

THE EDUCATION
COLLABORATIVE

impact

STORIES

A publication of stories
of connection,
innovations, and impact
from 2020 to 2023

A university vice chancellor
receives inspiration to refocus
5-year strategic plan to advance
entrepreneurship, employability
and ethical leadership

We are embedded in
The Education Collaborative

Career services
for 70,000 students

Photo: Dr. Halima Abdillahi,
Vice Chancellor Umma University, Kenya

ISSUE 01, 2023



Get to know us Take a step

Join a Community of Practice



CONTENTS



GET A
DIGITAL
COPY



3 Phase one of our ten-year rollout plan has been a success.

9 Highlights from West Africa.

15 Diving deeper into opportunities for collaboration: The story of East African institutions

25 Igniting ideas and sharing learnings: Since its inception the series has reached an audience of 1,250+ and featured 50+ resource persons.

28 Leaders' Reflections: How Ashesi University is Embracing The Education Collaborative



The Protégé effect: How Ashesi university's career services department maintains its innovative edge by "learning in order to teach."

29 Building evidence and data for thought leadership in soft skills development

35 Ethics and Leadership: Impact Stories from Giving Voice to Values Workshop.



41 Revolutionary Models - Pooling resources across Africa.

THE EDUCATION COLLABORATIVE

The Education Collaborative spearheads a model of collective engagement that promises to significantly reshape higher education outcomes for students. This transformative scale initiative adopts a network approach that fosters trust and collective commitments among higher education leaders and stakeholders to generate sustainable results within the systems they govern and influence.

At the core of this pioneering movement lies a membership model which encourages open engagement and sharing, and fosters a sense of community accountability among participating institutions. The Collaborative is establishing sub-regional hubs, led by exemplary public and private institutions within each region, to ensure that this model incorporates a deep level of contextualization within different regulatory environments. By doing so, institutions can deepen their ability to advance quality education outcomes while raising the bar for their peers.

The success of this endeavor is driven by a robust platform of in-person and virtual convenings that facilitate deeper

Our focal areas reflect the pressing developmental needs and trends in higher education in Africa. They direct the strategic priority areas of member institutions in our network and seek depth and impact for participants in building lasting systems.

Currently covering trending needs in entrepreneurship and employability development, ethics and leadership, and faculty development, projects and initiatives under our focal areas are designed and implemented in collaboration with member institutions.

mentorship between exemplar public and private institutions — celebrated for their achievements in higher education teaching, learning, operations, and leadership — and peer institutions striving for growth in those areas. Furthermore, this platform facilitates and provides resources for experiments and innovation at a smaller size, generating the critical evidence and

data needed to scale such outcomes across the network and the continent. In doing so, the Collaborative's network sets the stage for truly sustainable impact on African higher education by driving collective focus in key areas that accelerate student transformation.

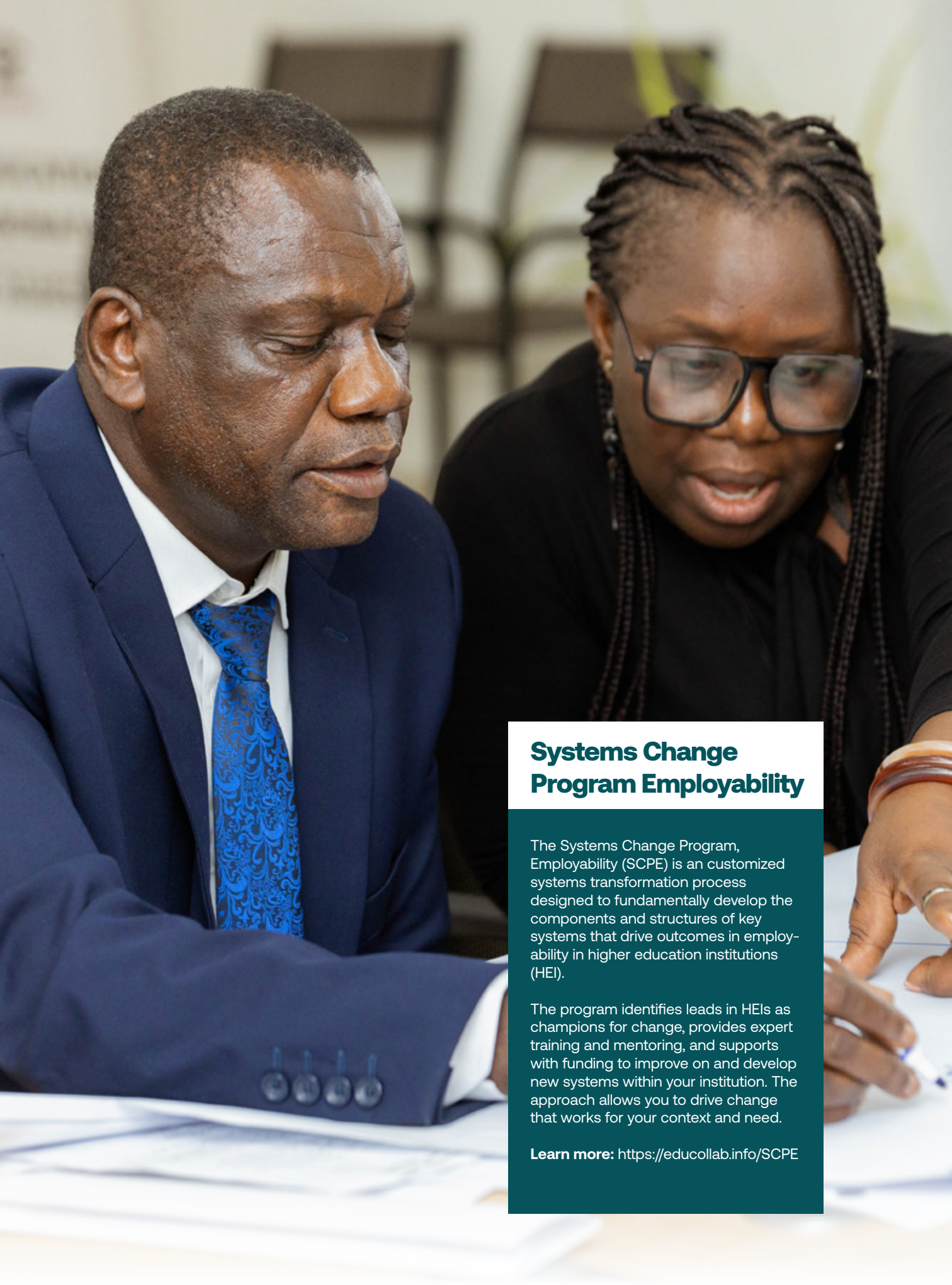
By 2030, The Education Collaborative aims to build a 140-member network that serves at least one million students, educating ethical, entrepreneurial leaders capable of creating jobs, advancing industries, and driving economic growth across Africa.



What is an Exemplar Institution?

Exemplar institutions have evidence of solid outcomes and leadership in higher education in their country. The Education Collaborative accepts an exemplar on the following criteria which have been developed over the five years of our establishment. The institution:

1. Leadership shows interest, willingness, and commitment to working to achieve the vision of scaling transformation.
2. Showcases strong teams in university operations, academic and non-academic units.
3. Is focused on ensuring little to no exposure to reputational risk and has a keen sense of and commitment to good governance and financial sustainability.
4. Demonstrates credibility and influence in the region with peer institutions.
5. Meets all the accreditation requirements in their country of operation.
6. Demonstrates, with evidence, a commitment to strong career outcomes for students and alumni.



Systems Change Program Employability

The Systems Change Program, Employability (SCPE) is a customized systems transformation process designed to fundamentally develop the components and structures of key systems that drive outcomes in employability in higher education institutions (HEI).

The program identifies leads in HEIs as champions for change, provides expert training and mentoring, and supports with funding to improve on and develop new systems within your institution. The approach allows you to drive change that works for your context and need.

Learn more: <https://educollab.info/SCPE>

REFLECTING ON PHASE ONE

Phase one of our ten-year rollout plan has been a success.



Rose A. Dodd,
Executive Director,
The Education Collaborative

The first phase of the plan focused on setting up our administrative engine and governance structures and determining best practices to engage member and participating institutions in a formal and measurable way. In the process, we developed a blueprint for setting up and running regional hubs.

Three years since the kickoff, we have successfully set up and are running the East Africa Hub with ten member institutions and over 25 other institutions fully engaged in various ways. In the same period, the West Africa Hub is shaping up with large markets like Ghana and Nigeria represented.

We are excited about how East Africa has taken off and how the leaders within its strategic committee own the progress in their region. Feedback from several leaders indicate that the regional hub models have enabled them to connect more closely and strategically with institutions they otherwise would not have connected with, even though they are in the same region and country.

On the home front, The Education Collaborative has developed best practices for measuring impact: what metrics are we focusing on, how do we know we are succeeding at our mandate, how do we identify and rectify gaps, and what steps or processes do we adopt in our implementation? Additionally, we have adopted approaches that encourage institutions to do more, own more, connect more, and engage more.

The next phase, which kicks off in 2024, will focus on telling our story in a bold and impactful

way. We look to present the data from our work, outcomes, and learnings into narratives that will help illustrate our progress and impact and begin to establish clear areas of our thought leadership. This focus will also help to project The Education Collaborative beyond our current reach, with particular emphasis on Southern and Francophone Africa, while highlighting The Education Collaborative brand and mandate to continue to scale impactful educational outcomes.

At the institutional level, we're going to be developing and sharing best practices and exemplar models through handbooks, case studies, manuals, and tools that our engaged institutions can utilize within their context to further their growth and scale their outcomes.

The final part of the ten-year runway will ramp up our engagement with policymakers and regulators on the evidence and data we've gathered as models to scale the transformation we're looking for in our students and institutions across the continent.

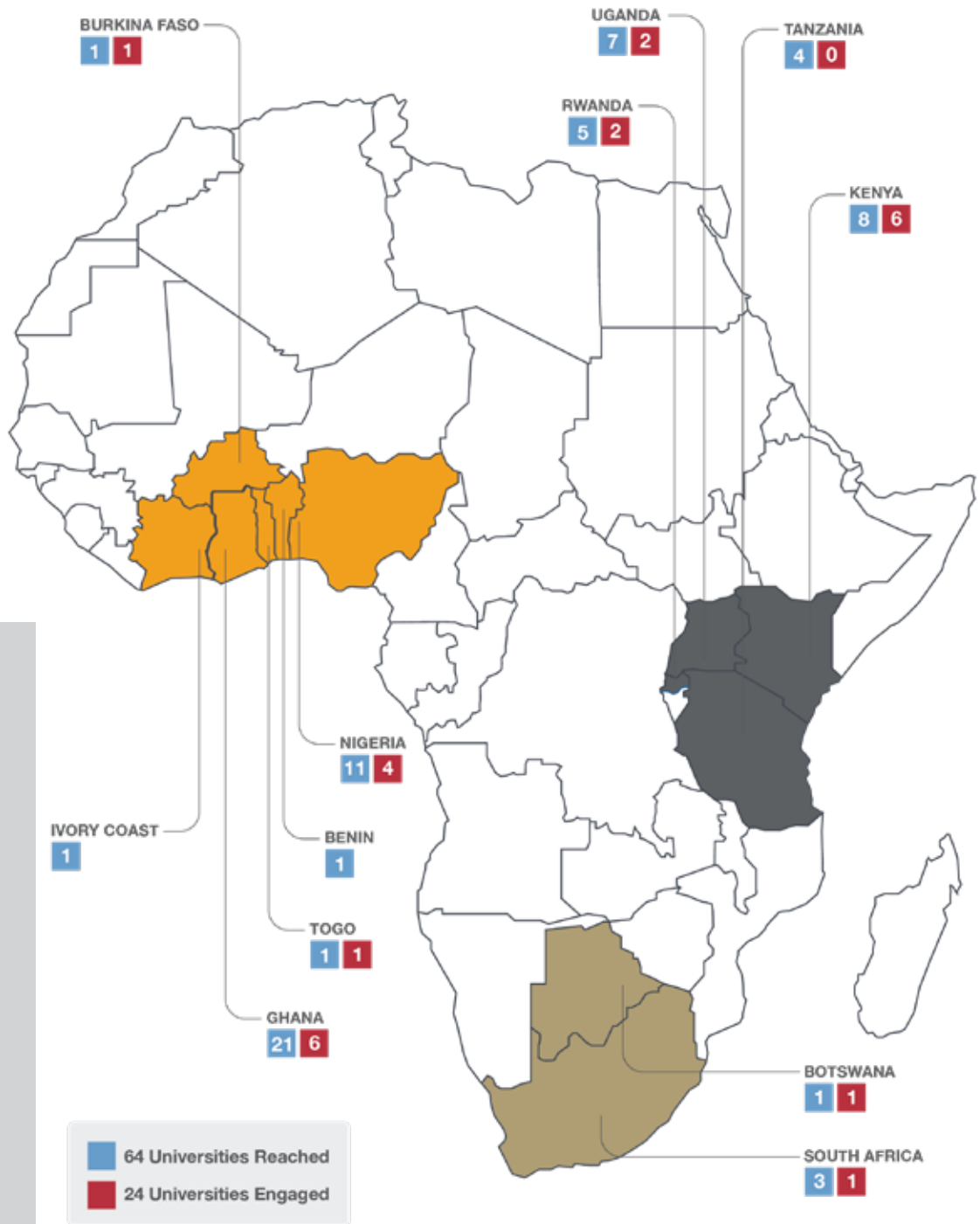
Tracking
to goal
**1.1M by
2030**

195,900

Students reached
through tailored
initiatives and
programs

400+

Institutions
participating
since 2017



Across **12 countries in West, East, and Southern Africa**, The Education Collaborative has reached a total of **64 universities** with information and content about our shared mandate. The network **actively engages 38%** of this total across the various focal initiatives and programs as members and active participants in multiple ways sharing and gaining learning.

A university vice chancellor receives inspiration to refocus 5-year strategic plan to advance entrepreneurship, employability, and ethical leadership.



It can get lonely at the top. Many leaders get stuck in the face of regulatory roadblocks, large and rapidly increasing student numbers, and the pressure to fix it all at once. But there comes a time where a new association, a fresh relationship with a unique perspective, injects renewed vigor into our work. That newness, that inspiration, is what The Education Collaborative is to Prof. Samuel Gudu, Vice Chancellor of Rongo University in Kenya.

Prof. Gudu's career in academia and management spans an impressive 25 years. But when asked if institutions of higher learning in Africa have adequately equipped graduates for the world of work, the VC of a public university with more than 7,000 students confesses, "We have tried to give graduates exposure, but we have not done much." Over 90 percent of the students of Rongo University are sponsored by the Kenyan government. It is a university with degree focus in the applied sciences, training both undergraduate and postgraduate students in Agriculture and Natural Resources, Education, and Business.

Prof. Gudu's response to why most African universities have failed to train ethical, entrepreneurial, market-ready graduates is blunt and thought-provoking: "University leaders didn't realize how critical it was". With the advent of artificial intelligence and growing concerns that AI will wipe away millions of jobs, it is not enough to simply train graduates, but ethical employable graduates equally capable of innovative solutions that will contribute to the continent's development.

Even if anticipations about AI don't materialize, Africa's population is projected to hit 2.5 billion by 2050, half of which will comprise the youth. The consequences of having half of 2.5 billion young people unemployable, hungry, and desperate would be far-reaching. Luckily, university leaders realize how critical it is to adequately prepare tomorrow's leaders not to be a burden unto themselves, but a resource for the continent and the entire world.

Following his participation in The Education Collaborative, Prof. Samuel Gudu was inspired to refocus the five-year strategic plan of Rongo University to advance entrepreneurship, employability, and ethical leadership. "It came at the right time," he says. "We needed a new strategic plan. I saw the gap and proposed putting entrepreneurship, employability, and ethical leadership in our strategic plan to my leadership team to drive our focus for the next few years."

The good professor has not been challenged and left to figure it out alone. He remarks, "The beauty of the Collaborative is the opportunity to meet colleagues and discuss the need to work on gaps and enhance training in those three areas in an open, non-competitive manner."

The Education Collaborative commends Prof. Gudu's leadership in mobilizing his colleagues to refocus their five-year strategic plan. Executive Director Rose Dodd remarks, "Prof. Gudu's commitment to make this a reality is exemplary. He went through the process of bringing his senate and senior academic unit heads together to discuss and share

ideas, and plan how to make the plan a reality."

She adds, "To further support his efforts, The Education Collaborative hosted the heads of different schools at Rongo University to observe Ashesi University's career fair and engage peers from different public universities in Ghana on ways to sharpen Rongo University's new focus. This helped foster buy-in and ownership of the vision within various units."

The task ahead is an honorable call to duty, though daunting. Prof. Gudu says The Education Collaborative has taught them to collaborate and not compete in order to reach their goal. He therefore invites colleagues in the East Africa Hub to join the train.

“We needed a new strategic plan. I saw the gap and proposed putting entrepreneurship, employability, and ethical leadership in our strategic plan.

“During the convening, we realized that most of the models available for career services development were tailored for smaller universities.

Career services for 70,000 students

Learnings from the Career and Employability track at the 2022 June Convening sparked a light-bulb moment for Dr. Edward Amarteifio, Director, Centre for Entrepreneurship and Small Enterprise Development, University of Cape Coast (UCC). “During the convening, we realized that most of the models available for career services development were tailored for smaller universities,” he shared. “There was a need to design a model that would work for larger

universities like UCC, which has a student population of about 70,000.”

Through engagement in the systems change program for employability, Dr. Edward Amarteifio led a systems change effort at UCC to develop and test a model for its career services department. With the goal of transforming the employability outcomes of at least 37,360 students within the next five years, the model focuses on systems that improve career and

employability outcomes for African HEIs with larger student populations. A year on, UCC is co-organizing the Career and Employability track at the June Convening. This track will provide a safe space for staff and faculty across sub-Saharan Africa to consolidate learnings on career services development projects and outcomes from the past two convenings.



Kepler, Rwanda

Commitment since 2017

The private non-profit institution based in Rwanda, with a student population of 800, has a simple mission, “to equip young people with a 21st-century competency skill set”. Prof. Baylie Damptie Yeshita, has not looked back since being introduced to The Education Collaborative in 2018. It was the perfect development partner he had always hoped for.

Kepler decided to engage with a network of African institutions through The Education Collaborative to learn from successful experiences and failures. Meetings and workshops hosted by the Collaborative are practical and based on actual experiences from institutions operating across different African nations with similar contexts. Understanding what makes some institutions perform better than others within the same social, political, and economic environment is key to unleashing their potential in their respective regions.

“The meetings and workshops of The Education Collaborative have helped us to not only recognize the best-performing institutions in the region but also to identify the practical actions we need to take to reach a similar level and beyond,” Prof. Yeshita stated.

He went on to say, “The engagement so far has been transformative. It has created the platform to learn from different and similar contexts and apply what best fits our context, saving us significant resources and time. Peer-learning pushes and excites us”.

“Our mission aligned with the whole mission of The Education Collaborative. The platform it provides has enabled us to co-create new programs, innovate, and do things



Prof. Baylie Damptie Yeshita,
Vice Chancellor, Kepler

differently,” the Kepler VC reflects. reflects.

Kepler graduates have high employment outcomes, according to Prof. Yeshita. “90 percent of our graduates get employed in the first six months after graduation. Engaging in the network challenged us to further consider and build systems to result in even better prospects for students.” We gratefully acknowledge the successful experiences and new insights Kepler academic staff and senior leaders have acquired over the years at successive Education Collaborative meetings and workshops.

Prof. Yeshita is thrilled about opportunities provided through the Collaborative to learn new models for

building a culture of ethical leadership in Kepler students. Additionally, through access to small innovation grants in The Education Collaborative, Kepler staff are concept-testing new curricula for value-driven leadership within Kepler and with pre-tertiary students in their community. “We’re looking to reach almost 90 students and teachers in public schools in our community with the program’s first run who would otherwise not have access to such content.”

“Collaboration and experience sharing among institutions in Africa have been overlooked for a long time. I applaud The Education Collaborative for its leadership in filling this long-overdue gap.”

“Our mission aligned with the whole mission of The Education Collaborative. The platform it provides has enabled us to co-create new programs, innovate, and do things differently

QA

Rita Abla Dugbenu

What got you interested in the role of West Africa Hub Coordinator?

Positive change is one thing that motivates me. Thus, I was highly driven by the role as it places me in a position to work to improve the outcomes of students across West Africa and the continent at large. Given my varied experience in the development space spanning social development, sustainable livelihoods, and community development, this role suits my aspiration to become a development consultant.

How have you found value in the role and working with university leaders across the subregion?

In my role as the WA Hub Coordinator, I have found great value in working with university leaders and stakeholders in the higher education space. Coordinating the WA Hub and working with diverse leaders across the sub-region has put my project management skills to the test over the past year. Working with The Collaborative's Executive Director and WA Hub Director, Ms. Rose Dodd, and my other colleagues has challenged me to be a more effective team member.

The value of my role is manifesting in the key results being chalked in the hub. There's evidence of cross-institutional learning and mentorship

where institutional leaders harmonize ideas and benefit from each other's gains/learnings, which is the very essence of The Collaborative and the WA Hub at large. Institutional leaders within the hub have shown commitment to our shared goals by showing immense commitment to programs, projects, and activities geared towards sustainability.

How do you see this role contributing to your professional career development?

My role as a WA Hub Coordinator contributes immensely to making my global development experience more holistic. It is preparing me to become a more effective leader where strategic engagement and thinking, communications, negotiations, diplomacy, collaboration, and team building are concerned. These skills, which are critical to the future of international development, are of great relevance to me because of my long-term ambition of being a consultant in that field.

What are you proud of in what you've accomplished over the last year?

Working with Ms. Rose Dodd over the past year has culminated in several success stories. Currently, 26 key institutions from 7 countries in the sub-region are actively engaged in The Collaborative's initiatives, projects, and programs. Out of these, 21 are implementing 20 projects that are geared toward the hub's sustainability.

These institutions demonstrate ownership and are key in driving various initiatives. Institutions in the hub are freely sharing and offering mentorships to those with identified gaps across the Collaborative's focal areas. The Collaborative boasts of over 60 of its institutional leaders participating in the 2023 June Convening. Two WA institutions are co-organizers of the 2023 June Convening with several WA institutional stakeholders leading sessions.

These successes align with the hub's strategic goals, and I look forward to what this new year holds as the hub develops its strategic plan, a road map for the hub's activities and preparations towards our first convening.



Highlights from West Africa.

Ghana

A duo of change champions revives a technical university's excitement around career services development.

The growing rate of unemployment among university graduates is a source of worry for Salamatu Mahamah Braimah, Senior Assistant Registrar for Accra Technical University, who is leading the set-up of career services programs for her institution.

"To solve unemployment, you need career development support for students because the jobs out there require a prepared applicant," said Salamatu.

That is where the career services development systems change program by Education Collaborative has been of value. Accra Technical University joined the program in 2022 to review, redesign, and implement a new approach to career services development that works for their context. The goal is to support the institution's student population of almost 18,000.

"Previously, our students had the notion that the university did not have their progress at heart. With this programme, they know we are not only interested in their money but in their development", she observed.

As part of the redesigned approach, the project leads, Salamatu and her colleague Regina Acquah Bentil, recruited career coaches who are both alumni of the school and industry professionals to regularly engage students and provide career guidance. Students were initially not enthused about the program; however, its objectives became clear to many after their first encounter,

leading to excitement among others to participate. For the program to succeed on campus, there was the need for management buy-in. ATU's senior leadership and management have shown commitment and support to executing the team's recommendations.

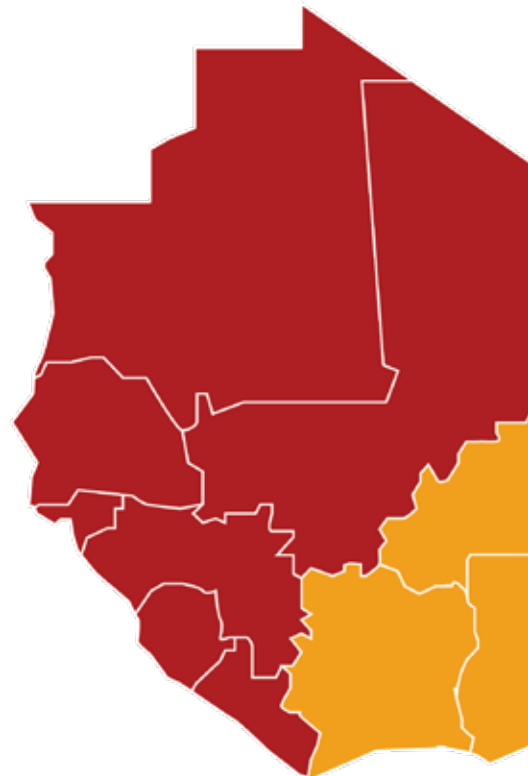
"They recognise the need and have now incorporated the program in the university's strategic plan which we are working towards achieving," Salamatu shares. The tremendous benefits students receive from the program left management conflicted about which department should lead it. University authorities set aside a space for the career development center and, as Salamatu explains, "The human resource for the center has already been secured. All that is left is for office space to be confirmed."

The career development center does not only benefit students. Regina Acquah Bentil, Guidance Counselor of the Accra Technical University and co-lead with Salamatu, confessed that she has experienced personal development as the progression through the program with the mentors assigned by The Education Collaborative influenced her in a positive way. "If even the leads are benefiting, imagine the program's impact on students."

"Their self-confidence, public speaking, and email writing skills have improved," Regina noted, pointing out that "we are essentially preparing them for the world of work". When asked if she would recommend the Systems Change Program, Employability (SCPE) to other institutions, Salamatu said, "Absolutely, because it is very critical to collaborate with industry and bring practical skills to the

classroom. Sometimes having a structured program with mentorship to understand the process and get started is what one needs to make the needed change needed."

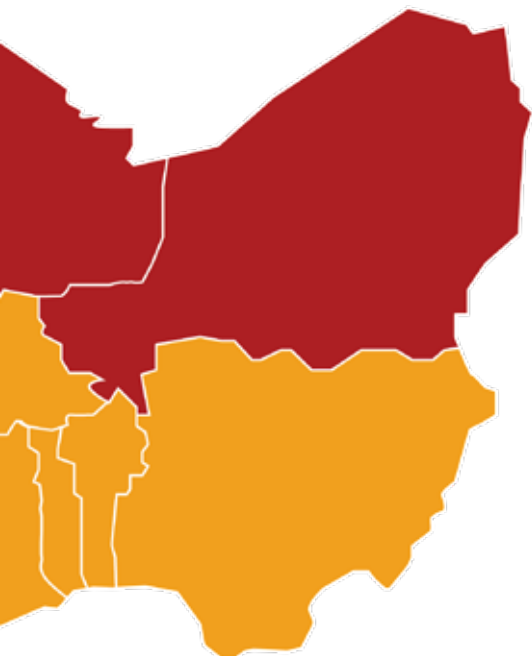
For Regina, the SCPE is markedly different because "many programs issue certificates, but not all programs can give you certificates supported by practical skills."



An ally for a new challenge

It was a new beginning for Bolgatanga Technical University. Its new status as a university, after being converted from a polytechnic, brought much excitement. It also presented a new challenge.

A challenge as captured in the IFC Education Sector Footprint and Employability Advisory report to, “develop implementation roadmap for the institution, and enhance em-



ployer engagement and curriculum alignment with labor market needs”. The new challenge also included, “setting up career and alumni services, aligning strategy and governance, and developing KPIs to track employability outcomes”.

On graduate employability, Pro-Vice-Chancellor Peter Osei Boamah remarks, “If you don’t get jobs after school, then it means we have failed. Our mandate is to ensure students get jobs.” Prior to participating in The Education Collaborative, Industrial Liaison Officer Alexis Ayamdor noted that the graduate employability rate of the university was low. “Our tracer outcomes on graduate employability showed only 25-27% of graduates were properly placed after graduation. We were behind in employability,” he admitted.

The university’s management has learned valuable lessons from participating in The Education Collaborative, and it is working to change the narrative. It initiated a series of Exit Strategy Programs for final-year students, training approximately 860 of them to enhance their competencies in crucial soft skills and put them ahead of their competition in the job market. Management also rolled out an Employer Skills Seminar (EMSS) for students at all levels to sharpen their market readiness. Alexis states this was not a practice prior to participating in The Education Collaborative. There is more to come: Bolgatanga Technical University has won an innovation grant from the Collaborative to facilitate engaging industry players to enrich its new programs.

Beyond challenging itself to train

employable graduates, the university is thinking ahead to train enterprising graduates who can create jobs to solve societal problems. To this end, entrepreneurship has become a mandatory course for all third-year students. The university has also submitted proposals for a US\$3,000 micro-grant to support employability outcomes through innovations that help deepen relationships with industry players.

“

We are essentially preparing them for the world of work.

How six technical universities in Ghana leveraged the careers and employability training program

Following the International Finance Corporation (IFC) Vitae review of many higher education institutions in Africa, six of Ghana's ten technical universities took up the challenge to rethink career services development for their students.

Kumasi Technical University, Tamale Technical University, Ho Technical University, Design and Technology Institute, Cape Coast Technical University, and Takoradi Technical University have a combined average of over 24,000 students. One of The Education Collaborative's transformational goals is to provide the platform and resources for institutions to learn from their peers and build systems that equip students with relevant career readiness skills.

The Education Collaborative achieves this through engagement programs, including focused workgroups, peer-to-peer mentorship, and initiatives such as the Systems Change Program for Employability. These initiatives focus on helping the participants design building blocks to shape their respective career services programs, discuss best practices, and learn about available resources from the Collaborative.

"Working with institutional representatives was such a worthwhile experience in developing outside-the-box solutions to share with their management teams for roll-out," shared Mrs. Abigail Welbeck, Director of Career Services at Ashesi University and a mentor in The Education Collaborative's career services development programs. "I am very excited to see them pioneer change and pull everyone in their institutions along with them."

Representatives responsible for career services development in their universities engaged in a customized

workshop as a first step to rethinking their strategies for developing structures to shape students for the workplace.

The workshop not only provided the institutions a platform for engagement and knowledge-building, but it also served as an opportunity to sign up for The Education Collaborative's Systems Change Program, Employability. This initiative provides institutions guidance and mentorship to further refine developmental plans and scale impact to serve students in their institutions and beyond.

"This workshop was eye-opening as it touched on important facets of building and running an effective career services program," shared Dr. Abigail M Opong Tetteh, Assistant Head of the Design and Technology Institute. "It was very insightful and educative, and it encouraged us to accelerate our plans to set up a career services department. Our management has already bought into the idea and is looking forward to positive outcomes for our students."

"The support and facilitation from The Education Collaborative team were superb," shared Edem K. Honu.

“
The workshop has re-emphasized the need to realign career and employability skills training services for our students.

Acting Director, Career Placement and Counseling, Ho Technical University. "The workshop has re-emphasized the need to realign career and employability skills training services for our students."

Burkina Faso

When Burkina Institute of Technology joined The Education Collaborative in 2020, one of the institution's goals for the partnership was to scale its career services program to support student and graduate employability. "Our aim is that 100% of our graduates will have jobs right after graduation," shared Susan Pertl, founder of the West African institution which opened in 2018. "Developing a robust career services program will go a long way in helping us work towards this target. By learning from and working with intuitions within The Education Collaborative, we can learn how to design an effective program."

Three years into its partnership under The Education Collaborative's Systems Change Program, driven by mentorship and grants which support institutions within the Collaborative to improve graduate employability, BIT has steadily ramped up its career services program, providing a wide range of services to over 350 students and nearly 100 alumni. Through 2021 and 2022, BIT's career services program started a one-on-one career coaching program for students and held workshops on resume and cover letter writing, interview prep skills, and workplace conduct. The program also laid a framework to engage and support its alumni through graduate school applications, employment search, placement, and guidance to start their own businesses.

Also in 2022, 35 BIT students participated in internships in Ghana and Ivory Coast, helping expose them to new markets and prospects.

“When we creating our curriculum in 2017 with support from Technical University in Munich, Ashesi was one of the benchmark universities and a role model for us,” shared Ms. Pertl, whose partnership with The Education Collaborative enabled BIT to receive direct mentorship from Ashesi University in Ghana. “We share the same vision and values: training ethical leaders, playing a meaningful role in society, and being globally minded. This is why we chose to participate in this program. Eventually, we also want to share our knowledge with other universities in Burkina Faso to help improve graduate outcomes, not only in BIT but across the country.”

For BIT, being a young university in The Education Collaborative is perfect. It allows the institution to learn from the experience of others and leapfrog where it otherwise could not have.

BIT’s career service program continues to make strides. In late 2022, the institution started engagements with over 100 local and international companies, laying the groundwork for employment pathways and placement programs for students and graduates. BIT will also hold its first-ever career fair in 2023.

West Africa Hub 2021-2023

25

reached in the region from **5** countries

9

member/engaged institutions

16

new connections made

148K

USD committed to various innovations, projects, and initiatives in the region from 2021 to 2023

Building the West African Regional Hub.

When The Education Collaborative visualized reaching 1M students in 2030, we knew we couldn't achieve this by ourselves and needed like-minded partners to help actualize this goal. Our strategy was to build regional hubs which would be owned by the institutions in each region. A regional hub not only ensures the realization of the vision of reaching 1M students in 2030 and transforming them into ethical, entrepreneurial leaders who solve Africa's myriad challenges, it ensures the sustainability of this goal even after the initial target has been actualized.

The last three years have been grounds for preparation. We surveyed the HEI scene in the region, engaged and collaborated with various institutions, and have now taken the step in setting up a hub. The West Africa hub is next after establishing the first fully functional regional hub in East Africa, given the size of the region, number of institutions, and estimated student reach which currently stands at 407,680.

In the region, we considered Nigeria, Ivory Coast, Sierra Leone, Ghana, and some other countries in francophone West Africa. After taking into account the student reach and number of institutions in a country, the overriding factor was to identify and select anchor institutions. Anchor institutions are those with a like-minded vision of transforming Africa through the systems of higher education. They share our values of ethical leadership, entrepreneurship, and preparing students for the working world, and show passion, commitment, and willingness to collaborate and contribute to transforming Africa through higher education. The University of Cape Coast and Bolgatanga Technical University, International University of Grand Bassam, and Pan Atlantic University

Nigeria is the largest market in West Africa and the partner we need to scale up. Its significant youthful population, and student size cannot be overlooked. With the largest economy in Africa, Nigeria is not only mammoth in size but also in population and number of higher education institutions. It has over 180 higher education institutions with a student population of almost two million. Pan-Atlantic University (PAU), one of our first anchor institutions in Nigeria is renowned for entrepreneurial development, employability, and career development of its students. Its premier Lagos Business School has successfully developed business leaders who occupy relevant positions in society for the past 32 years. The university's Enterprise Development Center embeds enterprise education in its curriculum and seeks to cultivate and nurture youth entrepreneurship to contribute to alleviating joblessness on the continent. Through this anchor and other individual champions in the country, we have connected with others like Covenant University, Bells University of Technology, who are both leaders in their field. At the recent meeting co-organized with PAU to engage institutions in Nigeria, we had ten institutions represented and 23 heads of institutions in attendance.

Our engagements and collaboration with West African HEIs have deepened and been impactful in the last few years. We have engaged 27 universities and other institutions from six countries in the region — Ghana, Togo, Burkina Faso, Benin, Sierra Leone, and Nigeria — and currently have institutions involved in projects valued at \$148,653.00.





West Africa Engagements

Employability and Career Development

13 projects undertaken

13 institutions

5 countries

Entrepreneurship Ecosystem Development

5 projects being undertaken

5 institutions

2 countries

Ethics and Leadership

1 project undertaken

1 institution in Ghana

Faculty Development and Research

2 projects ongoing

2 institutions

2 countries

Diving deeper into opportunities for collaboration: the story of East African institutions.

On the breathtaking slope of Mt. Kenya, a two-hour drive brings you to the University of Embu. Though one of the youngest, it emerged the best-performing public corporation in Kenya in a government-issued performance contracting report released in April 2023. From a modest student population of 123 in 2013, University of Embu now has a little over 11,000 students.

While the university has thrived over the years, it admits training ethical, entrepreneurial, and employable graduates has not been an easy feat to pull off. However, through The Education Collaborative, a strategic committee was formed to assist universities in the same countries within the East Africa Hub, some of whom had never connected before, to dive deeper into opportunities for collaboration.

Vice Chancellor of University of Embu, Prof. Daniel Mugendi, recounts:

“Other than public universities like Rongo University where we had a partnership because of our common history, we had never collaborated with private universities like Riara University, Strathmore University, or United States International University, Africa. Now, we have become one big family, doing a lot in common. We write grants together unlike before.”

He also speaks of the regional status of The Education Collaborative. “Beyond Kenya, The Education Collaborative has brought universities like Cavendish University Uganda, Kepler University in Rwanda, and State Polytechnic of Rwanda together, so this is really rich for us. It’s not difficult to collaborate within the region, especially since we now apply for grants that require us to partner with different institutions in the region. Our collaboration helps us to cast our net wider, and it has created a very unique partnership particularly between public and private universities. This is not very common in our region.”

For Prof. Mugendi, the advantages are enormous. “The Education Collaborative has brought a lot of benefits. Members are talking about higher education transformation, leadership, ethics and above all churning out more entrepreneurial as well as employable graduates,” he asserts.

Prof. Mugendi attributes the increased emphasis on incorporating ethical training into curricula across the region to the partnerships forged through The Education Collaborative. “All these are as a result of conversations we are having about training ethical, entrepreneurial, and employable graduates because of our partnership through The Education Collaborative. It has ingrained these ideas into the ethos of our universities.”

Lizzie Chongoti is an international development expert in East Africa and the director of the East Africa Hub. She describes the impact of The Education Collaborative as “a truly unique experience anchored on collaboration over competition, community over individualism”.

“One vice chancellor was skeptical,” she reveals. “He now appreciates the sense of community offered by The Education Collaborative and has since become an advocate and champions our cause. The Education Collaborative’s approach is coordinated, so the outcomes are measurable. It is organic in nature, for Africans by Africans.”

In East Africa, leaders of HEIs are deliberate and passionate about The Education Collaborative. Lizzie Chongoti identifies the collaboration between Kepler and Strathmore University in mentoring polytechnics as an example of the commitment of East African institutions to making the initiatives of The Education Collaborative a success.



We are embedded in The Education Collaborative.

My name is David Mutabanura. I am the Executive Director of Cavendish University in Uganda. Allow me to tell you a short reflective story on why we have continued to engage with The Education Collaborative.

Cavendish University is a young private university in Uganda with partners across Africa. It was established 15 years ago and has four faculties that teach science, law, and socio-economic courses. We run 26 programs. Our student population is 3,500, and it is fast approaching 4,000. We have student-centered academic modules and a technology-oriented teaching and learning style.

Before we first participated in any of the entrepreneurship webinars coordinated by The Education Collaborative, we knew we needed to identify a suitable partner to realize our vision to become a center of excellence to inspire and transform students to meet their full potential in employment and entrepreneurship. These goals aligned with those of The Education Collaborative. We have not been disappointed at all: The Education Collaborative has been very beneficial. It has offered us a good opportunity to share our own experiences, learn from others, and co-create some new innovations in order to grow together.

If you ask me why we at Cavendish University continue to engage in The Education Collaborative, and the results we hope to achieve after sustained engagement, I would simply say we clearly see how our students will be the ultimate beneficiaries. Community engagement is a function of higher education institutions, yet there is not much emphasis on it. Through the Collaborative, we have learned new ways to implement our community engagement goals. We have seen collaborations in that area.

Additionally, we are already seeing development among staff in areas of research and ethical leadership. Through engaging

with like-minded institutions in the Collaborative, we are learning new ways to prepare our students to be effective in the world of work. This would not have been the case if we had continued the traditional style of pedagogy, working through solutions and innovations alone.

We are confident the results from this collaboration will be sustained by students being innovative. We believe they will ultimately support our incubation and return as alumni to train new students in the future. To this end, we see ourselves very much embedded in the Education Collaborative.

To conclude, The Education Collaborative is a wonderful and unique opportunity that brings leaders together to work in students' best interests. It will play a vital role in the future of education in Africa in areas like migration of capital, technology, climate change, etc. If Africa fails to respond creatively and collaboratively, we will fail. We must think and work together on the Collaborative.

“We realized there is a need to collaborate and not compete. Training across the East Africa region needed to be overhauled. We are inviting more VCs of the region’s universities to join us so we can conceptualize how to train graduates for the global market. When you see something good, you need to invite colleagues to join. Graduates are getting certificates, but their skills do not match industry demands. It is easier to work with peers who understand and agree that there is work to be done. We need to tackle this regionally and not just institutionally.”

- Prof. Samuel Gudu, VC, Rongo University. Chair, East Africa Hub Strategic Committee.

Higher learning with a purpose: Employability Festival (EmpFest) 2022

How does a university prepare today's students for the rapidly changing world of work? For Cavendish University, Uganda (CUU), the answer lay in a novel approach to career readiness. The university's Employability Festival (EmpFest) 2022, held from 4 – 11 November, allowed students and business professionals to engage in an unconventional way: the conversations and probing questions were student-led. It yielded valuable interactions that equipped CUU's future employees and entrepreneurs with a clear sense of how relevant their education is to life after graduation. With a daily average of 250 in-person and 45 virtual attendees – 53 of whom were alumni – the festival featured CV reviews, mock interviews, and part-time job opportunities for students.

First of its kind in Uganda and a sequel to the 2021 Careers and Employability Week, EmpFest 2022 was themed "Employability from Enterprise & Job Creation". It sought to go against the grain from inception. Similar events in the past had focused on employers telling students what they wanted from the upcoming workforce. "This time, I decided to do something different," explains Bernard Ochan, Careers & Employability Officer. "What about inviting employers and their organizations so that students could ask them what they were looking for?" This set the stage for eight companies to participate in a unique career fair at CUU's Siyani Campus.

The main objective of the festival was to bring key stakeholders of graduate employability together to improve students' employability skills as well as help instructors rethink their approaches to teaching. During the week-long hybrid event, 1,644 attendees gained practical insights from prominent industry experts, guest speakers, employers, and staff of higher education institutions through moderated presentations and question-and-answer sessions. They had the chance to enquire about the work participating companies did and the critical skills they expected employees to have. Armed with this knowledge, students returned to the classroom with a renewed sense of purpose. "The festival gave students the opportunity to learn what was expected of them in the workplace as opposed to employers dictating what they wanted from students," Bernard adds.

EmpFest 2022 was student-focused and employer-oriented. "Our 2021 Careers and Employability Week was the beginning of our quest to engage employers in training our students," Bernard states. "Students only received information during the event, and our evaluation revealed that they felt left out. We bridged this

gap with EmpFest 2022." Many of the thirty coaching sessions on career coaching and skilling for employability were moderated by CUU students. Participating companies appreciated their ingenuity and welcomed their thought-provoking questions. In turn, students appreciated the festival's innovative style, and many gained a vivid picture of the career outcomes they want their degrees to deliver. EmpFest 2022 also made room for entrepreneurial students to present their business ideas and projects. have adopted a more proactive attitude to learning.

"Some of our guest moderators, who are faculty of various institutions within Uganda, shared how their participation had given them a new perspective to training students. Three participating alumni have enrolled in CUU graduate programs after finding the festival's sessions insightful. Some institutions of higher learning who heard how the festival went want to participate in the next edition. So far, sixteen businesses, including one of Uganda's biggest multimedia companies, have already expressed interest in EmpFest 2023," Bernard explains.

CUU's Careers & Employability Office is set to launch the CUU Internship Platform, a career-development digital platform to facilitate internship listing, job supervision, and skills development. Most of the companies enrolled so far participated in EmpFest 2022 and willingly agreed to be listed after their positive experiences at the festival. Funded by an Education Collaborative post-convening grant, the CUU Internship Platform seeks to improve employability outcomes and address unforeseen circumstances students face in their search for internship placements. The university has subsequently applied for another grant to implement a "Building an Entrepreneurial Mindset" project for faculty. It will equip staff to teach



students how to solve problems and create jobs.

Three lessons stand out from EmpFest 2022. The first one is the need to look at students as end-products of the entire educational system. In CUU's case, they enter the university to take knowledge, not receive it, and apply what they have learned later in life. This inspires a more proactive attitude towards academic work. The second lesson is the importance of employers' participation in training students for the workforce. The mismatch between graduates' output and employers' expectations can be resolved by engaging employers in curriculum development and implementation. Finally, creating avenues for students to talk to employers is more beneficial than having employers talk to students. When employers provide the information students want, it enriches their preparation to join the workplace.

Bernard looks forward to sharing these lessons with his peers in the Collaborative's Employability Community of Practice (CoP). "I have worked in institutions of higher learning for over 20 years and observed the inestimable value of bringing industry and students closer," he says. "This experience, catalyzed by conversations during last year's June Convening and inaugural East Africa Convening, informed my vision for EmpFest." He adds that members of the Collaborative's East Africa network were among the faculty invited to the festival.

To prepare for EmpFest 2023, CUU's Careers & Employability Office will survey employers' most pressing needs to predict what skills will be crucial in the workplace next year. "The university should be a place to train people for a purpose, not just a degree," Bernard believes. This is the conviction that inspires his team and their collaborators to diligently position CUU's students for career success.



East Africa Hub 2020-2023

24

reached in the
region from 4
countries

10

member/engaged
institutions

14

new connections
made in Rwanda,
Kenya, Tanzania,
and Uganda

650K

USD committed in various
innovations, projects, and
initiatives in the region
from 2020 to 2023

Continental collectivism: how are universities in Sub-Saharan Africa serving their communities

Times Higher Education (THE) will hold the Times Higher Education Sub-Saharan Africa Universities forum, at Ashesi University's campus on June 26, 2023.

The first of its kind by THE in sub-Saharan Africa, the forum will focus on how universities in the region can deliver transformational teaching and research, ensure sustainable opportunities for their students as well as graduates, and improve citizenship across the continent.

The forum will also include the launch of the Sub-Saharan University Rankings. In developing the ranking system which was created in partnership with the Mastercard Foundation and in consultation with university leaders across sub-Saharan Africa, THE developed the methodology and performed the underlying data collection and analysis.

“University rankings should always have their methodologies scrutinized and impact questioned, but the right data understood effectively are a vital tool in supporting institutional missions,” shared Professor Angela Owusu Ansah, Ashesi University Provost. “The question is what data are most important in an African context? And what should African leaders understand – and what might they ignore – from comparisons in a global market?”

The project was initially conceptualised by a consortium of African and international higher education organization with coordination by the Education Collaborative.

“THE's Sub-Saharan Rankings will provide a great resource for African universities to focus on African problems while remaining globally competitive,” shared Rose Dodd, Executive Director of the Education Collaborative. “By leveraging our collective expertise, and engaging seasoned institutions like the Times Higher Education, we continue to raise higher education outcomes on the continent.”

“ University rankings should always have their methodologies scrutinized and impact questioned, but the right data understood effectively are a vital tool in supporting institutional missions.

Professor Angela Owusu Ansah,
Ashesi University Provost.







**Build the capacity of your
Staff, Faculty, Students to
speak and act with greater integrity**

Sign up
for the Giving Voice to Values
(GVV) Africa course:
Build your skills in
values-based leadership



For more info:  +233 540 448 264  gvvafricaadmin@ashesi.edu.gh

QA

**With Dinah Koteikor Baidoo,
Senior Assistant Librarian at
Ashesi University and GVV Africa
Facilitator**

How GVV Africa is Teaching Ethics Across the Continent

There's one language that defies culture and ethnicity to connect people: values. Values bridge the gaps that wealth and prejudice create by stimulating an emotional investment within those who share them.

On a continent as large and diverse as Africa, shared values are crucial to changing the status quo. They are an effective tool for rallying people and resources to achieve a common good because the pursuit of shared values is driven by mutual goals, not personal ambition.

In February 2023, The Education Collaborative extended Ashesi University's Giving Voice to Values (GVV) course to a wider audience through the GVV Africa project. Since 2010, GVV has prepared Ashesi students to address ethical dilemmas at work and in life through real African case studies. Thirty-six participants from Ghana, Kenya, Rwanda, Tanzania, Zambia, Zimbabwe, and the USA enrolled in the inaugural GVV Africa course to learn to speak and act more effectively in values-conflict situations. Almost two-thirds of them were independent learners who intended to train others, and the rest were group learners from the same institution.

Why were you drawn to GVV at Ashesi?

D: My work as a librarian revolves around the ethical use of information, so I found it interesting that the course was about ethics and leadership. I was also personally interested in speaking up where my values are concerned because I like things to be done the right way. I learned more from a webinar led by Dr. Mary Gentile (who founded the GVV curriculum adapted by Ashesi) in 2020 and expressed my interest in becoming a facilitator. Later that year, I co-facilitated my first GVV session at Ashesi.

In 2022, I participated in a pilot GVV Africa course which lasted six weeks. My colleagues and I made suggestions on what could be improved, then I applied to become a facilitator later that year.

How different has your experience as a facilitator for GVV Africa been from GVV at Ashesi?

D: The GVV Africa course is online and self-paced, so participants have the flexibility to study modules from anywhere in the world. Learning is self-motivated, and participants have different professional backgrounds. Modules are taught through written and video case studies, and we have a virtual discussion board to keep the conversation on lessons learned going. Live (in-person) facilitation only

happens at the end of the course. This is different from GVV at Ashesi which features a weekly class where students read case studies, break into smaller groups to discuss them and share their views on how ethical conflicts should be resolved.

Whereas GVV is a required course for Ashesi students, GVV Africa connects individuals from different places along their shared interest in learning to manage ethical dilemmas at work in an African context.

How would you describe your experience as a GVV Africa facilitator, and what has it taught you?

D: I've enjoyed collaborating and connecting with my co-facilitators from outside Ghana. Being a part of the course motivates me to encourage others to live ethically and speak up when the wrong things are being done.

What is one way GVV Africa can make more impact?

D: We need to draw attention to the course and encourage many more people to participate. Ethical leadership is one of Africa's biggest problems, and I believe this course can be a part of the solution. It is practical and allows the participant to continually train their "moral muscles" and be prepared if they ever need to act in an ethical conflict.





Ivy Muthoni

Always tell your story. Never assume people know it

Storytelling is crucial. It is said that until the hunted learn to tell their story, the hunter's story will always be celebrated. This saying resonated with Ivy Muthoni, Associate Manager of the Careers Office at Strathmore University, Kenya during her mentorship relationship with the career services team at Rwanda Polytechnique Gishari (RP Gishari).

“By sharing success stories with students and staff members, other departments get to know what we are doing and learn how to connect it to what they do. Career services units are systematically connected to all other units in the university, and its our job as leads to communicate the connections to the other departments.”

“What one department is doing could be beneficial to the other departments but if you don't tell your story, the others will not know about it”, she surmised. And working with Emmanuel's team at RP Gishari really brought this critical responsibility of career services top of mind for Ivy.

Reflections

Reflection from mentors: A compilation of lessons, gains, and growth

Mentors have been a key driver of success for the Systems Change Program in employability (SCPE). From 2020 to 2023, five mentors from four institutions in three countries have supported the learning, development, and growth of peer career services leads in five higher-ed institutions.

Their effort is collectively contributing to building up systems to support the career readiness of over 40,000 students. The SCPE is a mid-to-long-term systems transformation process designed to fundamentally develop the components and structures of key systems that drive employability outcomes in higher education institutions (HEIs). Three mentors share their reflections and journey.



Karoli found out that a mentor could learn from mentees too.

Christine Osae

Christine soon learned that what works in Institution A may fail in Institution B even if that solution has worked for many other institutions. “My institution has never had a population beyond 1,500. Accra Technical University has a student population of over 18,000, so obviously, what works for us as a smaller group could not necessarily work for them. We had to use the divide-and-conquer approach and work with smaller groups.”

Population was not the only challenge that had to be navigated. Per Christine’s observation, “When you are approached with a problem, you don’t recommend solutions based on, say, what you have experienced. It is better to, first of all, do a needs assessment with that institution, get a detailed understanding of their specific gaps, then align that with the goal the institution is trying to achieve.”

For the gains, Christine was very excited to reveal that an indelible mark had been left in her mentee institution. “Two years ago, there was no talk of a career center at Accra Technical University but today, we have a well-established virtual career center. We are still working on furnishing a physical location, and we have a call center students can call whenever they need guidance,” she said excitedly.

Karoli Kolokonyi

It is generally expected for a mentee to learn from a mentor, but as Karoli of Kepler College in Rwanda discovered, the reverse is also true and an excellent outcome in a mentorship relationship. Mentoring another institution was an opportunity to learn from each other, and he learned a lot.

“Burkina Institute of Technology (BIT) has a culture of setting aside three days each year on campus for entrepreneurship. Student businesses have the opportunity to showcase and sell their wares and products. For example, some students prepare and sell fruit juice to their mates. This is something I found remarkable and really learned from, and I look forward to implementing it at Kepler College,” stated Karoli.

The lessons were not just at the individual level but also at the inter-institutional level. In Karoli’s words, “Sometimes you feel that you’re doing well until you see someone doing something better. This exchange and exposure helped me to think about how to support Kepler students better.”



”

Two years ago, there was no talk of a career center at Accra Technical University but today, we have a well-established virtual career center.





Igniting ideas and sharing learnings: since its inception the series has reached an audience of 1,250+ and featured 50+ resource persons.



In the session on ethics,

51.9%

were confident about implementing learnings from the session to develop ethics courses for students.

52.3%

agreed that the session gave them insights on ways to facilitate conversations on ethics at their institutions.

69.6%

of participants expressed satisfaction with the speaker session.

1,250+

participants from higher education institutions in Africa engaged in the session. “This session helped me to identify the gaps in entrepreneurship in my institution, and the need to develop and document an entrepreneurship ecosystem.”

“This session helped me to identify the gaps in entrepreneurship in my institution, and the need to develop and document an entrepreneurship ecosystem for my university.”

Quarterly Speaker Series

An initiative created by the network to ignite ideas and share learnings and best practices with members, students, and the general public, these sessions are led by industry experts, educators, and experienced practitioners.

“Sustainable innovation hubs are built around solving actual corporate and industry problems

2021 Pioneering Year

The first series in February 2021, delivered by Dr. Sola Adesola, Senior Lecturer, Oxford Brookes University, was about the “Role of Higher Education in the Entrepreneurship Ecosystem.” Dr. Adesola stated that universities play a vital role since they are centers of learning and centers to access opportunities, like accelerators and incubators, and start a business.

Dinah Adiko, a gender and social inclusion consultant, led the second session titled “Leveraging Institutional Audits to Improve Gender Inclusion”. She discussed the importance of using a gender management and audit tool so that “institutions will look at their gender practices to understand what works, what doesn’t, and what gaps need to be filled”.

Linda Kwamboka, Entrepreneur in Residence, iBizAfrica-Strathmore University, led the third session. She discussed “Building Sustainable Incubation Centers” using the systems and strategies implemented by



iBizAfrica. She reiterated that “sustainable innovation hubs are built around solving actual corporate and industry problems,” which was one reason for their impact.



The last series for that year was on “Inclusion Strategies for Students From Marginalized Communities in Higher-Ed Institutions” using Kepler as a case study. Kepler set up outreaches in refugee camps and began advocating for refugee education to their partners and other stakeholders. They also “constructed a breastfeeding house and a wheelchair ramp on their Kiziba campus and hired deserving refugees in humanitarian programs”. This intentional drive led to the graduation of 171 refugees.

2022 highlights

The 2022 series kicked off with “Hosting Career Fairs: Deepening Employer Engagement for Career Development” and was led by Karoli Kolokonyi, Director of Careers & Alumni Affairs, Kepler. Kepler has an outstanding success rate in the employability of its graduates, and “80% are employed or gain admission into higher education six months after graduating”. Kepler focuses on three main areas of graduate employability: acting as a bridge between academia and industry, supporting students to prepare for the job market, and engaging with alumni.

The second session was “Integrating Entrepreneurship and Innovation Into Your Institution’s Curriculum – The Botho Model”. In this session, Dr. Golden Chikari, Dr. Tebogo Matebese, and facilitator Tom Atongo of Botho University delved into the Botho Model. The model puts the student at the heart of teaching. This “student-centered approach” has four focus areas: quality program design, effective teaching and learning, effective assessment practice, and learning environment support.

The “Ethics and Leadership” session took center stage in the third series. This session was led by Pedro Tabensky from the Allan Gray Center for Leadership Ethics, Rhodes University, and moderated by Rebecca Awuah, Ashesi faculty. It was titled “The Delicate Art of Seeing What’s Right in Front of You: Ethics as Thoughtful Living”. Pedro explored the obstacles that hinder ethical behavior, conformity being one of them. He stated that “the need to conform and fit in with a group can override an individual’s perception and judgment.” One must learn to stand up to combat this pressure.

The final session for 2022 was on “Transforming Research in Higher Education: Institutional Approaches to Impact Measurement in Africa” . It was delivered by Prof. Peter Ngunjiri, St. Paul’s University, Kenya; Prof. Jane Iloanya Botho University, Botswana; Dr. George Mugabe, Kepler College, Rwanda; and facilitated by Dr. Chinedu Anokwuru of Babcock University, Nigeria..



2023

2023 began with a bang. In March, five-speaker sessions were held to mark Entrepreneurship Month. The first session, delivered by Dr. Priya Iyer, Pro Vice Chancellor of Botho University Botswana, focused on the entrepreneur’s mindset. She said, “Everyday issues can become business opportunities for the youth.”

The second session, “Laying the Pathways to Female Participation in Entrepreneurship,” was facilitated by Mrs. Nneka Okekearu, Director of the Enterprise Development Centre, Pan-Atlantic University. The panelists included Ms. Hamdiah Ismaila, General Manager of Venture Capital Trust Fund; Akpene Diata Hoggar, Creative Consultant and Business Analyst; Didintle Leatile Moreki, Founder of Organic Naturals Skincare; and Rose Keffas, Special Assistant Policy, Strategy & International Relations to the Special Advisor to the President of Nigeria on SDGs.

The third session, facilitated by Dr. Sena Agbodjah of Ashesi University, was on documenting entrepreneurial activities in higher education institutions. She stressed the importance of documenting and consolidating the programs and activities institutions run on entrepreneurship to enable them to measure their effectiveness and success. The key outcomes for that session were that “the institutions mapped out their entrepreneurial activities across all class years to get a clear visual depiction of a mapping of their entrepreneurship education. They also learned to utilize their collective strengths within the network to enhance their institutions’ entrepreneurial efforts.”



Start, Scale, Replicate

Innovations, models, and approaches in higher education with proven outcomes of success

Get engaged in our focal areas

- ▶ Entrepreneurship ecosystems development
- ▶ Ethics and leadership
- ▶ Career and employability systems
- ▶ Faculty development and research



Leaders' Reflections: how Ashesi University is embracing The Education Collaborative

ADAPTING FOR COLLABORATIVE SCALE

Ashesi University's growth over the last two decades has been impressive. Two decades on, Ashesi is ranked among the top 10 universities in Africa. It is the youngest university in Ghana's history to receive the Presidential Charter. Additionally, several studies have found that both local and multinational employers' rate Ashesi and its graduates #1 in Ghana in quality of curriculum, career preparation, communication skills, maturity, professional skills, and ethics.

However, the urge to scale this culture of excellence across the African continent, as captured in Ashesi's mission statement, has been tugging strongly at the heartstrings of its leaders. How does a university of barely 1500 students bring about "an African renaissance driven by a new generation of ethical, entrepreneurial leaders"? The dilemma is compelling. Does it establish Ashesi campuses across Africa: Ashesi Nigeria, Ashesi Kenya, etc.? Or does it collaborate with like-minded HEIs to scale the core vision for transformation by amplifying individual efforts through collaboration? What would that mean for Ashesi's system?

Abdul Madhi, Dean of Students and Community Affairs at Ashesi, shares how the university is learning to adopt policies and structures to embrace this vision of The Education Collaborative. The Collaborative has brought the reality of working towards Ashesi's vision "of an African renaissance by a new generation of ethical, entrepreneurial leaders" into sharp focus for its staff. Dean Abdul captures the sentiments succinctly: "Before it was all about Ashesi, but now we are genuinely thinking about

Africa."

"Getting it off the ground has its own opportunity costs. For instance, if an Ashesi team goes to other countries to support their peers to set up a counseling unit, their absence affects what they could be doing here," Dean Abdul observes. But Ashesi is better for it, as Dean Abdul intimates. The Education Collaborative has evolved to engage more exemplars to carry out the mission. Also, internally, the vacuum created has led to the training of staff to rise to the challenge of sharing their expertise with peers and learning while doing so.

The Education Collaborative has helped Ashesi University appreciate its uniqueness and think through how it can genuinely collaborate with others to replicate and innovate proven models to suit different settings. "It took The Education Collaborative for us to understand what we needed to put in place to, for example, share how to set up an honor code in another university. For us, it has become second nature, but it's one thing to do something



Yasmin Bucknor Keteku,
COO, Ashesi University

and another to teach others how to do it."

Thinking about Africa and genuinely working to scale transformation has brought enormous benefits to Ashesi. Chief Operations Officer of Ashesi University, Yasmin Bucknor Keteku, has been "impressed at how generous institutions are with their strategic plans and success stories" that Ashesi is learning from. "From an HR perspective, we have learned from culture audits of other institutions, paying attention to culture during onboarding processes," Mrs. Bucknor Keteku added.

On Ashesi's strategic plan of becoming a more inclusive community, she said, "Through the network, we have been exposed to hiring policies of other universities that help them keep an eye on creating a diverse and inclusive community. We have learned from bigger universities in Ghana and across Africa. We have been on the path, but it's easier to tap into the experiences of others."

The Education Collaborative has challenged Ashesi to better understand its systems and how it is set up to be even more pan-African.

Building evidence and data for thought Leadership in soft skills development

Employer feedback over the years has meant that higher education leaders at the forefront of churning out graduates have had to look themselves in the mirror and reflect on how they train their products. Among the key concerns of industry is the fact that graduates lack soft skills. To bridge this gap, Kepler College, a private tertiary institution in Rwanda, has set up the Kepler Soft Skills Center.

Its curriculum focus is three-pronged: to train in communication, technology competency, and professionalism. The expected outcomes are simple: punctuality, delivering on the job on time, writing professional reports and emails, and exhibiting integrity in all situations.

Kepler has approached this mission in a practical way. “Before students go for an internship, we give them a maximum of two months of soft skills training using an integrated hands-on curriculum. We notice that it makes them stand out during their industrial attachment,” says its Vice Chancellor, Prof. Baylie Dampite Yeshita.

As part of their preparation for the world of work, students of the Kepler Soft Skills Center are required to take ‘driving lessons.’ “Consider what it is like to get a drivers’ license. Just as you can’t simply get a license without the competence nor the competence without the license, we make sure our graduates are not merely making grades, ticking the boxes, and moving on. They are here for the skills and competence that will set them apart for the job market. Following that analogy, our students take ‘driving lessons’ both for the competence and the license,” Prof asserts.

The Kepler Soft Skills Center is being piloted in Rwanda and Ethiopia, and it enjoys a unique partnership with The Education Collaborative. Prof. Yeshita believes The Education Collaborative “helps to bring a lot of change deeply into people broadly. The system must be transformed so it works on the people in order to then transform the students,” he argues.

He revealed further that “in partnering with The Education Collaborative, we are both looking at

how to implement this approach in public universities to transform their outcomes in a way that suits their operations. This is a ‘driving school’. It’s a simple concept for all to understand: attach an organ to the existing structure to offer a specialized skill in the most organic way. You may not transform 20,000 students overnight, but by attaching soft skills training, you indirectly influence outcomes without getting pushback from the existing structure. You bring transformation not just for the students but also for the faculty who support the center as trainers.”

So far, 700 students have been trained in Rwanda while 7,000 have received training in Kenya, and data at this early stage proves that employability has been positively impacted. However, more data collection and observation of learning outcomes through employer feedback is ongoing. At the end of the five-year pilot, the data and evidence will be used to improve the model and soft skills curriculum further. Together with peer institutions in The Education Collaborative, Kepler will explore replications



in other Sub-Saharan African countries. Kepler is confident that running this model for five years will be a good time to generate compelling data to show policymakers and regulatory bodies to influence national policy direction and elicit parastatal support. The Education Collaborative, to this end, is “a great partner”, he affirms.

“This project is a good example of how The Education Collaborative works with institutions in its network to start, scale, or replicate impactful models that accelerate transformation in students and graduates. With this project, we’re looking to continue to build data and evidence to establish The Education Collaborative as a thought leader in the employability development of graduates in Sub-Saharan Africa. Public universities enroll the largest percentage of students. If we are truly looking at scale, we need innovative ways to work with the unique structures, contexts, and constraints they operate within,” added Rose Dodd, Executive Director of The Education Collaborative.



“
Public universities enroll the largest percentage of students. If we are truly looking at scale, we need innovative ways to work with the unique structures, contexts, and constraints they operate within

The soft skills centers are estimated to reach over **53,000** students of public universities in five years

85% employment rate for current program graduates

Co-leading communities: The Entrepreneurship Community of Practice.

In March 2023, the Entrepreneurship Community of Practice (EntCoP) organized a virtual Entrepreneurship Month series to discuss key trends and strategies to advance entrepreneurship education in Africa. Content for the month was designed by EntCoP co-leads from Botho University, Ashesi University, and Pan-Atlantic University.

The first session highlighted actions for entrepreneurial mindsets and entrepreneurship skills development in HEIs in Africa with the goal of sharing success stories and practical examples of what it means to be an entrepreneurial university. The second session focused on embracing equity with the goal of laying a pathway to female participation in entrepreneurship.

The third session saw institutions mapping out their entrepreneurial activities with the aim of presenting a pictorial representation of what they do where entrepreneurship is concerned. The last session in the series saw institutions working collectively to find practical and implementable solutions for key challenges identified in the entrepreneurship ecosystem.

Evaluation of the sessions across the four weeks indicates that the sessions were very effective. Participants mentioned that the sessions were well thought out with seasoned speakers who used experiential activities to teach practical lessons.

- ◆ There was an average rating of 4.46 out of 5 for the sessions' effectiveness.
- ◆ 54% of participants indicated that the sessions were innovative, and 39% found them extremely innovative.
- ◆ On average, 50% of participants were very satisfied with the sessions, 48% were satisfied
- ◆ Some of the key takeaways shared by participants across the four sessions included:
 - ◇ An appreciation of the need to integrate entrepreneurial thinking into the learning process.
 - ◇ A better understanding of how mentoring and coaching can be deployed in support of nano- and micro-entrepreneurs.
 - ◇ A best-practice framework for the university entrepreneurship ecosystem with an "African flavor".

The discussions provided valuable insights into the needs and interests of various participants and institutions, emphasizing the importance of integrating entrepreneurial thinking into the learning process. Mentoring, coaching, and strengthening university collaborations for research and innovation were identified as crucial components of the entrepreneurship ecosystem in Africa.

Concluding on March 22, the Entrepreneurship Month series also introduced participants to the Entrepreneurship Community of Practice. Dr. Peter Bamkole, Chief Organizing Officer at Pan-Atlantic University, emphasized the importance of institutions joining the Community of Practice and fostering a culture of sharing innovative ideas and mutual learning.

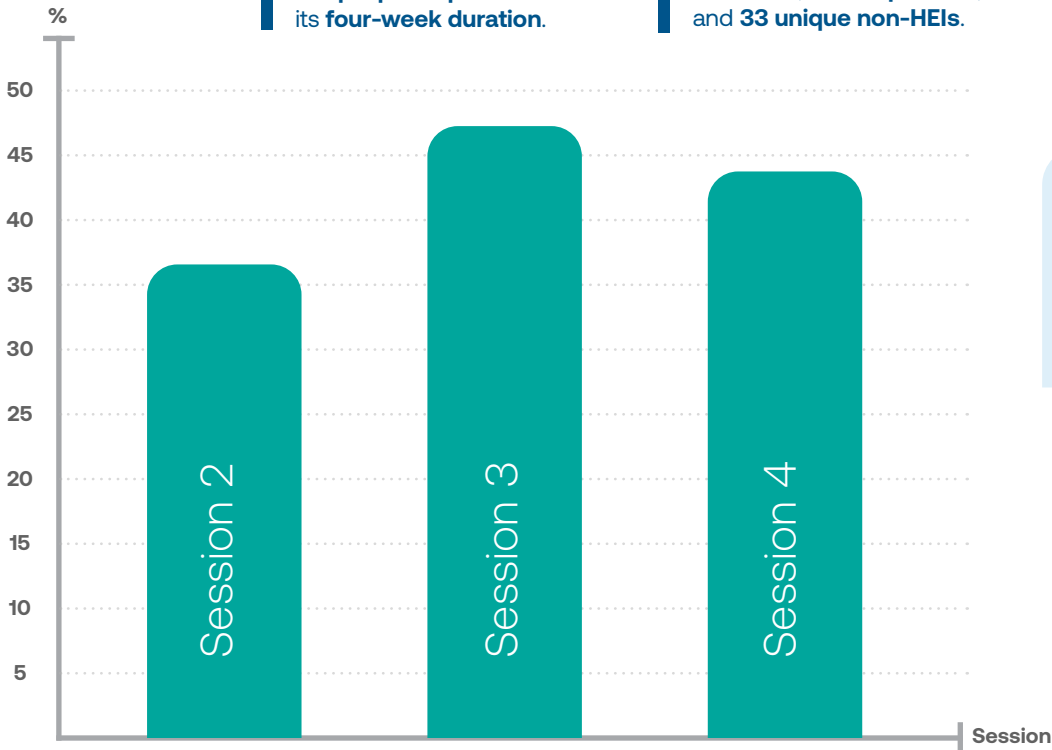
By cultivating a change in mindset among youth and encouraging their pursuit of entrepreneurship, collaborative systems become essential. Initiatives like this provide a platform for stakeholders in the African entrepreneurship ecosystem to exchange ideas and explore strategies for advancing entrepreneurship education.

GRAPH AREA



The series saw **215 unique participants** over its **four-week duration**.

There were **18 unique countries**, **68 unique HEIs**, and **33 unique non-HEIs**.



21% of the participants in the first session joined all the subsequent sessions.

37% of participants in the first session joined the second session.

47% of participants in the second session joined the third session.

44% of participants in the third session joined the fourth session.



The protégé effect:

How Ashesi University's career services department maintains its innovative edge by "learning in order to teach"

The best way to learn is to teach others what you know. Known as the protégé effect, research shows that we work harder to understand a subject when we have to teach it to others. For example, student tutors remember more of what they study and are better at applying it because they are more invested in mastering their material. When professionals mentor their peers, they ultimately prove what Roman philosopher Seneca succinctly said: "While we teach, we learn."

Abigail Welbeck, Director of Career Services at Ashesi University, unequivocally attests to this. Her team is responsible for developing programs that guide students to the right careers through self-discovery and experiential learning. However, Abigail has found that mentoring other higher education institutions (HEIs) has significantly increased her proficiency. "It takes a different set of skills to mentor. Mentoring is a quest for improvement, and you must be open to understanding others well enough to appreciate the challenges they face and offer the help they need."

Through the Collaborative's Systems Change Program, she provides strategic leadership through mentoring to develop and implement career services programs for a range of HEIs. This involves creating contextual content that equips them to prepare students for successful careers. "The Education Collaborative has amplified the work of Ashesi's Career Services Department, and a growing number of institutions realize the importance of a very structured career services department," Abigail shares. "They want to explore the opportunities it offers their students, and I'm passionate about supporting institutions to do more than they have imagined." Almost every member of her team is engaged in some form of institutional mentoring, and the insights they have gained positively impact the work they do.

They recognize that it is not enough to know what works at Ashesi: there is no one-size-fits-all solution that bridges the career-services gaps the institutions they mentor are faced with.

As a result, the department continuously refines its methods to maximize the Systems Change Program's value to HEIs.

The Systems Change Program was introduced to fundamentally develop key systems that drive desired outcomes in HEIs. Piloted in October 2021, it featured four mentee and three collaborating mentor institutions that are at the end of an 18-month process of achieving targeted institutional transformation through a systems approach supported by an implementation grant. The Education Collaborative provided useful tools that facilitated effective mentoring and coaching throughout the program.

Besides having over a decade of experience in career services development, Abigail credits a deliberate commitment to meeting institutions where they are for much of the systemic change the program has generated. "We created opportunities for institutions to start small and encouraged them to focus on building something that works," Abigail explains. "We identified which existing initiatives to expand, evaluated their performance after new methods were effected, and proposed scaling up after achieving expected results."

By designing systems that acknowledge the complementary roles of management, faculty, administrative staff, students, and alumni, the

“
Mentoring is an opportunity to learn because no one knows it all, and it is important to be willing to see things through a different lens.”

program puts every available resource to good use. In Abigail's experience, this requires agile thinking, and the ability to swiftly pivot. "In every case, the initial plan always changed," she says with a laugh. "It was important to keep an open mind because we often realized what was missing, in spite of our well-intended ideas, after continuous interactions with stakeholders." She posits that mentoring is an opportunity to learn because no one knows it all, and it is important to be willing to see things through a different lens.

A growth mindset is critical to overcoming the pervasive business-as-usual culture that plagues progress in many, especially older and larger, HEIs. One distinct characteristic of The Education Collaborative community is sharing lessons learned in the pursuit of improving educational systems and outcomes in Africa, and Abigail is happy about the prospects such peer-to-peer learning presents. "Even mentors need mentors. You might know how to do a certain thing in a certain way, but your methods might fail under different conditions. We must all be more open to learning, so we can teach and support students to be the change we want to see on the continent."



40K+

estimated reach
across the four
pilot institutions
for the systems
change program
employability.



Learn more

Ethics and leadership: impact stories from the Giving Voice to Values Africa workshop

In July 2020, The Education Collaborative held a train-the-trainer workshop focused on helping institutions develop tools for teaching skills in ethical action using the Giving Voice to Values Africa (GVVA) approach.

As part of the workshop, three participating institutions — EducAid Sierra Leone, Edify Ghana Organization, and Emerging Public Leaders Ghana — received microgrants to implement programs related to building their capacity for ethical action. Since then, the beneficiary institutions have all designed modules, started initiatives, and held workshops for their respective audiences.

Edify Ghana Organization

“For us at Edify Ghana, the Giving Voice to Values (GVV) intervention is priceless,” shared Dorcas Adwoa Aidoo, Education Transformation Program Lead at Edify Ghana. To help school leaders and teachers design systems that support speaking and acting with integrity, Edify Ghana included GVV in its training curriculum for students, teaching, and non-teaching staff in 40 partner schools in the Eastern, Western, Ashanti, and Greater-Accra regions of Ghana.

“Since we began incorporating GVV training modules in our curriculums, we have seen improved campus cultures across our partner institutions. Our students are beginning to speak up for themselves and their classmates while doing so respectfully. If a child is empowered to speak up, it brings liberation, empowerment, and improves learning outcomes. We see GVV as an effective tool to break the cycle of silence in present and future generations.”

“We are also excited about the creative ways we are seeing some of the institutions implement GVV into their cultures,” shared Deborah Azu, Christian Transformation and Training Officer, Edify Ghana. “To encourage students to speak up on ethical issues, one of our partner schools designed a suggestion form to begin to collect feedback. In another school, teachers worked with students to identify trusted staff and faculty to approach if they need guidance addressing values-conflict situations.”

Emerging Public Leaders (EPL) Ghana

“EPL’s goal is to support high-achieving graduates to transition from the private sector into public service and, for most of them, ethical action is an important tool,” Moses Cofie, Country Director, EPL Ghana shared. “When they go into public service, it is important that they are not just civil servants but exemplary leaders. And so, for us, learning about ethical action using GVV modules is crucial.”

Since participating in the workshop, EPL has trained over 40 of its fellows in the tenets of the GVV program. “Giving Voice to Values was an eye-opener for navigating the many ethical dilemmas we face as individuals,” Abigail Amoah, an EPL workshop participant shared. “It gave me insight on factors that influence my values and how to address ethical dilemmas considering other people’s perspectives without being confrontational.”

Moving forward, the EPL team looks to engage their fellows to train high school students to build skills in ethical action and help strengthen Ghana’s leadership pipeline.





Edify Ghana is also looking to help school leaders and teachers design better systems that support student’s development of skills for ethical action.

EduAid Sierra Leone

After organizing training workshops for a cross-section of alumni, school leaders, and staff, the team at Educaid looks to embed the GVV approach in its culture.

“The GVV techniques have provided effective ways to think about how we can uphold our values here at EduAid,”

said Miriam Mason, Country Director, Educaid Sierra Leone. “In our workshops, we encourage participants to show integrity and identify win-win solutions to ethical dilemmas. It’s a revelation that we can have real power in difficult situations.”

Strengthening the Culture of Ethical Action

Educaid Sierra Leone, Edify Ghana Limited, and Emerging Public Leaders (EPL) Ghana have joined The Education Collaborative’s Ethics and Leadership Community of Practice (CoP). Members of the CoP meet quarterly to discuss how to deepen the roots of ethics in their institutions and discover other ways to strengthen their ethics and leadership efforts.



Research and case studies

Research Outputs



Research Community of Practice

The study was undertaken with funding from The Education Collaborative's Research and Faculty Development Community of Practice which contributes to advancing practical knowledge and data for thought leadership in the Collaborative's focal areas. Full manuscripts are available on request.

EMBEDDING 21ST CENTURY SKILLS THROUGH EXTRACURRICULAR ACTIVITIES IN PUBLIC UNIVERSITIES: THE CASE OF THE UNIVERSITY OF CAPE COAST DESIGN THINKING AND INNOVATION HUB (D-HUB)

*By: Keren Naa Abeka Arthur (PhD) and Esther Afoley Laryea (PhD)
15th December, 2022*

ABSTRACT

The study aimed to develop a framework utilizing design thinking methodology to cultivate 21st-century skills in an extracurricular setting, with a specific focus on digital competency, research, creativity, and communication. The impact of the research was assessed by addressing the challenge faced by the University of Cape Coast's Design Thinking and Innovation Hub, namely the limited capacity of its small team to provide extracurricular activities that promote 21st-century skills alongside students' academic commitments. To achieve this objective, a twelve-week hands-on design thinking project was conducted, comprising four days of training and three project cycles spanning three weeks each.

Conducted over a period of six months from July to December 2022, the study encompassed several key activities including a literature review, development and testing of research instruments, application and approval of ethical clearance, implementation of a student volunteer program, design thinking workshops, data collection and analysis, and report writing along with intervention review.

A pragmatist research paradigm was adopted, incorporating both qualitative and quantitative approaches. The study employed an experimental research design to establish cause-and-effect relationships and determine causality. The treatment group was deliberately manipulated by introducing various incentive schemes and monitoring structures during each project cycle to assess their impact on student engagement. The University of Cape Coast served as the study area with the targeted population consisting of financially constrained but academically talented students registered with the university's Student Financial Support Office. This population included male and female students between 18 and 30 enrolled in diverse academic levels and study programs.

Purposive sampling was employed, initially aiming to recruit 20 student volunteers and D-HUB staff. However, due to delays in ethical clearance approval, the initial training with external facilitators was utilized as a pilot project. Each week, lessons learned from this pilot project informed revisions to the training program's framework which were then applied to an additional group of 40 students. Among these students, 20 were assigned to the control group, while the remaining 20 represented the treatment group which underwent testing of incentive schemes and monitoring mechanisms.



Entrepreneurship Ecosystem Development (EED)

The Entrepreneurship Ecosystems Development (EED) project is a thought leadership project of The Education Collaborative. Besides the main output of a diagnostic tool for institutions to assess their entrepreneurial ecosystem status, three research manuscripts and ten cases of entrepreneurial ecosystems in African higher-ed institutions are also estimated from this project. This first manuscript was developed and is currently under review for publication in relevant research journals.

A CONCEPTUAL FRAMEWORK FOR ENTREPRENEURSHIP ECOSYSTEMS FOR HIGHER EDUCATION INSTITUTIONS IN SUB-SAHARAN AFRICA

Dr. Sena Agbodjah, Ashesi University; Dr. Disraeli Asante-Darko, Ghana Institute of Management and Public Administration (GIMPA); Mr. Amoako Kwarteng, Ghana Institute of Management and Public Administration (GIMPA); Ms. Annstellah Kithinji Gakii, Ashesi University

ABSTRACT

This study aims to conceptualize and empirically develop a conceptual framework for studying the entrepreneurship ecosystem in higher education institutions within Sub-Saharan Africa. This framework was developed and validated using a combination of desk review, focus group discussions, and quantitative assessment criteria. To ensure the reliability and validity of the quantitative assessment, a dataset of 323 responses was used in conjunction with a number of procedures to establish and refine item measures of constructs. The study found that the existing conceptual framework in the entrepreneurship ecosystem literature needs to address the context of higher education institutions within Sub-Saharan Africa. It thus develops a conceptual framework with three higher-order constructs: entrepreneurship ecosystems enablers, higher education institution activities, and entrepreneurship aspirations. These constructs had several other lower-order constructs, each with specific indicators. The derived constructs and their corresponding item measures exhibit adequate consistency, reliability, and validity. This is the first research of its kind to develop a conceptual framework for assessing the entrepreneurship ecosystem in institutions of higher learning throughout Sub-Saharan Africa.

Employability and career services development

The study was undertaken with funding from the Education Collaborative under the Systems Change Program for Employability (SCPE) project pilot. Data was taken from higher-ed institutions in the network. The SCPE was designed with Kepler College in Rwanda as the lead institution and project manager, Ashesi University, Kepler College, and Strathmore University as mentor institutions, and Education sub-Saharan Africa (ESSA) as research partners. This output contributes to advancing practical knowledge and data for thought leadership in the focal areas of the Education Collaborative. Full manuscripts are available on request.

KNOWLEDGE AND EVIDENCE TO SUPPORT PROPOSAL DEVELOPMENT AND IMPLEMENTATION BY HIGHER EDUCATION INSTITUTIONS IN THE SYSTEMS CHANGE PROGRAM – EMPLOYABILITY

Samuel Asare, Dr. Jennifer Udeh, Pauline Essah, Akua Ampah, Pierre Claver Habimana, Education Sub Saharan Africa; Richard Ekumah, William Ohene Annoh, and Francis Gatsi, Ashesi University

ABSTRACT

HEIs, including those in the SCP, are required to demonstrate the importance of tertiary education students' employability has gained increased attention from researchers, policymakers, and practitioners (Okolie et al., 2020). This is partly due to the importance of economic inclusion in socio-economic development and national security of nations (Chukwuedo et al., 2021; Peeters et al., 2019). For example, the United Nations' 2030 Agenda for Sustainable Development highlights Goal 8; the need for inclusive economic growth to enhance progress and provide decent jobs for all. In addition, the African Union's Agenda 2063 places emphasis on the commitment of member nations to equip young people with skills to lead the socio-economic transformation of the continent.

In the midst of this increased attention, evidence shows young people especially those from low-and-middle income countries are marginalised economically. According to the African Development Bank (2021), 10 to 12 million youth in Africa enter the labour force each year. Out of this, a small fraction (3.1 million) of the African youth get jobs, leaving most of the youth unemployed. This paper contributes to the CIES 2023 conference Sub-Theme 1: Social Justice and Inclusion by drawing on social capital theory to explore how TEIs can form and sustain partnerships with industry, and/or vice versa, to increase students' chances of getting employment. In terms of theoretical contribution, we demonstrate that social capital is created through partnerships between TEIs and industry, by drawing on the strengths of both parties to better support students' transition to employment.





Case Studies

Leadership and Ethics

12 case studies on leadership and ethics

The cases were prepared by Rebecca Awuah and team through the Giving Voice to Values for Africa Project commissioned and supported by The Education Collaborative in 2021. Details of the cases, which are based on real-life experiences, have been changed to maintain the confidentiality of individuals and organizations. The cases were developed for teaching purposes to highlight values conflicts in a workplace or school setting. They are not intended to serve as an endorsement, source of primary data, or illustration of effective or ineffective management.

Models of Entrepreneurship Ecosystems

10 case studies on exemplar entrepreneurial ecosystems of HEIs in Africa, under development

The cases were prepared by Dr. Sena Agbodjah and team and supported by higher education institutions who provided data and information to give a clear picture of their ecosystems. They were prepared under the entrepreneurship ecosystems development project commissioned and supported by The Education Collaborative in 2021.

Revolutionary Models - pooling resources across Africa.

The Career Mentor Pool Model

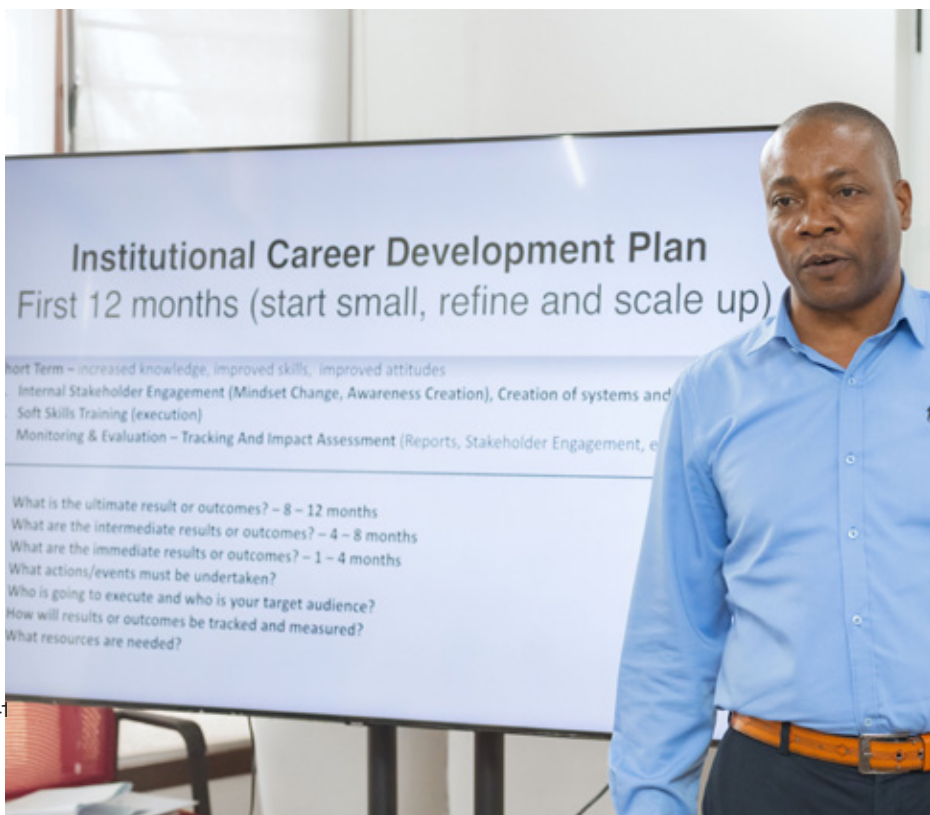
The resources it takes to support an institution to improve its student outcomes can be huge. The Education Collaborative, wanting to advance real collaboration and support member institutions to build their systems and structures in career development and employability, has pioneered a career mentor pool model which allows member institutions to access, share, and efficiently utilize their resources. The model was necessitated to lessen the burden of support on any one institution and ensure that members can access whatever timely and reliable support they need, and in a manner that is relevant and helpful to them.

The Career pool consists of individuals across Africa who are experts in key areas of career development and mentorship. In selecting the individuals for the career mentor pool, we looked at their backgrounds, capabilities, their ability to mentor others – (since mentoring is a skill), and also their experience in setting up career services systems on the continent. The mentors are building their own capacity to effectively support institutions. We currently have 14 mentors from eight institutions and six countries in the pool. The role of the mentor is to provide mentorship, handholding, learning and sharing to the institution. Because of the varied skills and experiences of the mentors, member institutions are offered different perspectives and contexts in supporting them to build their systems in career development and employability.

This valuable resource is available to interested institutions; however, a beneficiary institution must be willing and committed to access it. Whatever system or structure the beneficiary

institution is working on must be a part of its strategic goal and not an isolated program or project. The institution must be committed to doing the work itself since the mentor's role is handholding and sharing best practices. The institution must also bring the context in which it works in order for its mentor to assist and support, since the mentor may be domiciled in another country. Public, private, large, small, old, new, and established universities are able to contextualize any help that is offered. The duration of support offered varies according to need. Sometimes the support sought is for a brief period of two or three months; at other times, it is over a much longer period — about 12 or 18 months.

With an ever-evolving world, we recognize the significance of developing the human capital pool available to us on this rich continent, and what better way than to embrace this process than through holistic, institutional change.





GVV Africa Facilitators Model

We have developed a similar model with facilitators who lead our Giving Voice to Values course. The GVV is a seven-module course which equips participants with skills for ethical action. The course uses scenarios and case studies and gives participants ready tools to respond to ethical dilemmas. Participants are better equipped to implement actions that give voice to their values when they have already thought about or acted out such scenarios.

The nine facilitators currently recruited in the GVV facilitators pool originate from different institutions across the network. Selection of these facilitators was rigorous and based on capacity, interest, commitment, and experience. These experienced individuals undertook the course modules themselves, and they worked with the creator and master trainer of the course to build facilitation skills specific to the course.

The facilitators take three month shifts

managing the discussion boards and engaging participants in the course modules. After the 5th module, the participants can request for an in-person session with an in-country facilitator. As a result of this approach, cost is significantly reduced as facilitators don't have to travel remarkably far. Due to the varied participants and facilitators during an entire course, participants in the course enjoy different perspectives and context relevant to your line of work.

The GVV course is open to everybody – institutions, individuals, corporate organizations, public organizations, schools, and state institutions. Giving Voice to Values Africa equips you with skills for ethical action.

It provides tools that enable them to, indeed, give voice to their values.



Collaborating for Africa's transformation



We often face similar challenges. Networking with peers allows us to learn how others have dealt with their challenges. That in itself is of great value to us. Many a time, we collaborate with institutions outside the country[.]. The Nigerian institutions meeting has provided the opportunity to learn from those within, and we hope that this leads to deeper collaboration among institutions within the country.

Prof Enase Okonedo
Vice-Chancellor
Pan-Atlantic University



Often, most African universities look beyond the continent for model universities to learn from. The Education Collaborative is focused on identifying and working with committed African institutions ready to improve our collective excellence. This way, we raise the outlook of higher education in Africa and look forward to seeing our collaboration's impact on the continent.

Rose Dodd
Executive Director
The Education Collaborative



As like-minded institutions, we have to work together to co-create and drive meaningful impact on the continent, knowing that, as leaders, our actions today affect the world in the long term.

Araba Botchway
Executive Director of
Admissions and Financial Aid
Ashesi University



Higher learning institutions often **focus on competing** with each other. It is refreshing to see The Education Collaborative **fostering a unified approach** because, for us at Strathmore, collaboration is critical to our mission. We know we can't educate everyone, so our impact has to be exemplary; designing models that others can learn from and adjust to suit their context.

Dr Vincent Ogutu
Vice-Chancellor
Strathmore University.



We have been exposed to so much in such a short time, not just theoretically, but leaders from other institutions have shown us how they have done it practically. Our college has been thinking of how to drive change; being here at the East Africa Convening, we have harvested so much that we can readily run with, and that has been great for us.

Dr Julia Kigozi
Ag. Dean, School of Food tech
and Bio-Engineering
Makerere University



Being part of The Education Collaborative has been an exciting journey, primarily because of the grand vision of finding solutions within the continent. Various institutions are doing innovative things in different ways; when we come together, we can leverage each other and achieve more together.

Dr Peter Bamkole
Chief Operating Officer
Pan-Atlantic University



No one university can confront Africa's higher education challenge by itself – we need a strong collective. To enable this, we believe a new model for higher ed partnership and collaboration – not just competition – is needed to bring institutions and stakeholders across sub-Saharan Africa together to work towards a collective set of student outcomes and goals.

Dr Patrick Awuah
President
Ashesi University



What is exciting is not what we have done in our individual institutions but the potential to create something empowering for our youth by working together.

Prof Robert Gateru
Vice-Chancellor
Riara University



The Education Collaborative's focus on employability, entrepreneurship and ethical leadership is crucial.

And as a network of universities, we can learn from each other in those areas.

Prof Samuel Gudu
Vice-Chancellor
Rongo University

Mark your Calendar

June Convening 2025

Accra, Ghana

**THE EDUCATION
COLLABORATIVE**

in partnership with



 Save the date for
**East Africa Hub
Convening, 2023**

October 5th and 6th, Kampala, Uganda

