Conference on the
Role of the Diaspora in the Revitalization of African Higher Education

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Conference Report

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Welcome and Introductions:

Mark Elliott, Vice Provost for International Affairs, Harvard University.

The study of Africa has long held a very important place at Harvard since the 1960s when the Committee on African Studies was formed. In the last ten years, African studies has received increasing amounts of attention resulting in the Centre for African Studies emerging out of the Committee and supported not only by university funding, but also by external philanthropy, as well as the US Government through a Title VI Grant. Harvard offers more African languages than any other campus in North America - 43 African languages. There is also a department of African & African American Studies. Alongside these, is the Hutchins Center, and numerous other programs, such as for Afro-Caribbean studies, bringing together Latin American, African American, and African Studies as well. The Centers for African and Asian Studies with other partners have inaugurated an Africa-Asia Initiative. The School of Public Health has put together a network of specialists in various fields, e.g. in epidemiology and health in Africa and in China.

Africa remains a focus in many different departments and schools at Harvard. All schools of the University are engaged in the pursuit of understanding Africa, disseminating that knowledge, teaching students and taking it back into the world. Additionally, there are more than a hundred faculty members pursuing African studies around Harvard University of which 73 (Seventy Three) are African-born who teach in one or more of Harvard’s schools. 153 (one hundred and fifty three) students in the university, particularly a number of undergraduate students, travel with support from the Centre of African Studies to Africa to conduct research, take up internships and do volunteer work. At the very top level of the university, President Drew Faust has a select group of world-leading figures, from education, business, etc., that comprise her global advisory council, which meets once a year. Out of the fifty-five that attended in 2016, 7 (seven) were from African nations.

The Centre for African Studies has opened an office in Africa to serve the continent and the study of Africa at Harvard remains a vibrant and leading part of intellectual activity in every school. Noteworthy to mention, is Harvard’s commitment to good partnership and readiness to work with other institutions of higher learning wherever they are located. There is hope in leveraging collective knowledge and bringing it together to think of how this can result in positive change in universities on the African continent. In Africa a one-size-fits-all plug-and-play model will not work due to its diverse nature. In each place, the problems are different, the culture is different and the solutions are also going to be different. It’s only by working together with people who possess good local knowledge that solutions will be found to the problems that require attention. The role of technology and platforms like HarvardX are still in the early stages of understanding but hold promise of leverage for real results. The key part will be to integrate these platforms with local curricula which will make sense to those who need the information and training and to make it two-way.

Today, there are about 25,000 scholars outside of Africa from Africa with each country and continent worried about their best scholars not getting back home where they are needed leading to a brain drain problem. However, the brain drain can be reframed as a brain gain. Whereas there is physical separation, it does not mean all contact is cut off. There exists repatriation of intellectual value back to the home country. Today, one’s institutional location does not matter as it did a generation ago for collaboration to happen. The barriers to free movement of ideas and people are lowering and will continue to lower enabling people to find ways of connecting with others with whom they share interests and concerns. These create gains for universities like Harvard because of the international scholars based there and also for universities back home, especially university communities with wider networks of students from outside the US. This is the experience with large diasporas, like Chinese scholars, right now at about 325,000 students residing in the US, slightly fewer from India and about 60,000 from Saudi Arabia. Many of them will go back, most of them will move back and forth. It is that movement back and forth, that circulation of people and ideas, which is the important part of the process.
Executive Summary

Higher education is going through massive transformations today all over the world and particularly in Africa. In Paul T Zeleza’s recent publication, Transformation of Higher Education 1985-2015, major trends are identified including massification, privatization, internationalization, shifts in knowledge production systems and increased demands for accountability and quality assurance. To address the foregoing, different stakeholders must take up their roles in establishing a vibrant future for African higher education at national, regional and international levels. Supportive and relevant policies should be developed as well as an enabling system backed by digital technology. The changing landscape has created new relationships and roles between African higher education institutions, the private and public sectors, civil society and philanthropic organizations.

The diaspora academics’ role in advancing Africa’s higher education to turn the continent’s much lamentable ‘brain drain’ into a brain gain and brain circulation must be harnessed. These academics represent a huge asset for the continent in meeting the challenges of African higher education and exploiting the opportunities. They are an indispensable player in Africa’s rapidly growing and increasingly diversified education sector. Their intellectual remittances are fundamental to the realization of integrated, inclusive and innovative sustainable development envisioned in numerous national and regional development agendas.

The Carnegie African Diaspora Fellowship Program (CADFP) experience, success and lessons learned provide a foundation to build on in implementing one of the key priorities from the first Higher Education summit held in Dakar in March 2015 — namely, the establishment of the 10/10 Program to sponsor 1000 academicians in the diaspora, across all disciplines, every year, to anywhere across the continent. The program shares its growth and achievements, opportunities for expansion and the partnerships that can be built for diaspora to facilitate capacity building in Africa’s universities and promote their globalization.

CADFP was established in October 2015 following research conducted by Paul Tiyambe Zeleza among the African-born academics in Canada and the USA, commissioned by Carnegie Corporation of New York (CCNY) in 2011. It sought to determine the size and scope of the African-born academic diaspora in the two countries, understand the dynamics for diaspora engagement with institutions of higher education in Africa, and identify ways to promote productive and sustainable engagements between the two. CADFP sought to develop mutually-beneficial engagements focusing on curriculum co-development, collaborative research, and graduate student training. CCNY provides funding for the CADFP partnership that comprises the Institute of International Education (IIE) that manages and provides the program logistics, the Advisory Council which is in charge of strategic direction and leadership, and USIU-Africa hosting the CADFP Secretariat.

Since its inception four years ago the program has received a total of 640 project requests from 164 accredited African universities. Altogether, 274 fellowships have been funded and hosted by over 100 (one hundred) Universities from 6(six) African countries. According to program surveys, 96% of the fellows have continued collaborating after the initial fellowship period; 41% of the fellows have visited their host institution again for professional reasons since their initial project visit; 86% of the institutions have established a formal agreement, linkage or collaboration; and 90% of host collaborators and 97% of fellows indicated that their perspective on collaboration with scholars has grown or changed in a positive way.

Clearly, there is huge demand by African institutions for diaspora academics and there is need to expand beyond fellowships to other modalities of engagement to appeal to different stake holders. Capacity building has to be accompanied by innovation to enable African institutions to leapfrog all models being upended everywhere. The challenges and opportunities of transforming institutions on the continent are as massive as the commitments of the historic and new academic Diasporas are evident. The lofty ambitions of the African Higher Education Summit and its aim to revitalize African higher education, and the practical experience and gains from the CADFP initiative are clear pointers to the vision and mission for quality higher education, which is imperative for Africa’s exploding population to ensure that the youth is turned into a positive demographic dividend, not a Malthusian nightmare.
Plenary: Challenges of African Higher Education

African higher education sector is characterized by high rate of transformation that has seen everything change at every level and in the higher education sector itself. Coming to terms with transformations require adjustment and restructuring at institutions of higher learning. The second dimension of the transformation is structural transformation. Africa in 2063 has to be completely different – democratic, integrated, etc. which calls for structural transformation and how universities can participate in that transformation process to bring about structural transformation. The kind of programs at African universities — teaching programs, vocational training and others should be focused on delivering quality education and be relevant to the issues on Africa’s agenda.

Scarc resources, key among them human resources are critically needed to address the challenges. There are about 2,000 higher education institutions on the continent today, which represents huge growth over the last several decades. However, tertiary enrolment ratios remain low, about a third of the world average (12% compared to 33% in 2013). Thus, access to education is low compared to the needs. Policies outside of the universities are required, but also within in order to spur partnership building and create an enabling environment for strengthening education. Technology as an enabler is crucial in the process. There are particular and specific roles of different stakeholders in this interchange. Different players will bring different expertise including Government through Ministries of Education, University leaders and heads of special leadership programs, diaspora, private sector, industry and philanthropists.

Role of Governments

- Taking cognizance of the dynamic nature of higher education and the changes across Africa, the current role of most African Governments should be dynamic and keep changing to meet current trends and developments. Some Governments have remained static in their higher education roles and policies.
- Inadequate Government funding and participation of private sector and private enterprise in higher education should be facilitated by Governments. The challenges of mass education are partly related to the weaknesses of governments and their inability to provide sufficient resources for universities across the continent.
- Government appointments of University leaders need to be based on competence and performance and not on regional representation or political correctness as is happening in some countries in Africa leading to poor leadership at universities and poor performance.
- Government interference can derail the performance of academic institutions. They should take a reduced role in order to give room and support to university management to enable effective governance at the institutions.
- The expansion of the universities in Africa to some extent has been politicized. In certain cases, much as there is demand in higher education, governments have not managed that demand responsibly and have gone for cheap and easy solutions, and poor policy attention to institutional coherence and effectiveness.
- Resources have not always been well managed. While scholars have been lost through the brain drain, if investments are made and properly planned with resources put towards growing staff numbers in the universities, the situation would be better. Governments rarely put money into research.
- Whether Government funding always come with “interference” or not, the important factor is what institutions want. There is need for a new deal, a new conversation, conceptually and in an enlightened way, of what the governments also want for the people. If the Government gives away its patronage, it must gain something in return.

Revitalization of African Knowledges

- There have been transformational challenges emanating from the massive expansion of the last decade from a few hundred private and public universities to nearly 2000; now private universities outnumber...
public ones. There has also been growth in enrollment of 18 – 24-year-olds, from 6 to 12 percent, especially in private colleges. Despite these advances serious questions remain about the reproduction of colonial knowledges, the continued dominance of the colonial episteme in our institutions. These institutions have a responsibility to build a new intellectual movement drawn from the Declaration and Plan of Action of the Dakar Summit.

- A revitalization of global African science and historicity is required followed by scaling up of knowledge production, including research in graduate and post-graduate studies and delinking knowledge and knowledge production from its colonial roots and linking it to pre-colonial knowledges and episteme.

- Creation of a movement of thousands of scholars knowledgeable about African civilizations, who build and grow their knowledge of African historicity, African philosophy and to engage in ‘counter-penetration’ and ‘synthesis’. Whether in the humanities, social sciences or natural sciences and their offshoots – medical sciences, engineering, the knowledges produced, disseminated and consumed in the continent’s institutions must be built on African foundations and address African issues. It cannot be more of the same. Rather, we should focus on the contribution of Africa to itself and to the world.

- The recent situation in South Africa, in the context of student protests and demands for decolonized education is proof of the need for academic freedom and institutional autonomy as well as the erasure of the colonial episteme in African higher education institutions.

- Offer advanced special skills in combination with general educational foundations based on African civilization. The tail that has been wagging the dog in that priority has been placed on the acquisition of advanced and narrowly specialized skills over the rich intellectual and cultural foundations embedded in African civilizations.

- People need an understanding where they are coming from, where they are, and where they are going otherwise the knowledge they gain in higher education is dangerous and useless. Going forward, more focus should be given to the history of African societies and the culture of the continent’s people including native languages.

- Recalibration, a rethinking of Pan-Africanism is required. We must no longer look at the diaspora as the periphery, and Africa as the core. Rather, the two are mutually constituted. Indeed, enslaved Africans and proceeds from slavery played a major role in the establishment of the Ivy League universities.

- Academic leaders in Africa must encourage their colleagues and peer institutions to catalyze an inclusive scholarship, encourage what Ali Mazrui called counter-penetration, and stress the validity of African philosophy, historicity and sciences, as part of the process of advancing shared terms of scholarly engagement.

### Rising Costs of Education

- Increase of fees at universities and the state contributions that have increased at the rate of inflation, but not at the rate of the expansion of the public university system. Therefore, there is a growth rate in income at half of what institutions need to maintain the level in the quality of human resources, academics, and physical resources.

- A sound grounding is required before engaging in the question of higher education and the private sector. Governance, academic freedom and public accountability need to be addressed.

- New Presidents face similar challenges in establishing themselves as leaders in their new positions. They deal with various constituencies who all have different ideas, interests and socialization. The interests and desires, hopes and aspirations of these constituencies could pull in different directions or out rightly collide

- Presidents have to deal with internal institutional matters including the inherited staff and whether these form the right organizational structure relevant for achieving the institution’s vision.

- Financing of the institution is a key worry equally for both the African and American presidents though
different for public and private institutions. Government funding is going down while expectations are going up. Many presidents have to figure out how to do more with less and are facing challenges of resource allocation.

- There’s an enormous demand for education but the resources are lacking leading to questions about access.
- In Africa, infrastructure can be a challenge for many presidents due to lack of the same in some countries with unstable national grids hence challenges with water and electricity supplies.
- Presidents face the pressure to increase enrollment and ensure quality. How quality is defined is sometimes not clear and whether or how curricula should change frequently to meet new challenges which are beyond the institutions and individuals.
- The relationship between the public and private sector is complex because tuitions are going up and private institutions are having a hard time finding students. From higher education’s point of view, one must think about interests in a way that meets the needs, the wants, and the goals of both parties. Care should be taken that partnerships do not serve business at the expense of students.

**Diaspora Engagement**

- Engaging in activities that make a difference in the lives of people especially in Africa and how development partners, government, industry and academia, including those in the diaspora can join efforts to develop Africa. The African diaspora must emulate other successful diasporas that have contributed to the development of their homelands. An example is the Jewish diaspora and how they worked on behalf of Israel after 1948.
- Establishment of a system to capture academic engagement of the diaspora outside the continent and how that knowledge can be harnessed by the universities in Africa for improvement and value addition to the continent’s higher education. Initiatives to ensure this happens should be established and institutionalized as a way of internationalizing African institutions and knowledges more effectively.

**Wrap up**

The academic diaspora has shown high interest in the needs of African higher education institutions for transformation. Massive mobilization of funding resources including public/private sector partnership is required to facilitate their role. The generation of philanthropic resources in the USA is made possible by tax incentives. Bold policies to address these issues should be enacted in Africa to develop a robust philanthropic culture that enables universities and other critical social sectors to benefit.

Africa should focus on the humanities and liberal arts more generally in addition to other fields such as STEM to help the continent better understand itself, where it is coming from, what is currently happening, and where it is going. Universities and institutional rankings should emphasize actual student learning and development over time, from primary and secondary education all the way into higher education. Universities should nurture graduates with a broader sense of intellectual inquiry, acquisition of soft skills and skills for lifelong learning in order to address the current existence of skills mismatch and over-education in many countries which lead to dissatisfaction amongst qualified graduates who cannot find employment.

Governments as custodians of public goods must take the lead in education and not leave this in the hands of private investors or the universities themselves alone. Poor planning is a challenge for Higher education institutions, an area where diaspora can provide support. Universities must operate in a transactional manner and create reasons for partners to bring their resources to university institutions. The relationship should be incentivized by training people to be useful. Sharing in the knowledge of the diaspora has not been achieved partly due to lack of effective structures and government regulations.

Going forward, it is important to develop new public accountability systems in which performance is based on African philosophies, priorities, and needs that seek to nurture human solidarity and sustainable development.
The students are key stakeholders in matters of education and should be involved in such discussions. Recreating new roles for students in this dialogue is extremely important.

The Future of African Universities: Policy Directions

Against the backdrop of mobilizing the African diaspora to contribute to African education, in ways that would go toward revitalizing African education, focus should be on future policy directions, particularly those that serve as enablers for the diaspora to play a role.

Regional Cooperation

- Policies that support South to South cooperation should be developed and enacted for African universities to partner and take advantage of their human resources and pull these together for acquisition of resources or materials which are expensive and beyond individual university reach.

- The African Academy of Sciences (AAS) is among the few organizations that appreciate African Governments, having received its initial endowment fund of $5 million from one of the African Governments. The AAS enjoys autonomy and can choose who to work with, proving that it is possible to develop workable policies in Africa’s political environments and that there is a way to form lasting relationships and partnerships that are based on mutual respect and work on shared goals and objectives that are synergized. To date, AAS has 365 fellows, 4 of them are Nobel Prize Winners out of about 17 or 18 Africa-born Nobel Prize Winners with half of them being diaspora residents who should be mobilized for the African academy and the university. Creating organized platforms which are Africa-based, Africa-centred, and which allow people to engage from wherever they are with minimum input to be effective, is necessary. The already operating platforms should be brought to work together and the efforts synergized.

- Policies must be guided, must be based on and continuously nurtured by good data. This also calls for focusing on priority areas important for the continent including climate change, water and sanitation, health and wellbeing amongst others.

- Africa has some resources which can be used in a more efficient way with the right policies in place. An example is the financing of the Inter University Council for East Africa (IUCEA) by the East African states to help universities across the region to improve by establishing policies on quality assurance, developing quality frameworks and relevant tools at the regional level. The recent move by a number of African states to borrow money from the World Bank and the African Development Bank to establish centers of excellence to train people at MA and PhD levels to bridge the shortage of skilled human resources is another example of good use of policy framework to strengthen higher education.

- At the level of the East African Community, the focus is on how higher education can contribute in developing or producing the leadership needed for the required development agenda. The challenge is whether the universities have the needed leadership to train leaders.

- It is challenging to advance higher education in any place where it has not been a priority before. Some countries like China and South Korea decided in the 1960s and 1970s that higher education would be the path for their national economic development. These were country decisions and policies, not the choices of a few families or students. This enabled South Korea, which in 1960 was in the same level as a number of African countries -- Ghana, Nigeria, Kenya, etc. -- today to sit in the first rank of nations with quality education from kindergarten through graduate school.

International Migration

- The migration of highly trained Africans to other continents has created shortage of human capital on the continent. At the same time, African migrations also include the poor and desperate as evident in the loss of lives in the Mediterranean Sea, attributed to lack of prospects on the continent. While free movement of
people have been encouraged across the region because of the belief that educated people, professionals, should be allowed to access a bigger market, there exist some impediments.

- Outside the continent, Africans are seen as compatriots, but back at home, the thinking shifts to nation-states and the fight or competition for resources, business, professional positions etc., tends to undermine solidarity. However, there is some progress with about thirteen countries in Africa now providing visas on arrival for Africans. Such policies to encourage mobility within the continent should be strengthened.

### Promoting Sustainable Development

- Africa is rich in natural resources and there are many young people willing to learn. How can higher education contribute by innovatively taking advantage of these resources and making them beneficial to larger populations?

- One big challenge in African institutions is corruption and how to deal with it so that funds can be spent on value addition activities to achieve institutional transformation anchored on a range of factors from collaboration to human resource development where the diaspora are critical.

- There are a number of stakeholders with resources including African governments who might not have enough financial resources, but have a number of things within their power that are critical - regulation, land, goodwill etc. What is required from universities are investable propositions that give confidence and promise to deliver progress in a defined period of time as is the case across Canada, US and Europe.

- Africa’s future has been addressed in the continent’s vision for the next fifty years in Agenda 2063 adopted in 2013 by the African Union. It encompasses seven aspirations: prosperity based on inclusive growth, economic and political integration, justice and good governance, peace and security, a strong cultural identity and shared values, a sustainable people-driven development, and a strong and resilient global position. Higher education has a critical role in many, if not all of these aspirations and there are policy issues that need to be addressed in order to achieve the above. These are:
  
  i. Balance between enrollment, expansion and quality improvements, all requiring resources.

  ii. Students’ financial needs and capacity to access education. This has been handled by a cut-and-paste solution through an ineffective merit-based or means-testing of needs without data to aid in decision making.

  iii. Balance between basic knowledge and values and training for practical skills. Universities must maintain a commitment to practical skills alongside cross disciplinary programs in order to address today’s problems from a multi-disciplinary perspective as opposed to a single disciplinary lens

  iv. Promote online learning and co-education objective – targeting the intellect and heart of the learner. The African governments especially, the policy makers have abandoned love for students who are seen as objects, problems, inconveniences and should either go away, or disappear. There’s a lot that can be learned from the diaspora who come from places where students matter.

  v. Establish partnerships between public and private investments in higher education with the realization that in Africa many private investments in education tend to avoid expensive programs which require heavy capital-specific investments.

### Wrap up

Africa is not short of policies or agendas. The issue is whether they get operationalized or not. Africa does not need Agenda 2063, but Agenda Now. There are many urgent issues that need addressing in order to achieve enunciated policies including agenda 2063. Key among them is Leadership. African institutions must set up their priorities right. There are a lot of resources which are either transferred somewhere else or remains dissipated in expensive projects that have very low value for the majority especially of the young population.
Financial policies at universities, whether centrally managed or department based can support or impede institutional activities. Due to reduction in funding, universities have developed various models as means of raising funds including parallel admissions for foreign students and other business-oriented measures resulting in a disjointed system. However, it remains critical to think about the entire institution as well as how the departments link together. Governments should address the issue of tax policies that can appeal to large taxpayers in Africa and put a comprehensive approach to public finance to incentivize individuals and corporations to support higher education.

Working with the private sector has dragged due to its small nature. But as the universities grow, the opportunities for expansion also grow leading to opportunities for deepening of relations between universities and the private sector.

Strong gender policies to encourage gender balance in higher education are also urgently required. These can take the form of strong political and organizational will to support women in leadership. The pipeline should start early with girls and culminate in programs such as the African Union’s Kwame Nkrumah Scientific Awards and the Nyerere Scholarship.

Africa should unite. A regional consortium of the best universities on the continent can help move the agenda forward. The relationship between academia and industry should be strengthened especially on research for the improvement of people’s lives. This can occur through incubators established at higher learning institutions to support ideas of innovators and transform them into real products or innovative policies.
Keynote Speech: President Dr Jakaya Mrisho Kikwete

Revitalizing education in Africa is crucial for the growth and development of the continent and advances the Commission on Financing Global Education Opportunities’ agenda on higher education, an area Africa is facing a crisis and falling behind the other continents by fifty to seventy years. By 2030, there will be 160 million children and young people out of school. The global total will see the number of out of school children declining but in Africa it will be the reverse presenting a big challenge for the continent. By 2050, when 2 billion jobs will be lost to automation, the situation in Africa will be direr with over 70% of the young people not employed.

Currently, only 12% have access to tertiary education in Africa. This is expected to rise over the next several decades, but by 2050 Taiwan, South Korea and Japan will be at 80%. Will Africa catch up? The migration problem will worsen with 480 million people on the migrants’ list. It is against this background that the Commission has called for the largest expansion of education within a generation, hence the name the ‘learning generation’ because of the belief that some lower and middle income countries have made great strides in some aspects of education in a few decades. To achieve the learning generation, the Commission calls on developing countries to increase investments and enact comprehensive reforms targeting i) performance ii) innovation iii) results and iv) finance.

All these should be inclusive of the disadvantaged. The international community has a role to play in providing financial and technical assistance, as well as leadership including the Commission’s call for partnership with the international community and other countries. African countries should commit themselves to reforms and accountability. The Commission is also working on other innovative methods for research development.

Most African countries are of recent origins, having received their independence between the 1960s and 1990s. The colonial governments did not invest in education in Africa leaving behind very weak educational foundations. A lot of what is happening in education is the direct outcome of higher education investments and success by post-independence governments. It all started with the founding fathers declaring education and disease the challenges of their newly independent countries and enacting policies to address these areas. After independence, tremendous efforts were directed towards building education which was provided for free to ease the shortage of human capital.

The Structural Adjustment Programs of the 1990s introduced liberalization in politics, economics and culture opening up the social preserve of the state to the private sector. In education, liberalization increased numbers of service providers leading to the introduction of school fees and tuition fees in public schools. Tying education to the ability to pay entailed denying a large segment of the population access to education. Later free education was reintroduced in public and primary schools and student loan policies and schemes for public universities in some countries.

In some countries these schemes were extended to private universities in order to close the human capital gap quickly. Faith based organizations who are the owners of the bulk of the private universities got involved leading in the large expansion of tertiary education. This led to challenges around making loans accessible to students, challenges around quality assurance, access to information and communication technology and availability of skilled human capital. Lecturers started teaching in two or three other universities losing the time to concentrate on teaching and research. Thus serious challenges remain in the higher education sector despite its growth that has been noted.

Realizing education is instrumental in the continent’s development; the African Union has made it a permanent agenda and adopted several higher education initiatives. This included the 1st African Higher Education Summit in March 2015 in Dakar that brought together governments, the private sector, and university leaders, civil society and diaspora representatives. The African diaspora, bound by ties of history and shared aspirations for their countries of origin and settlement played a role during Pan-Africanism throughout the 20th century when that was the crucible through which various territorial nationalisms unfolded. They played a strategic role in African struggles for independence and continue to play a major and indispensable role in African affairs.

This is true both of historical Diasporas formed out of migration from the continent several decades or centuries
ago and those of more recent migrations over the last few decades sometimes referred to as the “new diaspora”. Their contributions include remittances, philanthropy, and human capital investment. In 2010, remittances sent by 31 million international African migrants, reached US $40 billion, or 2.6% of Africa’s GDP. This climbed to $66 billion in 2014. It is not surprising therefore that many African governments consider the diaspora as a development partner and have set up diaspora institutions to coordinate their activities.

The African Union in a policy directive acknowledged the African Diaspora as the sixth Region of the Continent in 2016. Mainstreaming of Africa’s diaspora should extend to higher education, a sector that is so crucial to the continent’s development. This calls for strong strategic partnerships and collaborations. It is the opportune time for the formation of the Consortium for African Diaspora Fellowship Programs (CADFP) building on the experience and success of the Carnegie African Diaspora Fellowship Program. This will foster brain circulation and help strengthen enduring ties of Pan-Africanist dreams.
Technology and Digital Platforms in Higher Education at African Universities

- The future of learning globally will be a combination of both online and in person. Technology and online learning will have an impact on Africa in the 21st century. Initiatives like Harvard’s HarvardX and MIT’s TedX have made efforts to create a repository of online courses freely available for the world and making learning content more widely available, thereby adding to the riches of open education.

- There are opportunities to create partnerships through online learning beyond delivery of skills which are critical, but so is intellectual and horizontal breadth of perspective, coupled with deep vertical learning. People need the breadth of perspective, leadership, larger global solutions, ideas that come from the horizontal. HarvardX represents all of Harvard schools online. It offers courses of variable modules enabling learners the time to participate alongside other responsibilities. Its modular nature allows one to move the pieces around depending on the needs. Its unbundling features allow the world and the learner and other institutions and organizations to rebundle. Online learning is not a hub-and-spoke model where the content is the hub and all the learners are individually connected to that content. Instead, online learning should be profoundly social. Like humanity, it provides a network effect that is stronger with more participants and the critical dimension of connecting people is crucial.

- Online learning promotes co-creation and is a digital platform to address collective global challenges. It brings together many partners to work together. It provides online content to serve as the fundamental foundation to address global projects like the 17 SDGs coupled with a networking and matching structure to use that material to contribute back into the SDG exchange. Everything developed, learned, proposed should allow a university or organization or individual anywhere in the world through the network to be able to learn and work with educators to address the content. Focus should be to leverage and create a platform for addressing a global set of challenges critical to the future of humanity. Not only does Africa need online learning and scholarship, online learning and scholarship needs Africa.

- Governance in higher education needs to be well managed. Leaders, including university leaders and policy makers in charge of higher education policies need big data to make informed decisions to manage the education sector.

- Cyber security is creating great concern today in the financial sector, in education, health, security and in politics. Cyber security should be developed as a key area of study open to African students as well. The diaspora community can help the African universities to develop relevant content and curricula for this critical discipline. Considering the vulnerability of data in the universities and other institutions, hacking becomes a threat to all stakeholders.

- Connectivity is a challenge in Africa taking into account that 11 million students around the world on HarvardX platform only 3.6% are from Africa. Africa needs to work with other stakeholders to drive down connectivity costs and increase access to connectivity services on campuses and everywhere. This calls for partnerships with the private sector, governments, international organizations etc. to provide the required support including funds, technical expertise, enabling environment etc. to increase connectivity. The Intels, the Microsofts, and other relevant institutions and agencies can all be partners in bringing down the cost of the Internet for educational institutions. Some countries like Kenya are driving the adoption of technology in schools which will require good connectivity for accessing the Internet or additional content online. TedX and HarvardX are critically important platforms that enable students to access newly created content. Each part of Africa should strive to install a High Performance Computing (HPC) to drive the learning, research and innovation agenda.

- The African Virtual University (AVU) has increased access to higher quality education by leveraging technologies and e-learning methodologies. The AVU offers an example of how technology has been used in delivering higher education to wider audiences. Earlier programs came with higher costs and criticism about neocolonialism - students listening to lecturers from abroad at African universities. This led to a move
to involve African faculty in developing the modules. This helped build capacity for African faculty to be able to integrate ICT in these modules. These efforts benefited from open education practices, which support the reuse of educational resources and empower learners as co-producers.

- However, it is important for students to have face-to-face contact with fellow students. Students enrolled in the online courses need to come to campus at least once at the beginning of the semester and once at the end. This provides necessary interaction between students and professors critical to intellectual development.

- Collaborative learning so that students can help each other is encouraged especially in courses with high enrollments where there are many people who sometimes are learning to achieve very different professional ends.

- Assessing students in online classes includes making assignments with e-portfolio components. Problem-based learning is also invaluable. Students can create YouTube videos and share them with learners all over the world.

- Sometimes students do not speak the language of instruction and struggle more to learn and understand the concepts. One way to address this is to introduce better instructors of English early and break the content down into methods that the students can understand before moving on to more complicated concepts.

- For hands-on-interactions in online learning, there exists a blended, hybrid idea. In a course that emphasizes collaboration, thought should go into viewing the students more than simply as students, but as collaborators to enable hands-on activities and learning.

- Improvements of record keeping, leadership and governance, specifically retooling and retraining education and institutional leaders are important.

- Most students in Africa are not computer literate when they enter university and still graduate with no skills in IT which calls for training in this area.
Partnerships for Higher Education: Consortiums, Foundations, Multinationals

Innovation and Collaboration

- Curricula innovation, not from a technology standpoint but the substance of what Africans learn about themselves, about others and the importance of African civilization in higher education, is important. Africa should think about the existing opportunities to change the kind of mindset that exists about it. African states and scholars need to work hard at ensuring that accurate knowledge on Africa is incorporated in the curricula of African educational systems and elsewhere in the world. The African diaspora should play a critical role in changing the narratives about Africa in their countries of residence by nurturing networks. This has become much easier because of technology.

- Higher education at the level of African Union is receiving more attention today than before. Africa wants to harness innovations and technologies, only possible with the promotion of higher education. The African Union Continental Education Strategy for Africa (CESA) 2016-2025 advances an ambitious agenda for the development of qualitative education across the continent. Within the African Union setup, the policy on the diaspora is clear and the Union is set to harness the role of the diaspora within the continent. What remains is how to move from policy to implementation and take advantage of the favourable policy instruments for higher education and the role of the diaspora. Governments must play their respective roles, which are more about functions and resources.

- More thought should go towards the drivers in the changing landscape of higher education: privatization bringing out new players, leapfrogging new technologies, and the knowledge economy bringing boundary-crossing disciplines, as well as the pressing mandate to unite knowledge production with social and regional movements to potentially reduce costs. In this context of hybridization and fluidity, partnerships and networks appeal to the generation of talent that suit a differentiated labour market. The more partners attracted, the more each reaps the benefit of scale lowering unit costs and creating strong leverage. The key issues are (1) funding agency consortia (2) University to university pairings and (3) higher education institutional networks.

- There are two types of funding agency consortia, i.e. financial mobilization into one funding pot with a singular goal and approach and the new self-created form e.g., the governors of central banks across 13 African states who supports AERC (African Economic Research Consortium) that has produced excellent economists, which contributes to inclusive economic growth and allows African governments to put money into their own organizations. It is a niche partnership pulling donors together and uniting allies under shared objectives and values resulting in various comparative advantages with each one bringing something to the table. This is similar to the Partnership for Higher Education in Africa, which lasted ten years and raised 440 million dollars and covered 65 universities. The higher education networks transcend institutional and national boundaries. They are based on a common mission, a standard of effectiveness and relevance, and they build economies of scale and scope. The examples are Ruform in agriculture, Carta in population, BECA in biology, AWARD in gender, Aims in math, and the revamped AAS Rise in science and technology all with common and strong clear strategic plans. High functioning partnership models, expedient and scalable, when based on hard evidence of accomplishment, attract genuine local buy-in for support.

Role of the Diaspora

- Majority of African professionals in the diaspora today are there because of education and some have given back to Africa and serve as an inspiration to others and can mentor young Africans in their individual areas of profession and locations. There is promise in the young generation of African leaders and they have the potential to find solutions to African problems, like Patrick Awuah who started Ashesi University. His efforts have been achieved through partnerships at the personal level. Governments should view such individuals as strategic assets to their country. Change can come through individuals.
• There exist many challenges today not just for Africa including the evidence that over the next few years, two billion jobs could be lost. This calls for a collective preparation and developing new mechanisms and innovations which can scale up. The governments alone cannot shoulder the challenges of higher education and other stakeholders like the business sector must join in and state their needs clearly to the universities in order to boost the training and employability of graduates.

• The revitalization of higher education in Africa has been discussed for a long time, a perennial process of revitalizing higher education. It is time to take stock of what programs like CADFP have achieved, what challenges exist and what contributions are required to move forward. This was extensively discussed at the Dakar Summit in 2015. The emphasis should be to get Africa back to her roots and being grounded. Grounding should help build the future, not looking back.

Dakar Summit of 2015

• Higher education institutions should take Africa where it wants to go. African History should be written by African historians as a definitive account of a worldview that can only come from that perspective. This is important because that’s the foundation upon which confidence and pride can be built by Africans for Africa. Such confidence and pride will enable Africans to have no fear of the world and to get a seat at the table and dream of where to go. It will also enable them to embrace globalization.

• The right higher education backed by technology enables young people to participate in the world from where they are and removes the fear of the world from them. Combining access through modern information technologies with a strong sense of identity and history insulate people against prejudice. Confidence building will facilitate building some of these bridges that leads not to solving the mass problems, but solving the leadership problems which is a big step forward.

• There is need to follow up on the Dakar Summit’s resolutions and the progress that has been made. The policy environment is quite conducive. Africans must know their own history and different narratives about themselves and learn about the history of great African Civilizations like all the races in the world have done. History is important as well as historians. Without self-knowledge, one cannot know the other.

• The Dakar Declaration set out eight key areas of focus for the African continent. Focusing on the diaspora, the Carnegie Program has laid the foundation and the 10/10 will expand on it in three ways: (1) mobilize the entire African diaspora; Africa-Americans, Afro-Brazilians, Afro-Europeans, Afro-Asians and others, (2) focus on the entire continent, from Somalia to Senegal, Algeria to South Africa, and (3) go beyond fellowships and begin to focus on other areas of engagement that are absolutely critical to the continent. What are some of these key areas, the next steps and way forward as part of transforming African universities?
Diaspora Scholars and Higher Education

- Research has proven that the diaspora are willing and ready to participate in the revitalization of African Higher education. Despite the challenges, the opportunities for a mutual and beneficial engagement are real. Diaspora participation has contributed to the development of new curricula, has enhanced collaboration of global North to global South institutions and mentored relations at the hosting institutions resulting in “brain circulation”. CADFP has been a catalyst to the bigger role that the diaspora can play in higher education. True partnerships capitalizing on the strength of each other have led to the program successes. Early thoughts on scalability as well as synergies are important. There is a lot of potential to harness the diaspora, both through dedicated diaspora fellowship programs and larger institutional axes.

- In some African countries like Malawi, a number of their heads of state were from the diaspora hence the understanding of the importance for diaspora engagement in such countries. This is a clear indication that diaspora residents have a sense of belonging to their mother countries and seek opportunities to serve even in present conditions. Working with Malawians in different universities across the world e.g. on joint publications, post graduate supervision, the country has improved the quality of its education. Currently, Malawi is in the process of establishing linkages with some twelve Universities in the US, including Harvard to start online programs addressing priority areas for the country.

- What is required that has enabled countries like Ethiopia to succeed in engaging their diaspora is deliberate government policy on diaspora engagement. Academic institutions should participate in the development of such a policy framework to examine how their own policies will support their engagement with members of the diaspora. Members of the diaspora have a responsibility to initiate actions which can be implemented in the respective countries of intervention in order to create mutual engagement for both parties.

- An enabling environment has been created in many countries in terms of policies to support diaspora participation. Various initiatives have been started with some success that can be improved for enhanced impact considering practical situations i.e. investing in social entrepreneurs, change makers - individuals who would benefit financially while creating more for thousands more.

- Africa has stories of excellence, e.g. the mobile money system in Kenya and Mo Ibrahim’s major impact in changing the story of Africa. These should be showcased. The role of Africans in diaspora in transformative change is significant and has a long history. Diaspora focus should be to fill the glaring gaps without any resultant displacement in order to reduce any resentments and negative aspects of diaspora engagement.

- Think big, but start small.

- Some in the diaspora are uncomfortable to work with their existing governments whom they criticise. They see the role of change-maker and critic as conflicting. Many may hate their governments but love their country leading to some diaspora residents choosing to contribute to the country without connecting to the government.

- Africa needs to build the knowledge pipeline at the level of doctoral students to strategically and intentionally be sure they are connected to the scholars back on the continent. This will aid in creating the pipeline early in the process.

- Diaspora engagements should go beyond research and teaching to administrative scholars who can begin to build leadership for the long run.

- However, there still exist situations that expect diaspora residents to come back permanently. There are also tensions between the diaspora and local academics at the local institutional level, tensions of what the diaspora academics bring and the tension of identity politics. Expectations must be managed to maximize results without compromising quality.

- In the context of creating the right environment, the role of actors should go beyond government or academic institutions or foundations, to include philanthropy, especially from the African diaspora. The diaspora can also be viewed as a source of potential investors e.g. in terms of developing high impact research.
• It is important for the institutions to think about scalability to larger levels and engage other major philanthropists, investors, development agencies on long term philanthropy like the African Development Bank and World Bank, which offer great opportunities to engage the diaspora in flexible ways.

• In the current context of a new Africa rising, there are skills in the diaspora that should be directed towards where they can be most effective without displacement or competition. What is in it for the diaspora should not be lost.

• Mutual benefits should structure the engagements without institutions viewing the diaspora as gaining more e.g. in terms of research and publishing. There are various means of how diaspora contribute to the universities including their remittances which are not aggregated. CADFP has paid keen attention to this aspect by ensuring that the program is highly driven by demand on the host side. Ethical factors should be addressed in order to keep the diaspora role as complementary rather than competitive.

• Government’s role in diaspora engagement is key by virtue of owning most of the institutions. Because diaspora residents left their countries for various reasons e.g. academic, political and otherwise, government policies should be as broad as possible to cover all areas including immigration.

• Attracting the diaspora to universities in Africa depends on many factors including flexible timelines to facilitate engagement, extend language coverage to allow diaspora participation throughout the continent beyond the Anglophone countries, as presently Francophone and Lusophone countries are not well represented in diaspora academic programs.

• There is lack of a unifying factor and forum or support system to bring together African diaspora academicians to discuss their role in the African Education system. Synergies can minimize challenges and optimize opportunities to realize return on investments.
Establishing the 10/10 Program and the Consortium for African Diaspora Fellowship Programs

What next for Africa? Are there any other unique perspectives addressing Higher Education in the continent? CADFP is in its fourth year, funded by CCNY alongside other diaspora initiatives including CODESRIA, University of Ghana and University of Witwatersrand. CADFP’s focus now is to grow and expand from the seed CCNY planted. 274 fellows have received fellowships to 6 African countries: Ghana, Nigeria, South Africa, Kenya, Tanzania and Uganda. The program is focusing on the 10/10 program to scale up to realize qualitative transformations. This is being done through building the (CADFP) Consortium for African Diaspora Fellowship Programs to bring on board other stakeholders for participation through funding and other resources. The program has established its data base consisting of among others the fellows, alumni, and institutions, evaluations etc. that is providing patterns for learning and decision making purposes

- CADFP has witnessed not only diaspora academicians going back to their countries or institutions but where their skills and knowledge are required in the six countries, an indication of a need based process.
- More thought should go into how universities can be motivated to apply for their needs i.e. by availing the data base and benefitting beyond the conventional forms of scholarships. There is need for a new kind of personnel for universities to facilitate new relationships.
- CADFP’s focus is to go beyond fellowships linked only to Universities, and to pursue deeper and productive impact in other areas e.g., business enterprise in the society.
- Going forward, CADFP is considering where its good return on investment lies, reviewing various factors such as the newer public universities and the private ones whose demands are broad and often vague. Should CADFP assist in identifying crucial academic programs or targeting particular schools that should be given access to more fellows?
- CADFP is aware of the inequities in university education between the well-established universities as opposed to the weak and new ones who need more assistance and support. These young institutions can be paired with the established ones to form multi-institutional collaborations to create opportunities for dynamic programs through such collaborations.
- While new conditions could create new ideas, bootstrapping is important and works. That’s how many institutions have succeeded e.g. Makerere in computer science and University of Ghana’s mathematics department.
- How can we use students, advanced PhD students for example, returning to the continent for academic research, to accelerate internationalization in African universities?
- Careful decision on which areas of engagement with the diaspora would create maximum impact or difference is important. Attracting high quality diaspora scholars will help attract other scholars into the program and to successfully meet the program impact. Strategic decisions are required to attract partners and the need for strategic partnership and leadership is critical.
Endnote Address: Re-Imagining African Higher Education for the 21st Century

Promoting Liberal Arts Education

The young people being educated today are going to deal with challenges twice as much as what is experienced today. Through teamwork, Patrick Awuah established Ashesi University, run by a student honor system, and introduced to Ghana the idea of a liberal arts education. Accepting the fact that the number attending higher education is growing rapidly but not the quality of the education, the question for Ashesi now, which should be for all organizations, is how to go beyond great organizations to achieve systems level change. Upscaling impact is required so that more institutions like Ashesi can reach the whole of Africa to improve quality education that enables graduates to get and create jobs and become problem solvers. To address the foregoing, Ashesi does not believe in upsaling the institution alone, but adopting a collaborative approach to scale up impact through:

- Doing a deep dive at its own institution in pedagogy, a more pressing issue than research in Ghana.
- Start from the more pressing matters for the environment that requires high priority. The focus on liberal arts is important to provide broad perspectives and engaging people in inquiry in order to navigate ambiguity and change.
- Growing organically by adding new academic programs, grow faculty, carry out research etc., and fine tuning while learning and measuring progress.
- Engaging with other universities in a proactive way to share knowledge and experiences both locally and internationally on curriculum reform and support for each other taking the form of visits or cross faculty exchanges.
- Scaling up the quality of high school education system through collaboration with other players including Government on policy matters.
- Creating partnerships and strengthening technology to support scaling up processes including involving government, diaspora, and the public sector among others in order to grow human capital including faculty with PhD and research qualifications and retaining them.
- Mobilizing financial capital for training, infrastructure, equipment etc.
- Faculty time for research and for teaching is of essence in establishing and running a successful institution.

Innovative Higher Education

Fred Swaniker established the African Leadership Academy as a pre-university program providing young Africans with world class education and entrepreneurial skills training before sending them off to top universities around the world. The question then was how to address the massive challenge in tertiary education that the continent faces and to establish universities that can educate and develop the next generation of youth in Africa, a continent which does not have much time, much resources and much qualified human resource. 80% of the young people left the Academy to pursue higher education abroad due to lack of capacity in the African universities to absorb them. Secondly, the academy lacked the capacity to create a mass of leaders to effect positive change in the continent because it could only take a small number at a time. Taking cognizance of the high population of the youth in the continent, building more institutions at a much larger and faster scale to train a pool of leaders who would bring change on the continent was required in order for Africa to catch up with the rest of the world. To address the bottle neck of scale with available meagre resources and limited time, Fred has focused on producing globally competitive and talented young people through establishing:

- A student-driven university as opposed to faculty driven by bringing students together and enabling them to learn by themselves using technology, learning from each other and enabling them to learn through internships and work experiences. This will reduce student dependence on the few qualified faculty and to
share them over a larger student population but keeping to country specific quality assurance.

- Multidisciplinary courses to address Africa’s greatest challenges including urbanization, health, technology, education, climate change, governance, infrastructure, and security amongst others. At the same time the continent possesses great opportunities including agriculture, environment, natural Resources, wildlife, regional integration, arts, design and culture and tourism. The schools are structured around these advantages and challenges and are creating African knowledge around these big challenges making the university to have a purpose. This calls for equipping the faculty with interdisciplinarity skills and values.

- Focusing on careers of tomorrow that have not been created yet and moving away from constraining students to choose from a fixed menu of courses. Thus structuring undergraduate curriculum to include the same core curriculum but in addition to critical thinking skills, analytical reasoning, needing oneself, needing others, managing projects, communication, etc. in order to expose them to these grand challenges and opportunities.

- Constructing student learning and research not only around a major, but a mission for life based on an opportunity or a challenge.

- Building leadership qualities, values, character and ethics. In addition to being a hub of knowledge, and skills, students get the leadership to be able to derive principles from that.

- Integrating student learning with work experience by reducing the student’s course loads and replacing it with work to address skills mismatch and higher students debt currently experienced. Working closely with potential employers.

- The above model has succeeded in designing a system that has opened university campuses in a shorter duration and have reduced the cost of education but increased quality. The motor for tackling higher education lies in thinking through different models because the existing ones, some with origins in other countries, will not work because of the constraints in Africa. Selection of the right beneficiaries is important.

**Concluding Remarks**

CADFP will contact many partners in the process of redesigning CADFP for the next phase, both in terms of scaling up and in breadth and also the kind of depth in very specific areas that will have the transformative impact it is intended to have. Our gratitude goes to the leadership of the Centre for African Studies and the entire Harvard University for hosting this conference.
Conference Agenda

Day 1: Thursday, March 30, 2017

CGIS South, Concourse Level, 1730 Cambridge Street, Cambridge, MA 02138

Room S001

0300 – 0400:  Registration
Tsai Auditorium

0400 – 0430:  Welcome and Introductions:
Mark Elliott, Vice Provost for International Affairs, Harvard University; Paul Tiyambe Zeleza, Vice Chancellor, United States International University – Africa and Chair, Carnegie African Diaspora Fellowship Program (CADFP) Advisory Council


Session Objective: This session will reflect on some of the major transformations and trends taking place in Higher Education in Africa and the world, and the perspectives and roles of various stakeholders. The key stakeholders include students, parents, governments, the private sector, development partners and donors, and the universities themselves. The panel will examine how these transformations can be managed to develop vibrant higher education systems across Africa.

Panel Members: Fred Matiang’i, Cabinet Secretary, Ministry of Education Science and Technology, Kenya; Winston Wole Soboyejo, Dean of Engineering at Worcester Polytechnic Institute, former President and Provost, African University of Science and Technology, Nigeria; Ihron Rensburg, Vice Chancellor and Principal, University of Johannesburg; Judith McLaughlin, Educational Chair, Harvard Seminar for New Presidents and Faculty Director, Higher Education Program.

Session Chair: Ebrima Sall, Executive Secretary, Council for the Development of Social Science Research in Africa, Dakar, Senegal.

0700:   Welcome Dinner:
Grafton Street Pub and Grill, 1230 Massachusetts Avenue, Cambridge, MA 02138

Day 2: Friday, March 31, 2017:

CGIS North, Room K050, 1737 Cambridge Street, Cambridge, MA 02138

0700 – 0800:  Breakfast:
Harvard Art Museum, Deknatel Hall – Lower Level
(Enter on Broadway Street between Prescott and Quincy Streets)

0800 - 0915:  The Future of African Universities: Policy Directions

Session Objective: This session will focus on the kinds of policies that need to be developed to ensure a vibrant future for African higher education institutions at the regional, national, and institutional levels. What needs to be done to promote the expansion, diversification, differentiation, and coordination of African universities while simultaneously improving quality, access, affordability, and equity? What kinds of policies have been tried and are working and what are the obstacles that need to be overcome by policy makers?
Panel Members: Berhanu Abegaz, Director, African Academy of Sciences; Alexandre Lyambabaje, Executive Secretary, Inter-University Council for East Africa; Phillip Clay, Professor and former Chancellor - Massachusetts Institute of Technology, Board member, Kresge Foundation (former Board member, MasterCard Foundation); Rwakeza Mukandala, Vice Chancellor, University of Dar es Salaam.

Session Chair: Pinkie Mekgwe, Executive Director, Division for Internationalization, University of Johannesburg, South Africa

0915 – 1000: Keynote Speech: H.E Dr. Jakaya Mrisho Kikwete
Former President United Republic of Tanzania and Chancellor, University of Dar es Salaam.

Session Chair: Paul Tiyambe Zeleza

1000 – 1115: Technology and Digital Platforms in Higher Education at African Universities

Session Objective: Technology is transforming and disrupting all sectors. Higher education is no exception. The processes and practices of teaching and learning, knowledge production, and scholarly communication and consumption are undergoing massive changes. How are African higher education institutions integrating information and communication technologies and how can they most effectively use technology to enhance their triple roles learning, research, and public engagement?

Panel Members: Robert Lue, Faculty Director of HarvardX and Director of the Derek Bok Center for Teaching and Learning; Mark Matunga, Director, Corporate Affairs Group - East Africa, Intel Corporation; Atieno Adala, Manager, Research and Development, African Virtual University; Etienne Porgo, Head of the Division of Education and Skills Development, African Development Bank.

Session Chair: Ilesanmi Adesida, Provost, Nazarbayev University, Kazakhstan (former Provost and Vice Chancellor, Academic Affairs, University of Illinois, Urbana-Champaign).

1115 - 1145 Break: CGIS North, Room K050, 1737 Cambridge Street, Cambridge, MA 02138

1145 – 0100 Partnerships for Higher Education: Consortiums, Foundations and Multinationals

Session Objective: Universities are expected to play a major role in the promotion of integrated, inclusive, and innovative sustainable development as articulated in the African Union’s Agenda 2063 and numerous national visions as well as the Sustainable Development Goals. This requires universities to establish robust relationships with governments, the private sector, civil society, and philanthropic organizations. How are African universities faring in this regard? Going forward, what role can partnerships play to revitalize higher education in the continent?

Panel Members: Kofi Appenteng, Chair, Ford Foundation Board of Trustees and President, African American Institute; Aggrey Ambali, Head, Science, Technology and Innovation Hub, New Partnership for African Development; Joyce Lewinger Moock, Advisor to Foundations and Non Profits (former Vice President, Rockefeller Foundation); Paul Maritz, Computer Scientist and Software Executive, Chair of the Board of Pivotal (former Vice President, Microsoft Corporation)

Session Chair: Tade Aina, Executive Director, Partnership for African Social and Governance Research, Kenya.

0100 – 0200: Lunch Break: CGIS North, Room K050, 1737 Cambridge Street, Cambridge, MA 02138

0200 – 0315: Diaspora Scholars and Higher Education
Session Objective: The African diaspora is increasingly recognized as a developmental asset for African countries. This is evident in the volume of remittances. Turning ‘brain drain’ into ‘brain gain’ and ‘brain circulation’ entails mobilizing the human capital of the diaspora. This is particularly critical for African universities that often lack adequate faculty and rank low on global knowledge indicators. This session will discuss the role the diaspora scholars have played and can play in advancing Africa’s higher education. What kind of enabling environment both abroad and back at home is needed to maximize diaspora participation? What are some of the achievements and strategies for further success?

Panel Members: Jonah Kokodyniak, Deputy Vice President, Strategic Development, Institute of International Education; Emmanuel Fabiano, Minister of Education, Malawi; Gibril Faal, Director Africa – Europe Diaspora Development Platform; Fanta Aw, Former President, NAFSA: Association of International Educators.

Session Chair: Teboho Moja, Professor and Program Director, Higher Education Program, New York University

0315 – 0430: Establishing the 10/10 Program and the Consortium for African Diaspora Fellowship Programs

Session Objective: Drawing from the success and lessons of the CADFP in the 6 African Countries in the three subject areas i.e. Collaborative Research, Graduate Students Training and mentorship and Curriculum Co-development, there is evidence of the need to upscale the program for more impact in the continent. CADFP will provide this opportunity. The session will explore the role of the different partners represented in the conference in supporting the launch, implementation and sustainability of CADFP.

Session Chair: Emmanuel Akyeampong, Oppenheimer Faculty Director Harvard University Center for African Studies

0430 – 0515: Endnote Address: Re-imagining African Higher Education for the 21st Century:

Session Chair: Paul Tiyambe Zeleza

0515 – 0615: Break and Networking

1900: Closing Dinner: Harvard Faculty Club, 20 Quincy Street, Cambridge, MA 02138
7:00 PM – Wine and Hors d’oeuvres (Room 2)
7:30 PM – Dinner (Reading Room)
Biographies

KEYNOTE SPEAKER

H.E. Dr. Jakaya Mrisho Kikwete

Chancellor, University of Dar-es-Salaam & Former President, Republic of Tanzania

Dr. Jakaya Mrisho Kikwete is a Former President of the United Republic of Tanzania (2005 to 2015). He was previously Minister of Foreign Affairs, Minister of Finance and Minister of Energy and Minerals between 1994 to 2005. During and after his presidency, he continued to be instrumental in championing financing global education opportunity and global health agenda particularly women’s and children’s health.

Dr. Kikwete has served as the Co-Chair of the UN Commission of Information and Accountability on Women’s and Children’s Health; Chairperson of the United Nations High Level Panel on the Global Response to Health Crisis; and Chairperson of the African Leaders Malaria Alliance (ALMA).

He is currently Co-Chair of the UN High Level Advisory Group on Every Woman Every Child; Member of the UN Lead Group on Scaling Up Nutrition; the Global Ambassador for Immunization; and African Union High Level Representative on Libya. On education, Dr. Kikwete is actively engaged as the Commissioner of the International Commission on Financing Global Education Opportunity and Chancellor of the University of Dar es Salaam.

CONFERENCE SPEAKERS

Dr. Aggrey Ambali

Head of Science, Technology and Innovation Hub, NEPAD

Dr. Aggrey Ambali oversees development and implementation of programs in industrialization, education, health, and science and technology at the New Partnership for Africa’s Development (NEPAD).

He has been actively involved in similar thematic programmes of the African Union where he served as a member of the secretariat for the African Union High Level Panel on Modern Biotechnology and coordinated a team that prepared the ten-year Science, Technology and Innovation Strategy for Africa (STISA 2024).

He served as an external member of Governing Council of the University of Namibia, and currently is a member of the United Nations Governing Council on Technology Banks for Least Developed Countries as well as the Innovation Council of COMESA.

He sits in and chairs several committees internationally and is currently coordinating a high level African Union panel on harnessing emerging technologies for Africa’s development. He holds a PhD degree in Population Genetics. He served as a Professor of Biology at the University of Malawi and is a Fellow of the African Academy of Sciences.
Dr. Atieno Adala

Research and Development Manager, African Virtual University (AVU)

Dr. Atieno Adala is Manager, Research and Development at the African Virtual University (AVU), an intergovernmental organization headquartered in Nairobi (Kenya) that works with universities across Africa to help them expand access to higher education and training by leveraging ICT and open, distance and eLearning (ODeL).

She is currently leading the implementation of the AVU research agenda in ODeL and is also the lead investigator in one of the seven impact studies being conducted under the umbrella of Research on Open Educational Resources for Development (ROER4D) entitled “Assessing the impact of the adoption of OER on the emergence and extent of open education practices in sub-Saharan Africa: the case of an ICT-integrated multinational teacher education program in math and science”.

She has published and presented on her research activities at various forums. Her most recent publication is “The Current State of Advancement of Open Educational Resources in Kenya”, UNESCO IITE (2016). She received her PhD in Instructional Systems Technology from Indiana University (IU) Bloomington.

Prof. Alexandre Lyambabaje

Executive Secretary, The Inter-University Council of East Africa (IUCEA)

Since November 2015, Prof. Alexandre Lyambabaje has been the Executive Secretary of the Inter-University Council for East Africa (IUCEA), an institution of the East African Community mandated to advise the community on all matters related to Higher Education. He is a Mathematician Statistician by training who has been involved in teaching, research and consulting activities in East Africa and in Europe for the last 32 years.

Prof. Lyambabaje has also involved in decision and policy making from his service in Government as Permanent Secretary for the Ministry of Education and Cabinet Minister for Commerce, Industry, Tourism and Investment Promotion from 1999 to 2003 in Rwanda.
Prof. Berhanu M. Abegaz

Executive Director, African Academy of Sciences

Prof. Berhanu Abegaz is the Executive Director of the African Academy of Sciences. He has led the efforts within the Academy in increasing the Fellowship, women Fellows, think-tank and advisory services, and creation of the Agenda setting and funding platform (AES). Abegaz has a rich teaching and research experience in several universities in Africa, Europe and the United States.

He is widely known for promoting South-South cooperation in research and postgraduate education. Abegaz has served in many organizations such as the UNESCO, ICSU, IOCD and IFS. He has won a number of prizes and awards and is an elected fellow of TWAS, AAS and EAS.

Dr. Emmanuel Fabiano, MP

Minister, Ministry of Education, Science and Technology, Republic of Malawi

Dr. Emmanuel Fabiano is Malawi’s Minister of Education, Science and Technology. Initially trained as a science teacher at the University of Malawi, he received his Masters in Chemistry from the University of Warwick and a doctorate degree from the University of New Castle Upon Tyne in 1986.

He has worked as a Chemistry lecturer, headed University of Malawi’s Chancellor College’s Chemistry Department and rose to be the College Principal. From 2009 to 2013, he served as Vice Chancellor of the University of Malawi.

He has served in several boards including Malawi Institute of Education, Malawi Bureau of Standards, Forum for African Women Educationalists in Malawi -FAWEMA, Wildlife and Environmental Society and Malawi National Examinations Board. He is well published on science and technology and is a recipient of the Education Leadership Award.

Dr. Fanta Aw

Former President, NAFSA: Association of International Educators

Dr. Fanta Aw is past President and Chair of the Board of Directors of NAFSA: Association of International Educators and Assistant Vice President of Campus Life, and Hurst Senior Professorial Lecturer in the School of International Services at American University in Washington D.C. In 2013, she received a university award for Outstanding Teaching.

Dr. Aw is a frequent international speaker and has facilitated over 300 workshops and sessions related to campus internationalization, international exchange programs, inclusive pedagogy, and many other topics. She has consulted for numerous organizations. She holds a PhD in Sociology, from American University in Washington, DC.
Dr. Fred Matiang’i

Cabinet Secretary, Ministry of Education-Republic of Kenya

Dr. Fred Matiang’i is the Cabinet Secretary, Ministry of Education in the Government of Kenya and immediate former Cabinet Secretary for ICT. Prior to this, Dr. Matiang’i was the Regional Representative in East Africa for the Centre for International Development, Rockefeller College of Public Affairs and Policy, the State University of New York (SUNY/CID). He previously served as Chief of Party for Kenya’s Parliamentary Strengthening Program.

He has held research and program implementation positions in various civil society organizations in Kenya and conducted research and training for the Commonwealth Parliamentary Association, the World Bank Institute, United Nations Development (UNDP), among others.

Dr. Matiangi has also taught at Egerton University and the University of Nairobi. He holds a PhD in Communication and Comparative Literature from the University of Nairobi, an M.A. in English from the University of Nairobi, and a Bachelors of Education degree from Kenyatta University.

Fred Swaniker

Founder and Chairman, African Leadership Academy, African Leadership Network & African Leadership University

Fred Swaniker is deeply passionate about Africa and believes that the missing ingredient on the continent is good leadership. In line with this, he has successfully founded three organizations that aim to catalyze a new generation of ethical, entrepreneurial African leaders: African leadership Academy, African Leadership Network, and African Leadership University. Collectively, these institutions aim to groom 3 million leaders for Africa over a 50-year period.

Swaniker has been recognized as a Young Global Leader by the World Economic Forum and was listed by Forbes Magazine among the top ten young ‘power men’ in Africa.

Fred has an MBA from Stanford Business School, where he was named an Arjay Miller Scholar, a distinction awarded to the top 10% of each graduating class at the business school. He was born in Ghana and has lived and worked in about 10 different African countries.
Gibril Faal OBE, JP

Interim Director of ADEPT (Africa-Europe Diaspora Development Platform) & Director of GK Partners

Gibril Faal is a business and development executive, a multi-disciplinarian with an eclectic professional background. He is the founding and interim director of ADEPT, and the co-founder and director of GK Partners – a UK-based company that specializes on socially responsible business models, social enterprises, development finance and implementation. He is also a vice chair of Bond, founder of RemitAid™ and a senior associate of the Foreign Policy Centre.

Since 1998, Gibril has received ministerial appointments for various public functions. He has a Combined Bachelors Honors degree in Law, Finance and Management, postgraduate degrees in Development Studies and Environmental Sciences, and professional qualifications in Economic History, Policy Studies, Urban & Transport Management, Environmental & Quality Management, Ethical, Community Development & Islamic Finance.

In recognition for his services to International development, he was appointed OBE in the 2014 Queen’s Birthday Honors List, having been nominated by DFID. Gibril chairs the Entrepreneurship Committee of the Global Forum on Migration and Development (GFMD) Business Mechanism.

Prof. Ihron Rensburg

Vice Chancellor and Principal, University of Johannesburg

Prof. Rensburg became Vice Chancellor of the University of Johannesburg in 2006. Previously, he was the CE, Strategic Services at the South African Broadcasting Corporation, Deputy Director General of South Africa’s Department of Education, and General Secretary of South Africa’s anti-apartheid movement, the National Education Crisis Committee.

In May 2015, he completed his term as Commissioner of South Africa’s National Planning Commission that chartered South Africa’s first National Development Plan 2030. Together with South Africa’s Deputy Minister of Education, Rensburg is Co-Chairperson of Education Dialogue SA and recently served as Chairperson of the South Africa as well as the Southern Africa Universities Vice Chancellors Associations, Chairperson of the Ministerial Committee on Student Accommodation in South African Universities, Member of the Ministerial Committee on the Funding of South African Universities, Councillor of the Association of Commonwealth Universities and Board Member of the Commonwealth of Learning.

He holds a Doctor of Philosophy degree in International Comparative Education from Stanford University.
Jonah Kokodyniak

Deputy Vice President-Strategic Development, Institute of International Education (IIE)

Jonah Kokodyniak plays a key leadership role at IIE to develop new programs and establish partnerships with foundations, corporations, and government agencies. He also oversees IIE’s research and consulting practices, supervises its offices in China, India and Mexico; and serves on the board of its affiliate in Indonesia, IIEF.

Jonah has developed new, large-scale education initiatives with leading multi-national companies including Microsoft, Cargill, Time Warner, Hilton Worldwide, Alcoa and Goldman Sachs, private foundations including Carnegie, Ford Foundation, MacArthur, Mellon and the Rockefeller Brothers Fund; and numerous U.S. Government agencies and other governments around the world. Jonah was previously Director of Development for Global Kids, Inc., where he was integral to expanding the organization’s reach, revenue and activities.

He received an M.A. with Honors from the New School for Social Research and a B.A. from the University of Vermont. He has also received training at Columbia Business School and the MIT Sloan School of Management.

Dr. Joyce Lewinger Moock

Advisor to Foundations and Non-Profits

Dr. Moock retired in 2007 as Managing Director and Associate Vice President at the Rockefeller Foundation, where she specialized in human and institutional capacity building in Africa. She served as a Peace Corps volunteer in Malawi, conducted anthropological research on labor migration and agricultural investment in Kenya for her PhD at Columbia University, and acted as an advisor to the president of the Social Science Research Council, NY. She has produced various volumes and articles related to agriculture and higher education.

Her most recent publication is “Network Innovations: Building the Next Generation of Agricultural Scientists in Africa,” a chapter in the IFPRI/ASTI volume Agricultural Research in Africa: Investing in Future Harvest. She has served on the Governing Council of the Rockefeller Archive Center; the Advisory Committee of the Hubert H. Humphrey Institute of Public Affairs, University of Minnesota; the Steering Committee of the Association for the Development of Education in Africa, the Board of the African Studies Association, the International Advisory Panel of the Regional Universities Forum for Capacity Building in Agriculture, and the Patron’s Advisory Group of the Consortium for Advanced Research Training in Africa.

She is an elected member of the Council on Foreign Relations and currently serves on the Executive Board of the African Economic Research Consortium and of International Network for Higher Education in Africa. Since retirement, she has been consulting for numerous foundations; and for USAID and Columbia University. Dr. Moock is a recipient of an honorary Doctor of Laws (LLD) degree from Makerere University, Uganda.
Dr. Judith Block McLaughlin

Educational Chair - Harvard Seminar for New Presidents & Faculty Director-Higher Education Program

Judith Block McLaughlin is Senior Lecturer on Education at the Harvard Graduate School of Education and founding chair of the Harvard Seminar for New Presidents and the Harvard Seminar for Experienced Presidents. She has written and consulted on leadership transitions, presidential assessment, board governance, board-president relationships, and senior leadership teams.

From 2007-2015, she held the gubernatorial appointment of Chair of the Massachusetts Public Education Nominating Council, the body that nominates trustees for the state’s colleges and universities.

She is co-author of Choosing a College President: Opportunities and Constraints and An Education of Value, and editor of, Leadership Transitions, and Leadership Amid Controversy: Presidential Perspectives. McLaughlin has also served as Dean of Student Affairs at two colleges, Executive Director of the National Academy of Education, and a high school social studies teacher.

Judith received her A.B. in Sociology from the University of North Carolina at Chapel Hill, and her M.A.T. in Social Studies and Ed.D. in Administration, Planning and Social Policy from the Harvard Graduate School of Education. McLaughlin has received Honorary Degrees from Stonehill College and Bridgewater State College.

Kofi Appenteng

President and CEO, Africa-America Institute

Kofi Appenteng currently serves as President of the Africa-America Institute, a 63-year old organization with a mission of promoting enlightened engagement between Africa and America through education, training and dialogue. Born in Ghana, Dr. Appenteng earned a Juris Doctor degree from Columbia University where he was an International Fellow. He began his career as a corporate lawyer and, in 1994, became the first Black African to become a partner at a major New York City law firm.

He has 30 years of domestic and international experience as a corporate lawyer, investment banker and board director. He previously served as Senior Counsel at Dentons and is a Senior Advisor to The Rock Creek Group. Kofi is currently the Chair of the Board of Trustees of the Ford Foundation, the first African to serve in this position.

Additionally, he serves as Chair of the Board of the International Center for Transitional Justice. In recognition of his work in business and philanthropy, he was named a Great American Immigrant by the Carnegie Corporation in 2013.
Prof. Mark C. Elliott

VPIA & Professor of Chinese and Inner Asian History - Harvard University

As Vice Provost of International Affairs (VPIA), Mark Elliott oversees and works to advance international academic initiatives, extending the global reach of Harvard’s research and teaching activities. He is also a Mark Schwartz Professor of Chinese and Inner Asian History. Prof. Elliott is an authority on the last four centuries of Chinese history, in particular the Qing period (1636-1911).

His research encompasses the history of relations between China and its nomadic frontier. His first book, The Manchu Way: The Eight Banners and Ethnic Identity in Late Imperial China, is a pioneering study in the “New Qing History,” an approach emphasizing the imprint of Inner Asian traditions upon China’s last imperial state.

He is also the author of Emperor Qianlong: Son of Heaven, Man of the World, and has published more than twenty-five scholarly articles. He serves on numerous editorial boards, and was for three years the director of the Fairbank Center of Chinese Studies.

A graduate of Yale (BA 1981 summa cum laude, MA 1984), Elliott earned his PhD in History at the University of California, Berkeley. He taught at the University of California, Santa Barbara and at the University of Michigan before coming to Harvard.

Mark Matunga

Director, Corporate Affairs Group - East Africa, Intel Corporation

An Education Technology Specialist from the School for International Training (SIT), Brattleboro, Mark has served at Intel Corporation since 2014. Prior to this, he held various positions at the Microsoft Corporation and at Africa Regional Centre for Computing. For his exemplary service to Education and ICT, Mark has received numerous awards including the 2016 Industry Sales Group award by Intel Corporation Europe, Middle-East & Africa, an Honorary Doctorate in Management Leadership and Christian Service by United Graduate College and other awards from Microsoft Corporation.

He has also received recognition for community development by the Mark Matunga Secondary School. Mark serves and has served in several boards notably the Young African Leaders Initiative East Africa, Kenya Institute of Curriculum Development, Kenya National Examination Council, and chairs the Nairobi City County Taskforce on Education Transformation.

As an active participant in key national and regional ICT strategy and policy making initiatives, Mark has put ICT at the center of Education and Development. He is a Co-founder & Trustee of Network of Education for Women Initiative (NEWI).
Paul Maritz  
*Computer Scientist, Software executive & Chair of the Board of Pivotal*

Paul Maritz is a retired software executive who has worked for and founded leading technology companies. Maritz, born in Zimbabwe, graduated in computer science in 1997 from the University of Cape Town. He worked at Intel in Silicon Valley before joining Microsoft where he spent the years from 1986 to 2000, and during which he became a member of the five-person Executive Committee that managed the overall company and was directly responsible for the product development and marketing of Windows and other key Microsoft products.

In 2008 he became CEO of VMware after EMC acquired Pi, a company he had founded in 2004. In 2012, Paul led the founding of Pivotal, a company dedicated to enabling modern cloud-oriented software development. He currently serves as Chair of the Board at Pivotal, as well serving on the Board of VMware, and several start-up ventures where he is an active investor.

His philanthropic interests include financial inclusion where he served on the boards of the Grameen Foundation and MIFOS.org, as well as development in Africa.

Phillip L. Clay, Ph.D  
*Professor & Former Chancellor, Massachusetts Institute of Technology (MIT)*

Phillip L. Clay, PhD is a Professor at MIT where he served as the Chancellor from 2001 until 2011. He held other leadership positions at MIT. Professor Clay is widely known for his work in U.S. urban development.

In his leadership roles at MIT, he played a key role in MIT’s international education and research partnerships and initiatives around the world. Professor Clay also brings additional experience in higher education from service boards of the University of North Carolina at Chapel Hill and the Aga Khan University. His current interests include higher education in Africa. Prof. Clay sits in the board of Kresge Foundation. He has also been a Board member at the Mastercard Foundation.
Prof. Robert Lue

Faculty Director of HarvardX and Director of the Derek Bok Center for Teaching and Learning Education

Robert Lue is a professor of Molecular and Cellular Biology at Harvard University and the Richard L. Menschel Faculty Director of the Derek Bok Center for Teaching and Learning, where he is responsible for fostering innovative teaching in Harvard’s Faculty of Arts and Sciences.

Lue earned his Ph.D. in biology from Harvard, and since 1988 has taught undergraduate courses acclaimed for their innovative and interdisciplinary approach.

In 2012, Lue’s extensive work on using technology to enhance learning took a new direction when he became faculty director of HarvardX, Harvard’s university-wide online education initiative that includes the edX partnership with MIT.

Lue now helps to shape Harvard’s engagement in online learning to reinforce its commitment to teaching excellence and expand its reach and impact globally. He also serves as the faculty director of the Harvard Ed Portal.

Prof. Rwekaza Mukandala

Vice Chancellor, University of Dar-es-Salaam

Prof. Rwekaza Sympho Mukandala earned his BA and MA from the University of Dar-es-Salaam and his PhD. in Political Science from the University of California, Berkeley, where he was also awarded Peter Odegard Prize as the Most Distinguished Candidate.

He is chair of many institutions including REDET, TEMCO, ESRF and EAFUI. He has been President of the African Association of Political Science (AAPS), Dean of the Faculty of Arts and Social Sciences and Head of Department Political Science and Public Administration at University of Dar es Salam. In 2003, he served as Chair of the Organizing Committee for the XIX World congress of the International Political Science Association (IPSA) in Durban, South Africa.

He has served on the Administrative Council of the International Institute of Administrative Sciences and has conducted research on politics, aid and donors, and governance in many African countries.

Dr. Wole Soboyejo
Dean of Engineering, Worcester Polytechnic Institute (WPI)

Dr. Soboyejo currently serves as the Bernard M. Gordon Dean of Engineering and Professor of Engineering Leadership at WPI. Prior to this, Dr. Soboyejo was a professor in Mechanical and Aerospace Engineering at Princeton University. He received a BSc in Mechanical Engineering from King’s College, London and a PhD in Materials Science from Cambridge University. Between 1988 and 1992, he held research positions at McDonnell Douglas Research Laboratories in St. Louis and the Edison Welding Institute in Columbus, Ohio. In 1992, Wole joined the Department of Materials Science and Engineering at Ohio State University and in 1999, Princeton University.

He spent the 1997/98 academic year as a Visiting Martin Luther King Associate Professor at MIT. At Princeton, he served as the Director of the US/Africa Materials Institute (USAMI) and the interdisciplinary undergraduate program in materials science.

Wole is a recipient of numerous prestigious awards, a Fellow of the American Society of Mechanical Engineers (ASME), the Nigerian Academy of Science (NAS) and the Materials Society of Nigeria. Between 2012 and 2014, Soboyejo served as the President and Provost of the African University of Science and Technology (AUST) in Nigeria. He is the author of 3 textbooks and more than 370 peer-reviewed journal papers.

He has also edited 20 special issues of journals and conference proceedings. His current research focuses on biomaterials, materials for energy and multifunctional materials for sustainable development.
Carnegie African Diaspora Fellow Program (CADFP) Advisory Council

Paul Tiyambe Zeleza

Vice Chancellor, USIU-Africa & Chair, CADFP Advisory Council

Dr. Paul Tiyambe Zeleza is the Vice Chancellor (President) of the United States International University-Africa (USIU-Africa), Kenya since January 1, 2016. Prior to that, he served as a professor and senior academic administrator for 25 years at six universities in Canada and the United States.

Since 2006 he has held the title of Honorary Professor at the University of Cape Town. In Fall 2015, he was a fellow at Harvard University. He has worked as a consultant with various philanthropic foundations and UN agencies. His research project on the African academic diaspora conducted for the Carnegie Corporation of New York in 2011-12 led to the establishment of the Carnegie African Diaspora Fellowship Program (CADFP) in 2013.

He is a past president of the U.S. African Studies Association (2008-2009). Dr. Zeleza’s academic work has crossed traditional boundaries, ranging from economic and intellectual history to human rights, gender studies, and diaspora studies.

He has published more than 300 journal articles, book chapters, reviews, short stories and online essays and authored or edited 27 books, several of which have won international awards. His most recent book is The Transformations of Global Higher Education (New York: Palgrave Macmillan, 2016).

Dr. Catherine Kyobutungi

Director of Research, APHRC

Since 2014, Dr. Catherine Kyobutungi has been the Director of Research at the African Population and Health Research Center (APHRC), an Africa-based and African-led premier research institution that conducts policy-relevant research and also builds individual and institutional capacity for research in the African region. She is also a member of the Executive Leadership Team.

As a research leader, Catherine is intimately involved in mentoring the next generation of African scholars who join the program as post-doctoral fellows, research interns or as regular research staff.

Catherine holds a PhD in epidemiology and a Master’s of Science in Community Health and Health Management from University of Heidelberg, Germany and a Bachelors degree in medicine from Makerere University. She has practiced medicine in rural Uganda and also lectured at Mbarara University of Science and Technology.

As a researcher, she has strong interests in the epidemiology of non-communicable diseases in the African region and in strengthening health systems.
**Ebrima Sall**

*Executive Secretary, CODESRIA*

Ebrima Sall is the Executive Secretary of the Council for the Development of Social Science Research in Africa (CODESRIA). He holds a PhD in Sociology from the University of Paris 1 Panthéon-Sorbonne, and did his postdoctoral fellowship through the Yale University Program in Agrarian Studies.

He has also held senior positions in other institutions, including those of Senior Researcher at the Nordic Africa Institute in Uppsala, Sweden, and Director of the Centre for the Promotion of Village Savings and Credit Associations in The Gambia.

He was promoted to Maitre de Conférences (Associate Professor) in sociology-demography by the French National Universities Council in 1992, and was an adjunct professor at the Universite Gaston Berger of Saint-Louis in Senegal for five years.

Dr Sall was Senior Programme and Head of Research at CODESRIA before becoming the Executive Secretary.

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**Emmanuel K. Akyeampong, FGA**

*Professor of History & African and African American Studies*  
*Harvard University*

Emmanuel Akyeampong is the Ellen Gurney Professor of History and of African and African American Studies at Harvard University and the Oppenheimer Faculty Director of Harvard University’s Center for African Studies. He was appointed Loeb Harvard College Professor from July 2005 through June 2010.

Akyeampong is a Fellow of the Ghana Academy of Arts and Sciences (FGA) and a Corresponding Fellow of the Royal Historical Society (UK). Akyeampong serves as the president of the African Public Broadcasting Foundation (US). He is a co-founder and director of the International Institute for the Advanced Study of Cultures, Institutions and Economic Enterprise based in Accra, Ghana. He served as chair of the Committee on African Studies at Harvard from July 2002 to June 2006.


His research interests are social history, comparative slavery and the African diaspora, environmental history, the history of disease and medicine, and economic and business history.

Akyeampong has also served as editor of a number of prominent journals, in the board of directors for the African Studies Association in the United States and as a Council Member of the International African Institute.
Dr. Ilesanmi Adesida

Provost, Nazarbayev University, Kazakhstan

Dr. Ilesanmi Adesida is the Provost of the Nazarbayev University in Astana, Kazakhstan. Previously, he served in various faculty and administrative positions at the University of Illinois, Urbana-Champaign including as Dean of the College of Engineering and Provost and Vice Chancellor for Academic Affairs.

Dr. Adesida received his BS, MS, and PhD in Electrical Engineering from the University of California at Berkeley. He has conducted research and published many papers on nanotechnology and ultra-highspeed optoelectronics. A Fellow of many engineering and technological societies, he has served as the President of IEEE Electron Device Society and has received several awards including TMS John Bardeen and Outstanding Alumnus of the EECS Department at University of California, Berkeley.

He is a member of the prestigious United States’ National Academy of Engineering and has consulted for and served on many advisory boards of both private and governmental bodies. He was a co-founder of a technology company and has served on the board of several engineering firms and academic committees. His interests include science, technology, engineering, and mathematics education, higher education, entrepreneurship, and their relevance to national development.

Dr. Pinkie Mekgwe

Executive Director, Division of Internationalization
University of Johannesburg

Dr. Pinkie Mekgwe is the Executive Director, the Division for Internationalization. Prior to joining University of Johannesburg (UJ), Dr. Mekgwe was Deputy Director for International Education and Partnerships at the University of Botswana.

She previously worked in the Research Department of the Council for the Development of Social Science Research in Africa (CODESRIA) where she directed research on gender and the humanities, and was responsible for growing multidisciplinary research networks across African countries, between southern countries and trans-nationally.

Dr. Mekgwe has also previously worked with the Universities of Sussex (Britain), Malmo (Sweden), Botswana and the Witwatersrand as well as with several civil society organizations in Asia and Africa. Her scholarly contributions have been in the areas of creative writing and literary studies, gender politics and the media. She is a former board chair of the Botswana Media Regulatory Body and sits on the Board of Gender Links.

She holds a B.A. degree from the University of Botswana, an M.A. (Critical Theory) and a D.Phil. (Gender and Literary Studies) from the University of Sussex. She is also a member of the UNESCO International Scientific Committee for the preparation and publication of Volume IX of The General History of Africa.
Dr. Teboho Moja  
Professor & Program Director-Higher Education, New York University (NYU)  

Dr. Teboho Moja is a Professor of Higher Education at NYU, an Extraordinary Professor at the University of the Western Cape, and a Visiting Research Fellow, Centre for the Advancement of Scholarship at the University of Pretoria. She has published extensively on higher education and presented numerous keynote addresses at international conferences on higher education.

Dr. Moja has been active in higher education policy research since the early 1990s. She was the founder member of Union of Democratic University Staff Associations (UDUSA) and became its national president. She was also involved in the National Education Policy Investigation (NEPI).

Dr. Moja also served at the Centre for Educational Policy Development (CEPD) as a policy analyst for higher education. Following South Africa’s first democratic elections, Dr. Moja served as a Special Advisor to two Ministers of Education and was appointed Executive Director and Commissioner of the National Commission on Higher Education. She has served on numerous committees and boards of international bodies including UNESCO and Councils of Universities in South Africa.

She is the current chair of the board of trustees for the Center for Higher Education Trust (CHET).

Prof. Omotade (Tade) Akin Aina  
Executive Director, Partnership for African Social and Governance Research (PASGR-Kenya)  

Prior to joining PAGSR-Kenya, Tade Aina was the Program Director of Higher Education and Libraries in Africa for the Carnegie Corporation of New York between 2008 and 2014. He has served as a consultant for many agencies including UNDP, UNICEF, UN-HABITAT, United Nations University, and the World Bank.

He studied sociology at the University of Lagos and the London School of Economics and obtained his PhD from the University of Sussex, UK. Dr. Aina was appointed full Professor in the Department of Sociology at the University of Lagos in 1993. He served as the Deputy Executive Secretary of the CODESRIA from 1993 to 1998, after which he worked in the Nairobi office of the Ford Foundation and spent a short period as the Acting Regional Representative of the Ford Foundation office for Middle East and North Africa in Cairo.

He is a founding member of the Nigerian Environmental Study Team and the Lagos Group for the Study of Human Settlements. He is a board member of Trust Africa, Dakar, Senegal; African Population Health Research Centre (APHRC) Nairobi, Kenya; Winrock International, USA; Seeding Labs, USA; the Kenya Human Rights Commission and the King Baudouin Foundation-USA.

He is an author, co-author, Editor and Co-Editor of eleven books and monographs and recently co-edited, with Bhekinkosi Moyo, the volume Giving to Help, Helping to Give: The Context and Politics of African Philanthropy (Amalion, 2013).
Everlyn Anyal Musa - Oito
Program Coordinator, Carnegie African Diaspora Fellowship Program (CADFP)

Everlyn has managed higher education programs to promote education as a tool of leadership development and social justice. Currently, she coordinates the Carnegie African Diaspora Fellowship Program (CADFP) which seeks to strengthen and expand the role of the African academics in the diaspora to support research and higher education institutions in the continent.

Amongst other achievements in higher education, she has identified, selected and mentored scholars for change leadership in their communities and professions leading to institutional strengthening.

This she achieved through her roles as the Kenya Manager for the Catholic Scholarship Program and the Ford Foundation International Fellowship Program (IFP). Everlyn holds an MBA (Strategic Management) from the University of Nairobi and a BA from Kenyatta University.
# CONFERENCE PARTICIPANTS

## GUEST SPEAKER

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Conference on the Role of the Diaspora in the Revitalization of African Higher Education
March 30 - 31, 2017

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