Nshuti	Ministry of Foreign Affairs and International Cooperation in Charge of the East African Community	Minister of State
2	Dr. Jonathan Mbwambo	Inter University Council of East Africa	Coordinator East and Southern Africa Higher Education Centers of Excellence Project
3	Rev. Canon Dr. Alex M. Kagume	National Council for Higher Education, Uganda	Deputy Executive Director
4	Dr. Theoneste Ndikubwimana	Higher Education Council Rwanda	Head of Department: Academic Quality; Accreditation; Standards and Qualification Framework at HEC
5	Mr. Tony Otoa	Stanbic Incubation Ltd. Uganda	Chief Executive Officer (CEO)
6	Ms. Lydia Koros	Progression Capital Africa Ltd.	Co-Founder and Managing Partner
7	Mr. Philp Gasaatura	Katapult Africa, Rwanda	Country Director, Katapult Africa
8	Ms. Pauline Gangla	Mastercard Foundation	Head, Eastern & Southern Africa Partner Network Scholars Program
9	Dr. Patrick Awuah	Ashesi University	President
10	Mrs. Meredith Lee	Ashesi University Foundation	Executive Director
11	Prof. Angela Owusu Ansah	Ashesi University	Provost
12	Mrs. Yasmin Keteku	Ashesi University	Chief Operating Officer
13	Ms. Rose Dodd	Ashesi University	Executive Director, The Education Collaborative
14	Ms. Lizzie Chongoti	Ashesi University	East Africa Regional Hub Director, The Education Collaborative
15	Mr. George Ampratwum	Ashesi University	Programmes Director, The Education Collaborative
16	Ms. Vanessa Sam	Ashesi University	Operations and MI Coordinator, The Education Collaborative
17	Ms. Joleen Boateng	Ashesi University	Senior Communications Coordinator, The Education Collaborative
18	Ms. Grace Amponsah	Ashesi University	Programmes Coordinator

19	Mr. Fredrick Rotich Kibet	Ashesi University	EA Hub Communications & Administrative Coordinator
20	Ms. AnnStellah Gakii	Ashesi University	Research Assistant
21	Mr. Elorm Dela-Brown	Ashesi University	Business Administration Coordinator
22	Prof. Samuel Gudu	Rongo University	Vice-Chancellor
23	Mr. Stephen Oloo Ajwang	Rongo University	CS. Head of Administrative Service
24	Ms. Nathalie Munyampenda	Kepler	Chief Executive Officer (CEO)
25	Prof. Baylie Damtie Yeshita	Kepler College	Vice Chancellor
26	Mr. Jean Pierre Mutambarungu	Kepler College	DVC for Academic and Research Affairs
27	Dr. George Mulingi Mugabe	Kepler College	Director of Research and Community Service
28	Mr. Karoli Kolokonyi	Kepler College	Director of Careers & Alumni Affairs
29	Ms. Ernestine Niyobuhungiro	Kepler College	Assistant Lecturer & Manager of Academic Advising
30	Ms. Irene Uwamariya	Kepler College	Subjects Manager and Assistant Lecturer
31	Ms. Yvette Abijuru	Kepler College	Kiziba Academic Manager
32	Mr. Kwame Norvixoxo	African Leadership University	Head of Research, Faculty & Capstone Manager
33	Mr. Anthony Farr	Allan & Gill Gray Philanthropy	Chief Executive Officer
34	Prof. Maud Mugisha	Bishop Stuart University	Vice Chancellor
35	Mrs. Patricia Musiime	Carnegie Mellon University Africa	Career Services Officer
36	Ms. Maria Mayanja	Carnegie Mellon University Africa	Entrepreneurship Program Manager
37	Mr. David Mutabanura	Cavendish University Uganda	Executive Director
38	Prof. John Francis Mugisha	Cavendish University Uganda	Vice Chancellor
39	Dr. Olive Sabiiti	Cavendish University Uganda	Deputy Vice Chancellor (Academic Affairs)
40	Mr. Bernard Ochan	Cavendish University Uganda	Careers & Employability Officer
41	Ms. Sandra Nabagereka	Cavendish University Uganda	Executive Assistant
42	Ms. Christine Osae	Davis College	Vice Chancellor
43	Ms. Nadia Kabanyana	Davis College	BME Senior Lecturer
44	Ms. Lorna Ongesa	Davis College	Deputy Vice Chancellor Academics
45	Mr. Cyriaque Havugabaramye	Davis College	INS Senior Lecturer
46	Dr. Rosemary Nyaole-Kowuor	Daystar University	Senior Lecturer

47	Dr. David Monk	Gulu University/University of Nottingham	Lecturer/ honorary associate professor
48	Mr. John Matogo	IBM	Corporate Social Responsibility Leader for Middle East & Africa
49	Prof. Linus Gitonga	Karatina University	Deputy Vice Chancellor
50	Prof. Isaiah Wakindinki	KCA University	Vice Chancellor & CEO
51	Ms. Mercy Epiche	KCA University	Manager, Office of the Vice Chancellor
52	Rev. David K. Maritim	Kenya Highlands University	Director of Collaboration, Linkages & Resource Mobilization
53	Dr. Julia Kigozi	Makerere University	Senior Lecturer
54	Dr. Daniel Wambiri Muthee	Mama Ngina University College	Registrar (ARSA)
55	Ms. Kulamo Bullo	Marsabit County Government	CECM, Tourim, Gender & Social Services
56	Mr. Damilola Fasoranti	Prikkle Academy Rwanda	Chief Catalyst
57	Prof. Robert Gateru	Riara University	Vice Chancellor
58	Mr. Nicholas Mwaura Kinyanjui	Riara University	Dean of Students/Director Quality Assurance
59	Dr. Sylvie Mucyo	Rwanda Polytechnic	Vice-Chancellor
60	Prof. Richard Musabe	Rwanda Polytechnic	Deputy Vice-Chancellor in charge of Trainings, Institutional Development and Research
61	Dr. Parfait Yongabo	Rwanda Polytechnic	Division Manager Institutional Development, Research and Consultancy
62	CSP David Kabuye	Rwanda Polytechnic IPRC Gishari	Principal
63	Mr. Emmanuel Uwihanganye	Rwanda Polytechnic-IPRC Gishari	Director of Career Development and Guidance Unit
64	Dr. Vincent Ogutu	Strathmore University	Vice Chancellor
65	Mr. Eric Saulo	Strathmore University	Director of Partnerhips
66	Prof. Washington Okeyo	The Management University of Africa	Vice-Chancellor
67	Dr. Halima Saado Abdillahi	Umma University	Vice Chancellor
68	Dr. Bonn Jonyo	United States International University - Africa	Principal Research Officer
69	Ms. Cecilia Mweru Waihenya	United States International University - Africa	HOD - Placement and Career Services
70	Prof. Daniel Mugendi	University of Embu	Vice Chancellor
71	Manishimwe Divine	RP/IPRC Gishari	Student volunteer

72	Collins Mbulakyalo	Cavendish University	Student volunteer/ panelist
73	Ishimwe Pacifique	Kepler College	Student volunteer
74	Pacifique Uwimbabazi	Kepler College- Kiziba campus	Student volunteer/ panelist
75	Ted Thoya Iha	Strathmore University	Student volunteer/ panelist
76	Dr. Martha Njiiri	Kenol Communications Ltd.	Rapporteur