



Citizens & Diaspora Directorate



**Continental Forum on the Role of the  
Diaspora in Higher Education, Research,  
and Innovation in Africa**

**FORUM  
PROCEEDINGS**

[www.diasporaforum2019.com](http://www.diasporaforum2019.com)

New Conference Centre, African Union Headquarters  
Addis Ababa, Ethiopia  
November 13-14, 2019

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This report is based on Forum rapporteur reports and speakers' presentations.  
We thank all participants and moderators for allowing us to use their presentations.

This project was made possible by a grant from Carnegie Corporation of New York.

## ABOUT THE FORUM

This Forum was conceptualized to provide operational follow-up to the Dakar Summit of 2015 from the specific perspective of African diaspora engagement. Cognizant of the challenges higher education across Africa has been subjected to since independence, (including low enrolment and access rates; the capacity to produce globally competitive graduates and research outputs consonant with the imperatives and dynamics of contemporary global knowledge; curricular stagnation; and the brain drain occasioned by the neoliberal onslaught of the 1980s) the African Union Commission (AU) developed a comprehensive ten-year Continental Education Strategy for Africa for the period 2016-2025 (CESA 16-25). This strategy is designed to create a new African citizen who will be an effective change agent for the continent's sustainable development as envisioned by the African Union and Agenda 2063. Represented at the Forum were participants from relevant stakeholder groups, including the African Union Commission, AU member state focal agencies for the diaspora and education, government ministries and officials, African diaspora program administrators, university academic leaders, strategic partners including the Council for the Development of Social Science Research in Africa (CODESRIA), the Pan-African Doctoral Academy (PADA), the Pan African University (PAU), the Association of African Universities (AAU), and funders.

## Objectives and Outcomes of the Forum

The Forum recognized the enormous opportunities for synergy between investments in enhancing academic diaspora interventions in African higher education and the AU's manifold visions and frameworks for diaspora inclusion, as evidenced in the establishment of Citizens and Diaspora Directorate (CIDO), a department responsible for leading the AU's engagement with non-state actors through diasporas and civil society. The Continental Forum on the Role of the Diaspora in Higher Education, Research, and Innovation consolidated the multiple goals set forth within the Continental Education Strategy for Africa as they relate to the role of the diaspora in higher education, scientific research, and innovation.

Objectives included the following:

1. Evaluation of past and current African diaspora intervention models and frameworks in the higher education sector in Africa;
2. Identification of member states with existing diaspora intervention institutions, policy frameworks, and mechanisms with a view to engaging them to develop a higher education component where absent;
3. Identification of the challenges and the need to develop strategies to maximize the potential of African diasporas to contribute to higher education;
4. Exploration of comparative experiences from the contributions to higher education of diasporas on other continents;
5. Development of a blueprint for facilitating more local and international support for higher education through diaspora participation; and
6. Enhancement of the participation of the African diaspora in the implementation of the CESA-16-25 through the development of operational mechanisms to convert existing *ad hoc* initiatives into permanent, structured diaspora-led knowledge exchange programs.

## RAPPORTEURS' REPORT

### DAY ONE

#### **Welcome and Introductions**

Ms. Elman Kheir, Head of the Diaspora Directorate, presided over the opening ceremony. She emphasized the place of higher education in development, the current hurdles to be overcome, and offered some initial thoughts on how to tap into the resources of the African Diaspora, labeled as Africa's "sixth region." She noted that education is the heart of development and that countries acknowledge this reality through investments in education at all levels. Ms. Kheir identified the challenges facing higher education in Africa as including access, quality, and consistency in research excellence. She explained that the AU has intensified its commitment to addressing educational issues on the continent and is deeply engaged in encouraging the African diaspora to channel their development efforts to address the challenges of the sector.

Mr. Ahmed El-Basheer, Director of the Citizens and Diaspora Directorate, African Union Commission, declared the Forum open. He expressed strong support for the philosophy and logic of the partnerships involved in the planning and execution of the project. Mr. El-Basheer also situated the Forum within the context of the African Union as a whole and the Citizens and Diaspora Directorate in particular. He underscored the importance of the African diaspora in the realization of the African Union Agenda 2063 as well as the 2030 United Nations Sustainable Development Goals.

#### **Opening Remarks: Dean L. Pauline Rankin, Carleton University**

Professor Rankin noted that it was a great privilege for Carleton University to serve as a partner in such an eminent global gathering committed to excellence in higher education, research, and innovation across Africa. She identified the purpose of this forum as continuing the agenda of the Continental Educational Strategy for Africa, in particular, by determining how best to utilize the significant potential of diasporic communities to maximize knowledge

exchange. Meeting the current and emerging challenges facing African higher education is a daunting goal, Professor Rankin noted, but this conference, with the impressive array of constituencies represented and the experience and wisdom each of you brings to this discussion, makes the path forward seem ever more possible to chart effectively. Professor Rankin stated that while it is thrilling to contemplate the intellectual power assembled at this gathering that will address these questions over the next two days, it is also bittersweet as we acknowledge the absence of our beloved late colleague, Dr. Pius Adesanmi, whose energy and vision is responsible for convening this Forum and whose voice will be missed in every conversation.

Professor Rankin reminded participants how Pius Adesanmi's life work embodied the goals of this Forum. As a brilliant scholar, he worked with boundless energy to build academic bridges between African scholars, between anglophone and francophone colleagues, and between African and non-African professors and students. As a citizen of two continents, he passionately sought to engage diasporic populations in support of higher education and challenged us all to imagine previously unimagined ways to develop and strengthen African higher education. Professor Rankin shared that the last email she had received from Pius just before his untimely passing was, in fact, about this project. He wrote enthusiastically that with the generous support of the Carnegie Corporation and in partnership with the African Union, we were going to be able to "do something big." Dr. Rankin suggested that is where we stand this morning – at the cusp of accomplishing "something big" for African higher education.

According to Dr. Rankin, the Forum provides a unique opportunity to envision a blueprint for transformational educational diasporic collaborations by benefitting from the respective interventions of the assembled participants and from the learning accumulated from the comparative studies of such partnerships elsewhere completed as part of the background research for this event. She noted that the Institute of African Studies at Carleton University in Canada was proud to serve as the implementing partner on this project and looks forward to serving as an engaged diasporic partner eager to contribute to the conference's

deliberations and to the sustainable implementation of the outcomes of this Forum.

**Opening Remarks: Claudia Frittelli, Carnegie Corporation**

Ms. Frittelli began by extending sympathies on behalf of Carnegie Corporation of New York to those friends and colleagues of Pius Adesanmi in attendance at the Forum. She reminded the gathering that Dr. Adesanmi was the project leader for developing this forum and the Carnegie Corporation's grantee, and there was a significant absence without his leadership throughout the planning process. She extended a special thanks to the Carleton University team who carried on with planning despite grieving over losing a close friend and colleague. She said that Pius epitomized the multi-directional flow of knowledge and human capacity, which was what the Forum would foster and celebrate, and what the forum was all about.

Ms. Frittelli explained that the mission of Carnegie Corporation, founded in 1911 by Andrew Carnegie, was "to promote the advancement and diffusion of knowledge and understanding" for a more peaceful world. She said that all of the Corporation's work was rooted in Andrew Carnegie's deeply held conviction that democracy, education, knowledge, and philanthropy were fundamental tools for strengthening the bonds of our society and bringing about a peaceful world. The Corporation has had a long-standing interest in sub-Saharan Africa, which is currently focused on advancing higher education reforms and developing the next generation of academics through postgraduate training and research in select countries. The increase in enrollments and need for academic leaders and staff led Carnegie Corporation to invest in academic diaspora linkages to help fill this gap, after much consultation with African partners.

As Ms. Frittelli reminded Forum participants, effective diaspora engagement enables academics to act as knowledge transmitters in multiple directions and generates knowledge for national development. She said that while some may object to the concept of intellectual remittances since it is sometimes perceived as a one-way activity, what the Corporation found from grantmaking over the years was a bidirectional flow of knowledge and human capacity.

She identified three objectives for the Forum:

1. First, raising awareness among government officials and academics, and harmonizing disparate academic diaspora initiatives. Is there an opportunity to expand or replicate those initiatives that are improving the quality of higher education and research? The Forum will share information about government-led diaspora programs on other continents and their incentives and outcomes;
2. Second, addressing the communications challenges of diaspora engagement by developing a toolkit to address and overcome some of the attitudes, myths, power dynamics, and challenges of diaspora partnerships; and
3. Third, advancing effective policy frameworks that will encourage and provide sustainability for diaspora engagement.

### **Keynote Addresses**

#### **Mr. Fikre Zewdie Degaga, Executive Director, Ethiopian Diaspora Trust Fund**

Mr. Degaga shared his experiences as the Executive Director of the Ethiopia Diaspora Trust Fund. He explained how the Ethiopia Fund was established, its mission and vision, fundraising successes and how funds were deployed. The Ethiopia Diaspora Trust Fund operates on donations from diaspora Ethiopians across 40 countries and 46 chapters who are committed to contributing to the development of Ethiopia and giving back to the country. Mr. Degaga noted that the EDTF is not limited to the educational sector; rather, funds are deployed to small and medium scale enterprises across several sectors to aid in business growth. The transparent governance structure of the Fund was highlighted. Although the Trust Fund has not been in existence for long, in the short period since its establishment, it has been able to generate over four million dollars to fund over 200 projects in health, education, and youth development. Given the success of the EDTF, expectations are that it could be replicated in other countries and could be critical in term of supporting educational initiatives.

**H.E. Dr. Obiageli Ezekwesili, Public Policy Expert Senior Economic Advisor, Africa Economic Development Policy Initiative; Former Education Minister, Nigeria**

Dr. Obiageli Ezekwesili's presentation focused on the deplorable state of education in Africa. Her presentation highlighted the significance of research and publications, the performance of African higher education in global educational rankings, as well as the relevance of research to policymaking. She posited that although African countries spend significant amounts on education, the output is so limited that it does not correlate to the resources invested. Dr. Ezekwesili cited the case of Nigeria to enumerate how the efforts of successive Nigerian governments in university education have yielded minimum results. She noted that even though governments invested more money in education, those investments were not giving rise to improvements in quality. Dr. Ezekwesili attributed the dysfunctionality in the higher education sector to the predatory and often corrupt nature of governance and politics on the continent. She called for more citizen action and engagement to ensure that governments serve the interests of development.

**Additional Opening Remarks**

Two African Union Commissioners, H.E. Sarah Agbor, Commissioner for Human Resources Science and Technology, and H.E. Victor Harison, Commissioner for Economic Affairs, offered further opening comments. Both highlighted the importance of the Forum to the work of the African Union, especially in relation to boosting the quality of higher education on the continent through multi-stakeholder engagements. Dr. Sarah Agbor linked successful realization of the African Union Agenda 2063 to building a functional and vibrant higher education sector across Africa. She stated that the African Union is intervening in the higher education sector in Africa through various means but acknowledged that these interventions have not been properly communicated to Africans on the continent and throughout the diaspora. Professor Agbor concluded that there was a pressing need for increased collaboration among stakeholders in the higher education sector.

## CONTINENTAL AND GLOBAL POLICY CONTEXT

### SESSION 1

#### **Ministerial Perspectives: The Role of the Academic Diaspora in African Higher Education**

Government officials will provide their views on the potential for the academic diaspora to contribute to teaching and research across disciplines in higher education institutions.

**Mr. Buti Manamela**, Deputy Minister of Higher Education, South Africa

**H.E. Professor Mary Teuw Niane**, Former Minister of Higher Education, Research and Innovation, Senegal

**H.E. Dr. Obiageli Ezekwesili**, Public Policy Expert and Senior Economic Advisor, African Economic Development Policy Initiatives; Former Education Minister, Nigeria

#### **Presentations:**

Mr. Buti Manamela surveyed the experience of higher education in South Africa and reviewed the extent to which the country had engaged with the diaspora. Among other things, he noted that diaspora academics make significant contributions to the development of technical and vocational education and training. He also stated that unlike many African countries, the historical trajectories of South Africa did not create room for the country to have a large academic diaspora.

H.E. Prof. Mary Teuw Niane shared how Senegal had engaged with the diaspora in the revitalization of higher education. He noted that the diaspora has benefited Senegal in several ways. He believes that a culture of innovation exists in Senegal because of technology transfer in the fields of telecommunications and nanotechnology.

Together with the diaspora, curricula for artificial intelligence and other science programs have been developed, including certification for engineering curricula. Dr. Niane explained that Africa experiences challenges with infrastructure as many students are not able to learn in big cities. Consequently, there is a need to provide distance education for such students using new technologies. In collaboration with diaspora academics, a virtual university has been established, named Université virtuelle de Saint-Louis. Professor Niane also explained that the diaspora can serve an important liaison function as Senegalese academics abroad act

as a bridge between Senegalese & overseas universities. Moreover, senior Senegalese academics abroad can assist young Senegalese students studying internationally. Overall, Senegal has been reaping the benefits from the diaspora in education, research and innovation and the government has established an office to work with diaspora populations willing to assist and advise Senegalese students.

H.E. Dr. Obiageli Ezekwesili, offered a general presentation on the importance of higher education and the roles that the diaspora can play in contributing to the revitalization of the sector as well as the overall development of the continent. She highlighted the central role of politics and governance in the realization of Africa's development aspirations. She noted that based on data, the diaspora can be an important voice for championing development and can bring speed and scale to economic development comparable to what was experienced in the 1960s. She believes that the link between educational development and economic prosperity is clear to the diaspora, even if it is not too many politicians. Dr. Ezekwesili made an impassioned plea for thinking differently about diasporic engagement and challenged Forum members not to rely on compliance with old ways of operating.

**Discussion:**

Mr. Manamela was asked the following questions about the South African situation:

- How can the diaspora contribute to the development of higher education in South Africa?
- What incentives do you have for attracting diaspora?
- There are institutional- and individual-level partnerships; which work best?
- What is your view on the disequilibrium between the contemporary diaspora and historical diaspora?

Mr. Manamela responded that effective incentivization requires more than just salary. For example, it can include creating a good working environment for diaspora scholars. South Africa is committed to providing education at a lesser cost without compromising quality. The

Deputy Minister noted that the science community supports the development of the country and so governments are investing in science. Also, he noted that South Africa strongly believes in the link between education and GDP or economic growth. The country's black population suffered deep repercussions of conscious discouragement of investment in education and health under the apartheid regime. Funding education does not provide an immediate boost to the economy; rather, it is an investment that yields over time. Mr. Buti Manamela underscored the need to appraise the extent to which South Africa took part in the third industrial revolution before thinking of participating in the fourth industrial revolution. Lastly, he noted that examples from Japan and China show that institutional level cooperation can have an impact on how the diaspora can contribute to the revitalization of higher education.

H.E. Prof. Mary Teuw Niane was asked about existing policies on diaspora engagement in higher education in Senegal. He responded that Senegal has a set of policies to promote and facilitate institutional participation with the diaspora. In 2015, Senegal made it clear that it is not by nationality that one comes to Senegal as a diaspora simply through nationality. The government has facilitated the visa process to make it easier for people to bring intellectual assets to Senegal. Senegal has also been strategic in terms of relying on the business community and not just the academic community to assist with educational development. Dr. Niane noted too that Senegal has developed a strategic plan for higher education and refined its education roadmap based on assessment. The country is also trying to develop African-wide partnerships in research and doctoral programs. Lastly, Dr. Niane recommended that the continent must pool resources and adopt a Pan-African approach to ensure that scholars can get jobs and have ease of mobility within the continent.

Dr. Ezekwesili was queried as to the opportunities that exist for adopting a Pan-African approach to diaspora engagement in the higher education sector in Africa. She responded that we need to emphasize that knowledge and human resources should be at the front of our conversation and that a clearer acknowledgement of the diaspora as an important resource is required. She called for better funding of public education and more accountability for who is

at fault in terms of the failure of higher education. Her position is that higher education funding should be tied to the performance of faculty members in terms of their research outputs and innovations.

## SESSION 2

### **Government-led Academic Diaspora Engagement Programs: Outcomes and Effective Practices**

Panelists will present analyses of government-led engagement programs from across the world, examining their drivers, incentives, constraints, and outcomes and identifying components that heighten program effectiveness.

**Professor Abdoulaye Gueye**, University of Ottawa, Canada

Overview of comparative contexts and incentives of government-led academic diaspora initiatives in Europe, Asia, and Latin America

**Professor Wei Ha**, Associate Dean, Peking University

Experiences and results of government programs in China

**Professor N. V. Varghese**, Vice-Chancellor, National Institute of Education Planning and Administration, New Delhi

Outcomes of a decade of academic diaspora initiatives in India

### **Presentations:**

In his historical account, Professor Gueye noted that academic diaspora engagement is broadly understood as efforts by countries to make use of the scientific resources of their citizens (and their descendants) abroad. Being severely affected by brain drain, Britain and Germany were among the first countries to address the issue by reaching out to their respective academic diasporas. Later in the 20th century, India and China also experienced brain drain and became known for their efforts to engage their diasporas in different ways.

While this topic might have seemed irrelevant to the thinkers of previous centuries when the scientific community was conceptualized as a global one, and at odds with national boundaries, Professor Gueye stressed that it is important to look into the historical and social aspects of the formation of the scientific diaspora to understand its contemporary engagement with specific countries of origin.

**China:** Professors Abdoulaye Gueye and Wei Ha explained that China has one of the oldest educational systems in the world. China's education system, however, was typically characterized by inequality as it was initially reserved for the children of the nobility. Later as more citizens from different class positions also sought education for their children as well, the system expanded to accommodate the demand, although the inequality continued. In the 19th century, China was faced with the rivalry of European powers and ended up losing its dominance as a global superpower.

China looked to Japan to learn how to regain its place on the global stage. In 1872, China launched a study abroad program, called the Chinese Educational Mission, which set in motion massive mobility of students to different parts of the world in the ensuing decades. The Communist Revolution in 1949 reduced the scale and pace of student mobility. Later, with the rise of Deng Xiaoping to power in 1978, China started sending students abroad. At that time, the number of Chinese students studying abroad was just about 10,000. After three decades, in 2008, this number reached over one million.

China's effort in attracting overseas talent can be seen in two broad phases. The first phase, which started in the 1980s and extended to the end of the 1990s, focused on short term research projects that can be understood as brain linkages. These programs, run by different parts of the Chinese government, included scholarships for science and technology activities for overseas students, the National Science Fund for Distinguished Young Scholars, Hundred Talent Program, Chunhui Plan and the Cheung Kong Scholars Award Program. These programs offered incentives directed towards the development of research projects as well as covering personal expenses during the research engagement. Hundred Talent Program by the Chinese Academy of Science, for instance, offered up to two million Chinese yuan towards research facilities, equipment and housing.

The second phase, initiated at the beginning of 2000s, consists of longer-term programs within comprehensive policies targeting intellectual circulation. This phase started with pilot projects for high-level overseas students returning to China. It was then followed by such programs as the Recruitment Program of Global Experts (also known as the Thousand Talents Program),

Youth Thousand Talents Program, and other overseas talent programs under the purview of different national and provincial bodies.

Through these programs, China has implemented a series of incentives including increased salaries for academics and researchers who decided to return. Overall, these programs have had far-reaching consequences. Between its launch in 1994 and 2014, the Hundred Talent Program alone, for instance, has recruited more than 2,100 applicants. The return rate of Chinese students graduating in universities in the West has steadily increased since the 2000s. The programs generally have played key roles in establishing China as a global hub of scientific and technological innovation, bolstering its visibility on the global stage. For example, data have shown that these programs helped increase Chinese publication in international journals. On the other hand, China is emerging as a popular receiving country for international students, which can be explained, in part, by the improved reputation of the higher education system due to the attraction of talent from around the world.

**India:** Professor Varghese noted that like China, India has an extremely vast diaspora population. He explained that the immediate post-independence migration was mostly to the UK and there was little emphasis on the diaspora. Since the 1970s, migration expanded mainly to the US. In the 1980s and 1990s, the Indian diaspora began to be recognized for its contribution to the country's development. This was mainly framed in terms of remittances, and later indirect investment. Today, the Indian diaspora is 31 million people, which can be divided into two groups: about 17 million are not citizens of India while 14 million are non-resident Indians. Of the total 31 million, it is estimated that about 10% to 15% are highly educated individuals with advanced scientific skills.

India follows China in sending a large number of its citizens to study abroad. The first wave of Indians studying abroad went to England in the 1840s, when about 100 students travelled to England to study theology or medicine. That number has increased exponentially since independence. As of 2017, there were over 332,000 Indians studying abroad.

The emphasis on technology and knowledge transfer gained prominence in more recent decades, leading to the development of ICT and ICT Hubs, among others, through the high participation levels of the skilled Indian diaspora. This development, in return, attracted major tech companies to invest in India. It is reported that there are more than 1,200 enterprises founded by Indians in Silicon Valley, and annual remittances have surpassed \$70 billion. The diaspora has increasingly served as a means of soft power diplomacy in the relationship between India and its diaspora's major destination countries.

In 2001, the Indian government initiated a now well-known tour. Most years, the Prime Minister tours countries that are home to a large part of the Indian diaspora, calling for their heightened participation in the country's development. National and provincial diaspora day celebrations and programs for children of Indians from around the world have further strengthened the social, cultural and economic involvement of the Indian diaspora. However, it is important to acknowledge that at times there are tensions between local Indians and members of the diaspora who, while appearing financially and technologically advanced, are in reality socially "frozen" since the time they left India. Global networks of academics, on the other hand, promote mobility in both directions. The central goal is to combine global competitiveness and Indian values as a basis of the curriculum.

## **Germany**

Professor Gueye noted that there is an interesting comparison to be made between India and China on the one hand and Germany on the other. Germany has long been a destination of knowledge acquisition as an acknowledged beacon of academic excellence. By the 1880s, more than 2000 U.S. students were enrolled in German universities. However, as a result of the World Wars, Germany saw the tide turn from being a receiving country for international students to an exporter, mostly to the benefit of the US.

Germany has been very reluctant to develop a diaspora program, as it was late to realize the breadth and scope of the migration of its own scholars. It was only in 2008 that Germany developed one of the first programs through the Excellence Strategy. The goal was to bring

back German academics known to be part of cutting-edge scientific innovation. Germany had a unique challenge (compared to China and India), however, because the federal government is not supposed to intervene in matters of education and research; therefore, the government has to rely on organizations such as the German Research Fund to provide the resources and means for institutions to recruit targeted academics.

**Discussion:**

China, India and Germany lost academic talent primarily to US institutions - a phenomenon called brain drain. Starting in the late 1970s, these countries began taking steps to tackle this issue, with China leading the way and India and Germany following. The strategies developed by these countries to attract their lost talent were diverse, although there are some shared patterns.

There are interesting similarities in how India, China, and Germany target the resources in their respective diaspora. But there are also many differences due to unique political regimes and the administration of universities, which to some extent explains why some countries are better than others in bringing back their talent.

Issues of political and economic stability and financial capacity were pointed out as major strengths of the countries discussed, which called into question the transferability of lessons from these countries to the African context. It was affirmed that the ability of governments to provide security and provision of basic needs is essential for diaspora engagement. Ease of bureaucracy, creation of national policies and institutional systems, and symbolic incentives, however, are seen to have considerable impact on increasing engagement from the academic diaspora.

The need to focus on reducing brain drain was emphasized parallel to efforts to improve return/engagement. An example from Germany illustrated the point. Germany realized that its academic structure, which does not have a tenure track, has discriminated against young faculty and hence encouraged their outflow and/or decision to stay abroad. As a result,

Germany is now encouraging and resourcing institutions to create a tenure-track career structure and thereby mitigate brain drain. Addressing such structural hurdles is the most important measure for countries to take to better utilize its highly educated citizens and encourage them to stay in the home or to entice diasporic populations to return.

## REGIONAL POLICY AND PRACTICE OF ACADEMIC DIASPORA ENGAGEMENT

### SESSION 3

#### **What are the Outcomes of Existing African Diaspora Programs in Higher Education?**

Program leaders will discuss rationales and distinguishing features of various program approaches to diaspora engagement and what they have and have not achieved.

**Professor Beverley Kramer**, Director, Carnegie-Wits Alumni Diaspora Program, University of the Witwatersrand

Discipline-focused institutional model--public health

**Professor Yaa Ntiamoah-Baidu**, Diaspora Linkage Programme, University of Ghana

Cross-disciplinary institutional approach

**Professor Godwin Murunga**, Executive Secretary, Council for the Development Social Science Research in Africa (CODESRIA)

Discipline-focused continental approach—social sciences and humanities

**Professor Gibril Faal**, Carnegie African Diaspora Fellowship Program (CADFP) Advisory Council Member

Cross-disciplinary institutional approach

#### **Presentations:**

##### Professor Beverley Kramer

Professor Kramer noted that prior to the commencement of the Wits Alumni Diaspora (WADP) Program, underfunding and a brain drain had weakened public health services and research. About 30% of health sciences alumni had migrated between 1975 and 1995. This cohort of alumni possessed vast clinical and research experience. In South Africa, the outmigration of scholars continues. Although there are excellent research opportunities, there are few resources. The need for the development of strong and sustainable research institutions in South Africa led to the WADP, the goals of which include nurturing emergent researchers and stimulating and improving the relevance of health research in South Africa. Funding for the program came from two sources, namely, seed funding from Wits University (2010–2012) and a grant from Carnegie Corporation of NY (2013–2020). The program is arranged as follows:

- The Carnegie Wits Alumni Diaspora Program is discipline-specific and based in the Faculty of Health Sciences.
- Diaspora fellows are fully funded by the Carnegie Corporation.
- Visits can be 7–10 days, 2 weeks at the most.
- The focus is on collaborative research and research training, although clinical skills are sometimes included.
- The program provides for a return visit by the Wits host to the international fellow.
- There is an extensive list of collaborating universities (home institutions for visiting fellows).
- The total number of diaspora fellow visits thus far (2010–2019) is 68, some of which are return visits because fellows have visited on more than one occasion.

The Carnegie Wits Alumni Diaspora Program has recorded many gains, including multiple research projects initiated in fields such as HIV, TB, maternal health, pediatric surgery, physiology, and anatomy. Collaborations extend beyond the host and visiting fellow to include the institutions. Other outputs include: research and management publications; joint grant applications for research; the training of early career academics in grant application and scientific writing; co-supervision of students and early career academics by fellows; the introduction of an electronic database (REDCAp and BioVu); knowledge development and sharing for both sending and host institutions; as well as intangible gains for students and young staff. Meeting with international giants in the field who have emanated from their own institution (Wits) assures early career scholars that it is possible to achieve international status.

Despite these achievements, there remains the challenge that some fellows have not continued with their established collaborations. This has affected the continuity and impeded the additional benefits that could have resulted from the program.

### Professor Yaa Ntiamoah-Baidu

Professor Yaa Ntiamoah-Baidu provided a glimpse as to how the Diaspora Linkage Program at the University of Ghana began. She noted that around 2010/2011, the University of Ghana decided it would strive to become a world-class, research-intensive university. The background situation was that less than 50% of the faculty held a doctorate. There was an increasing undergraduate population, high teaching load, and no time to conduct research.

Aging faculty was also an issue. The University of Ghana realized that if the institution was to aim for research-intensive status, it needed PhDs to enhance research capability and supervise doctoral students. The impetus for the program was to tap into professors in the diaspora to augment the faculty strength of the University of Ghana.

The program has been funded by a Carnegie Corporation grant for the past 10 years. The project offers an economy class flight ticket, accommodation, and a stipend of about \$50/day for the first 90 days, then a regular professorial salary. Visiting professors are expected to work full-time for the University of Ghana during their stay, teaching, supervising graduate students, examining theses, and initiating collaborative research with University of Ghana faculty. Since the program's inception, the University of Ghana has hosted roughly 10 diaspora professors a year for a total of about 80 visits involving approximately 65 professors (some have visited more than once).

The program recruits diaspora professors from all over the U.S., Canada, the UK, and other European countries. It focuses on all disciplines, with the majority deriving from the humanities, the physical and mathematical sciences, engineering and biological science. If a department expresses a need for a diaspora professor, the program helps identify someone and brings them to the university. Ideally, diaspora fellows stay for one semester, but it is flexible, and the stay can last for as little as one month.

Two examples illustrate how the diaspora linkage program has been extremely beneficial for the University of Ghana:

Example 1: The program brought eight diaspora professors mainly from the U.S. for a retreat with the University of Ghana faculty. Within a month, the professors jointly developed a postgraduate engineering program to which diaspora professors also contributed by teaching. Today, the University of Ghana has a vibrant postgraduate engineering program.

Example 2: The so-called “dying” mathematics department, in which five out of seven faculty members worked on post-retirement contracts, was revitalized by encouraging Master’s students to pursue doctorates and by linking them with diaspora professors who then formed the supervisory team.

Some lessons have been learned from the examples above in terms of ensuring that identifying and recruiting diaspora fellows is better done at the institutional level. When linkages are formed with individuals, it becomes problematic when the contact persons leave the institution. Relationships between existing faculty and visiting diaspora academics need to be managed carefully to ensure everyone is thinking in a similar fashion and can foster positive interactions. There is also a need for a clear idea of what the diaspora fellows are coming to do before their arrival. It is worth noting that working through the university’s existing appointment procedures has had both advantages and drawbacks. The advantage is that the university is part of the process and can ensure the individual gets the same remuneration as everyone else; however, the disadvantage is that working through the bureaucracy can be very slow.

Another lesson learned is the need for openness and honesty. There have been one or two cases where the individual came, not for the program, but rather for a paid holiday. In a separate case, the individual took on another job and was splitting their time between two universities instead of working full-time for the University of Ghana. Diaspora fellows'

expectations should also be managed. It would be useful to develop an orientation booklet for those diaspora fellows who have been out of the country of their intended visits for some time. Changes in socio-economic and political conditions may have occurred that will affect their adjustment to the new environment. Overall, there is a need for mutual respect. Some diaspora fellows have expressed the view that local lecturers are “practically useless.” This attitude can jeopardize the success of the collaboration. To ensure sustainability, it will be necessary that governments can be persuaded to consider the diaspora as an integral element of educational planning.

#### Professor Godwin Murunga

CODESRIA operates a Carnegie-supported program focusing on the role of the African academic diaspora in African higher education. Professor Murunga noted that some of these interventions occur in areas where Africa has serious constraints. Some of them are targeted at addressing specific constraints in terms of weak academic cultures within African universities, challenges around weaknesses in university leadership and governance, changes in the agenda of universities from the pursuit of academic excellence to sub-optimal goals, poor supervision of graduate students and under-resourcing of universities. Professor Murunga also pointed out that the diaspora is not homogenous, arguing that treating them as such risks reaching policy conclusions that do not reflect the heterogeneity of the diaspora. CODESRIA has always treated the diaspora as an integral part of its various programs, not as an outsider group. He added that CODESRIA’s specific ways to address the challenges of higher education on the continent include: new Carnegie-supported programs focusing on curriculum development through visiting professorships (2 weeks to 3 months); volunteering by diaspora fellows without financial support to implement programs or curricula; building the capacity of early-career academics; allowing academics to focus on the career path that allows them to grow and become contributors to knowledge in the social sciences; supporting doctoral students who have limited access to resources by creating systems that link them to diaspora scholars for co-supervision; and ensuring that students involved in the program can fast-track completion.

The entry point for CODESRIA is at the individual level and Professor Murunga acknowledged the tension between the individual entry point and the institutional entry point but maintained that both are useful and can be complementary. He concluded that in Africa, policy is undertaken as an emergency. It remains to be seen how stakeholders in higher education can upscale and institutionalize some of the identified issues so that they are able to begin to address some of the challenges systematically at the institutional level.

#### Professor Gibril Faal

There are practical and multi-faceted benefits for linking academic diaspora academics and professionals with organizations and institutions in Africa, and not necessarily limited to the country of origin or heritage. CADFP is managed jointly by the Institute of International Education (IIE) and the United States International University (USIU) Africa in Kenya. African-born scholars in Canada and the U.S. are qualified to apply; African-Americans, however, do not qualify. Visits are 21–90 days in duration and the host institutions are based in six African countries, namely Ghana, Nigeria, Kenya, Uganda, Tanzania, and South Africa (Commonwealth sub-Saharan Africa). Fellows focus on three main tasks: research; postgraduate student teaching and mentorship; and curriculum development. The application process involves the potential fellow making a joint application with the host institution, which creates the necessary buy-in from the host institution. Larger universities tend to present the most successful applications; therefore, the program tries to moderate this bias to be inclusive of smaller, newer universities.

Between 2013 and 2018, the program has been able to sponsor about 385 fellows, including a number of returning visitors, who have been hosted by nearly 140 institutions. Over 700 curriculum programs have been developed or revised. There has been direct contact with and mentoring of over 4,000 students and 300+ research projects have been accomplished.

There tend to be relationships that extend well beyond the end of the fellowship. Some fellows, after finishing their programs, have helped develop courses that have been approved

for implementation at the universities. For examples, a new doctorate program in the supply chain at the Ghana Institute of Management and Public Administration; a new M.S. program in cybersecurity at the USIU in Kenya, and an M.Phil. in advanced geospatial technology at Nkrumah University in Kumasi, Ghana. Joint applications for new research programs are another positive outcome. In terms of limitations, Mr. Faal noted the need to leverage the generosity and the success of the Carnegie program into a consortium of African diaspora scholar programs. Such a consortium could help open up the programs to all 55 AU member states instead of just 6 countries.

**Discussion:**

The audience raised the following questions:

- Is it possible to develop a toolkit where all the lessons that have been learned over the years can be contained so that future diaspora fellows can have the document to guide them?
- When diaspora fellows visit your universities, how do you take care of their research requirements? How do they fit into a system where there are no research grants?
- Are there guidelines regarding how diaspora fellows are engaged to do work at the universities? If so, to what extent are these guidelines binding?
- No CADFP in Zambia. How can a country get involved in CADFP?
- After years of successful implementation, how can such programs be made sustainable?

Professor Yaa Ntiamoah-Baidu responded that the University of Ghana has compiled a document that is given to visiting diaspora professors to orient diaspora fellows. For both the CADFP and Wits program, alignment of diaspora scholars' and local scholars' research interests are ensured during pairing. There has not been a situation in which a diaspora fellow has arrived with no one available to work in their research area. The University of Ghana no longer places first-time visiting fellows during the academic holiday period. With support from Carnegie Corporation, the University of Ghana has established the Pan-African Doctoral Academy (PADA), which focuses on enhancing the scholarship of PhD students in West Africa.

PADA is transitioning from Carnegie-funded to a self-sustaining, fund-generating model by charging participants a small amount. Professor Gibril Faal responded that in Kenya CADFP is working with partners to access African philanthropists, donors, and others to make it a genuinely continental program across different disciplines.

When questioned about the policy of limiting the time of year when diaspora fellows are invited to the University of Ghana, Professor Ntiamoah-Baidu shared that the University believes they get maximum benefits when professors come during the term. Fellows can come during the vacation period only if they have been a previous visitor to the University of Ghana and have established linkages with university personnel. In response to an inquiry about the potential for scaling up diaspora fellows' program, it was stated that while the African Union cannot give funding, it can give support in kind. The AU through CIDO is seeking to set up the African Diaspora Finance Corporation. When that happens and funds are available, higher education institutions and diaspora programs will be able to bid for funds.

## SESSION 4

### **Vice-Chancellor Perspectives: The Role of the Academic Diaspora in African Higher Education**

University leaders will discuss what can and cannot be achieved through engagement with diaspora academics and what they see as the drivers of, and constraints to, success.

**Professor David Norris**, Vice-Chancellor, University of Botswana

**Professor Adam Habib**, Vice-Chancellor, University of the Witwatersrand

**Professor Firew Tegegne Amogne**, President, Bahir Dar University

**Professor Asrat Atsedeweyn Andargie**, President, University of Gondar

**Professor Tassew Woldehanna**, President, Addis Ababa University

**Professor Oyewole Bandele Olusola**, Former President, Association of African Universities, Former Vice-Chancellor, Federal University of Agriculture, Abeokuta, Nigeria

#### **Presentations:**

This session shared perspectives from heads of institutions of higher learning and allowed them to voice their interpretation of the roles of the academic diaspora in African Higher Education. For example, the President of Bahir Dar University's Teaching Hospital shared how the university depends immensely on support from the Ethiopian Diaspora Physicians. It currently enjoys an exchange program facilitated by a US Embassy program, which facilitates six-month stays (also with built-in flexibility for shorter stays). Plans are being put in place to turn these engagements into an internationalization agenda/ strategy.

Professor Oyewole Bandele Olusola noted that previous diaspora fellows have arrived with their own research materials and even donated resources to meet the research needs of some PhD students. Such innovative approaches enhance the research capabilities of universities. He added that diaspora fellows have been engaged in doctoral examinations. Some have created other funding opportunities for longer stays, which also are beneficial to the university.

Building robust, thriving institutions in Africa as opposed to concentrating on developing outstanding individuals is another challenge. There has been no clear game plan to link African

higher education and the diaspora community with the need to revitalize the higher education sector on the continent. Two principles appear to be lacking: first, the need to lead systematically and provide incentives – both financial and symbolic -- to create a conducive environment for people; second, there is a need to adopt a multi-faceted approach since no single mechanism exists that will resolve the issues surrounding academic diaspora engagement in African higher education.

Professor David Norris from the University of Botswana cited a lack of a national policy for engaging diaspora citizens in Botswana. At the institutional level, the University of Botswana also lacks an appropriate policy due to the assumption that Botswana does not have a lot of citizens outside the country, and that most sent abroad to study will return. The University of Botswana spends significant funds on staff development with bright students sponsored through undergraduate programs to Masters and doctorates. Sadly, some of those sent abroad for study have not returned. The Vice-Chancellor plans to employ a different strategy of optimizing the skills of former students and staff sent abroad but who have not returned in order to mobilize them in the project of revitalizing the university.

Professor Norris also noted that University of Botswana has produced human capital for public services for a long time. There is a genuine need to transition to research and move away from most undergraduate teaching. The huge question, however, is whether his faculty has an appropriate and sufficient culture of research. He believes the diaspora could fill a gap in proctoring, training and mentoring those who are writing or/developing research proposals. What is needed, however, is systematic leadership and appropriate incentives.

Current diaspora initiatives have assisted in research, curriculum development and building capacity for supervision but have failed to address sustainability needs of higher education. At the moment, diaspora initiatives are largely ameliorative since most are within two week to six-month timeframes. Longer durations facilitate more significant contributions. The panelists also spoke about challenges with differences between the expectations of visiting diaspora academics and the reality of conditions at the host institutions. They suggested that there is a need for guidelines with respect to engaging diaspora. This could be in the form of

setting up a dedicated unit within the university to handle diaspora engagement. Host departments and/or university officials need to discuss engagement guidelines with fellows before their engagement. Diaspora engagement offices should be responsible for obtaining feedback when fellows complete their stay and assume responsibility sustaining and enhancing relationships. Sources of funding for the visiting fellows need to be settled upfront, including clarity about the facilities that the fellows need to complete their research workplan. Such measures will help manage expectations and measure performance and the effectiveness of the program.

In Ethiopia, for instance, interventions in higher education regionally are dependent on universities' political affiliations. Higher education should not be tied to political affiliation. Although there is a huge appetite in the diaspora to return to Ethiopian universities, the issue of autonomy in the universities, government interference and limited budgets (and the related inability to incentivize the diaspora), along with the limited room for university leadership to manage and incentivize diasporas, impede the reach and role of the diaspora in higher education. Diaspora programs that are run for partisan purposes at the governmental level should be discouraged.

Panelists also discussed the need to decolonize the funding of higher education in Africa. Endowments from wealthy African nationals, university alumni and African grant-making institutions should be explored instead of further dependence on donors such as the Carnegie Corporation or the Andrew Mellon Foundation. Decolonization of funding leads to taking ownership and being deliberate about the future of Africa's higher education sector. Alumni contributions have been sustained in the West for a very long time. This could be due in part to the treatment students enjoyed while at the institutions or even after graduation. When compared to the treatment African students receive from their institutions, most are not encouraged to endow funds or even think about giving back to the universities. Overall, the culture of giving to the education sector needs to be intentionally cultivated.

Support or resources for diaspora programs and fellows can be more than physical. There is virtual, technical support, which is also a critical form of support. Institutions can embark on

funding drives through publicity and a dedicated social media engagement strategy to attract attention and generate revenue to drive these programs.

Additional funding could come from government proclamations that would compel portions of profits generated from companies via natural resources to be mandatorily invested in education. In Nigeria, the Federal Government enacted the Tertiary Education Trust Fund (TETFund) Act of 2011. Companies are required to pay 2% of assessable profits to the fund, which supports higher education in Nigeria. In the face of dwindling allocations to the higher education sector, money from TETFund has helped many universities in boosting research, training and infrastructure. Other countries in Africa may want to replicate this example. Universities can also source money from philanthropists on the continent. There were philanthropists like late Chief Moshood Abiola of Nigeria who donated money to institutions of higher learning. Endowments from wealthy Africans can be a source of funding beyond governments. It is important to start with alumni of universities in Africa. The African Union and similar agencies could mobilize a forum to engage African billionaires to follow the examples of the Carnegie, Mellon and Ford Foundations to support diaspora engagement in higher education on the continent.

States also need to show more interest and commitment to funding diaspora engagement with higher education in their respective countries. Apart from formulating and implementing relevant diaspora policies, the state can provide adequate facilities. Of course, there are pitfalls with state-run diaspora programs. These could include consideration for ethnicity as against national interests, partisanship as against patriotism. This should be discouraged in order to maximize the benefits of the diaspora engagements. Strategic issues should not overshadow cultivating practical, productive relationships. Bureaucracies and systematic inefficiencies within host institutions affect the quality and output of diaspora research.

**Discussion:**

Audience members asked what practical temporary solutions can be adopted until the institution-to-institution engagement is finalized? Will there be common metrics agreed to that will allow for measuring the effective of diaspora engagements? Is this Forum going to make recommendations to address the cost of university education across the continent? Is this Forum going to propose an interactive framework for engaging with the diaspora?

Panelists responded that diaspora interventions are needed to enhance the research capacity of African universities. Academics on the continent have benefitted from opportunities to interact and engage with and learn best practices for pedagogy and curriculum development from diaspora scholars. In order recruit top quality diaspora candidates, Professor Olusola Oyewole noted the need to task program leaders, faculty members, and leadership within the university to identify appropriate diaspora academics. Such recruitment can occur through advertisements using the Carnegie African Diaspora Fellowship Program (CADFP) and professional associations. He agreed that there was a need to for guidelines around engaging diaspora.

Competition between local scholars and diaspora fellows can present a major problem. Despite the unique contributions that diaspora academics bring to host universities, some faculty members at home universities may feel that diaspora colleagues receive preferential treatment. This can create tensions. Mechanisms should be put in place to deal with such potential friction.

Moges Abraha, Director for External Relations and Partnership Directorate representing Bahir Dar University, cited the lack of self-initiated invitations to diaspora colleagues and called for a strategy to harness the potential resources available through diaspora involvement.

Husseina Akila Bangshika, Deputy Director of the Nigerian Diaspora Commission, posited that no one singular approach could solve the problem of higher education in Africa. Some states have sufficient resources yet lack best practices that make it difficult to access these resources. It is imperative to develop guidelines to access funds. Nigeria's Universal Basic Education

Commission (UBEC), for example, has some guidelines on how to access funds but holding governments accountable with respect to their commitments to education is paramount. She argued that it is important to include higher education in the African Peer Review Mechanism as a way to help to foster accountability.

Akwasi Ababio, Director, Diaspora Office in the Presidency of Ghana, stated that there is need for diversification in terms of linkages, funding and categories of diaspora. He suggested looking to African- Americans for support. Marketing departments in universities should be challenged to be more proactive in selling their institutions to local and international audiences so that they recruit more students and can attract international grants and endowments.

Another participant observed that there is false assumption that the diaspora is like a money tree and advocated for viewing partnerships as reciprocal. Institutions need to think about what they have to offer that will motivate the diaspora to come and engage as a way of restructuring and rethinking the nature of our partnerships.

### **Recommendations:**

#### **1. Building Institution to Institution Alliances**

Inclusive development must move beyond individual interventions. It must be systematic and institutionally located. It is important to reimagine the foundations of higher education and the roles that the diaspora can play. Current partnerships need to be broader than engagement between individual members of a diasporic community to become institution-to-institution alliances. Institutional partnerships (e.g. Fulbright fellowships) could be pursued and encouraged for the African continent. Dedicated program leaders, faculty members and leadership within the university need to be innovative in identifying diaspora fellows who will be of most benefit to their institutions or programs. Inadequate publicity should be addressed through numerous low-cost ways of publicizing these partnerships, for example, using professional associations at local and international levels.

## 2. Strategic Plans

Vice-Chancellor Adam Habib, a proponent of a more strategic and longer-term plans, suggested an approach where institutions can build partnerships with five or ten universities in North America and Europe and five to fifteen universities in Africa can form a 5-year Strategic Alliance. Such partnerships will see institutions commit resources and agree on joint appointments for a contractual period. This kind of alliance will create supervision capacities because there will be a structure and adequate planning in place. Deployment of financial resources within this alliance also will help grow the capacity for negotiating development assistance with universities in Europe, the United Kingdom, the United States of America, China and other Asian countries. Joint appointments with institutions in these countries with their African counterparts will help to promote cross-cultural learning through the exchange of ideas.

Professor Habib argued that African countries can learn from China's example. Chinese who studied abroad returned home because of the work environment, and the availability of infrastructure and decent salaries, which together enabled them to live a decent life. Returning home was not just because of patriotism but was an attractive option because of the availability of a suitable working environment. Professor Habib explained further that establishing a long-term relationship is crucial to achieving the sustainable development of universities. This should also include a multi-level approach and investment in people and research. There is also the need to lead systematically and provide incentives – both financial and non-financial. The Vice-Chancellor also noted that diaspora initiatives in use now are useful as they have assisted in research, curriculum development, and supervisory support; however, they are basically ameliorative. He added that the fundamental foundation for building a viable university through engagement with the diaspora involves promoting substantive research, enhancing quality teaching, and having diaspora academics spend a significant time of at least six months in African universities. Additionally, Professor Habib advocated for establishing positions of Distinguished Professorships, in which the host university can offer to pay at least 50% of the salary that the Professor earns in his or her home

university. Such a model will help to incentivize the scholar to carry on the type of work that he or she does in the home institution.

## DAY TWO

### CURRENT INTERVENTIONS AND ACTIONABLE MEASURES

#### SESSION 5

##### **The Continental Education Strategy for Africa 2016-2025 Professor Damtew Teferra, University of Kwazulu-Natal**

###### **Presentation:**

On behalf of the African Union, Professor Damtew Teferra presented the African Union Education Strategy for Africa. He explained that the Continental Education Strategy for Africa (CESA 16-25), is the framework for overhauling education and training systems in Africa, as called for in Agenda 2063. Agenda 2063 is Africa's blueprint and master plan for transforming Africa into the global powerhouse of the future. CESA 16-25 seeks to provide each education stakeholder the opportunity to make his or her best contribution to education and training in Africa. CESA 16-25 requires all stakeholders and actors to be given the freedom to act and take positive initiatives within the framework of the coalition of education, training and STI. CESA is an African response to global education 2030 goals and unpacks Sustainable Development Goal #4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The strategy is coordinated with UNESCO to ensure coherence for African stakeholders, while maintaining African leadership for education and development in Africa.

The current limitations of AU intervention are that most requests are linked solely to economic (funding) interventions and have been coming in piecemeal. The organization's potential interventions, however, are also available for social or academic issues and are not limited to economic strategies alone. The African Union was encouraged to continue to take the lead in negotiating capacity for development assistance with Europe, the UK, the U.S., and Asia and enter into partnerships that are reviewed every few years. The AU also could serve as a regulatory power and harmonize official, systemic and institutional interventions. At the institutional level, the AU department in charge of education could serve as the lead on

funding requests, and act as a very important ally on resource mobilization. The Specialized Technical Committee on Education, Science and Technology (STC-EST III) will meet in December and will also discuss the CESA 2016-25 goals and submit recommendations.

Short-term solutions alone will not fix the inclusive developmental agenda being discussed; hence, a systematic approach needs to be in place. Structural changes and a framework that goes beyond relying on diaspora alone should be conceptualized and adopted. Linking diaspora programs to clear challenges and issues with a careful agenda to put the diaspora programs to work is a pragmatic requirement for the revitalization of higher education in Africa.

There is a need to recognize that the African Continent has diverse educational systems and it requires pluralities of strategies and solutions. Carnegie and Mellon interventions alone are not sufficient to address these diverse needs. Partnerships, cooperation between states, universities, foundations, institutions and numerous stakeholders must be explored using a multilateral approach.

Opening up the possibilities of shared fellowships following institutional models such as Fulbright should be designed for the African continent. Inclusive development must be created beyond individual interventions. They must be institutionally located. To ensure the revitalization of higher education in Africa, the foundation and philosophy of our current approaches must be re-imagined.

## SESSION 5

### **The Way Forward: Policy Frameworks to Enable Effective Actions at the Regional, National, and Institutional Levels**

Panelists will discuss policies in place, or which are needed, to ensure that diaspora engagement programs achieve their objectives.

**Mr. Akwasi Awua Ababio**, Director of Diaspora Affairs, Office of the President of the Republic of Ghana

**Professor Chris Maiyaki**, Director, Directorate of the Executive Secretary's Office, National Universities Commission, Nigeria

**Dr. Mary Setrana Boatemaa**, Lecturer, Center for Migration Studies, University of Ghana

**Dr. Wangui Kimari**, Postdoctoral Fellow, University of Cape Town

#### **Presentations:**

This session focused first on the pre-conference research papers prepared by Dr. Mary Setrana Boatemaa and Dr. Wangui Kimari in advance of the Forum. Gibril Faal, the moderator who had reviewed the research papers, posed questions to Dr. Boatemaa and Dr. Kimari:

- 1) Based on existing policies and practices, what specific practical actions can be undertaken in the short- and medium-term by individual institutions and academic networks to expand and enhance academic diaspora engagement?
- 2) Based on the gaps in policy and practice you have identified, what specific actions should be undertaken by national and regional higher education authorities to stimulate and enhance academic diaspora engagement?
- 3) Which governance frameworks best support the existence and engagement of academic diaspora in higher education, research, and innovation in African countries?

#### Dr. Mary Setrana Boatemaa

Dr. Boatemaa examined existing policy guidelines, institutional and legal frameworks that support diaspora engagement. She compared Ghana and Nigeria with Zambia, one of the

countries in Africa with a diaspora policy, which was launched in April 2019. Zambia is progressing in terms of its engagement with its diaspora while Ghana and Nigeria are at different but satisfactory levels of state academic diaspora engagement. Both are Carnegie partner countries and host flagship universities. Zambia's diaspora policy objective is to engage diaspora in the transfer of knowledge including academic diaspora to contribute to higher education in the country. Ghana and Nigeria's diaspora policies are still at the draft stages.

There is currently a kind of "Academic diaspora fever", which means the interest of countries in Africa in the engaging academic diaspora is very high. In Nigeria, there is increasing interest in diaspora engagement, heightened by the establishment of the Nigerian Diaspora Commission. Nigeria is the only country in West Africa that once a national academic diaspora engagement initiative, which was terminated. In Ghana, there is an increasing interest in academic diaspora engagement, but it is not as prominent as diaspora investment in other sectors, especially the trade sector. Ghana focuses on all sorts of diaspora, not necessarily academic diaspora. Academic diaspora engagement tends to be negotiated at the university level, not at the national level. In Zambia, there is growing attention to diaspora engagement, including the academic diaspora. This discussion is relatively new, but the high capacity needs of universities in Zambia calls for urgent academic engagement with its diaspora.

Dr. Boatemaa's research calls for an improved policy environment to support educational diaspora engagement. Her paper offers a conceptual framework that concentrates on institutional capacity building. She argues that there is a need for countries to create state-centered diaspora communities by organizing programs that will bring diaspora members together, hosting homecoming summits, and holding conferences at home and abroad. Her findings point to a need for states to create institutions that will manage their activities. Countries need to create institutions that will be responsible for development and accountability. While all three countries have a diaspora office and diaspora-centred events, they lack consistency. Greater efforts are required to ensure consistent, targeted and coherent outreach. There also is a need to establish diaspora offices abroad that will assist in

collecting data that are lacking and will be able to match the skills of the diaspora to needs in the home countries. One pressing issue is the need to extend rights to the diaspora, which can help the academic diaspora to be engaged. Dual citizenship is implemented in all three countries, although implementation has issues. For example, in Ghana, you cannot hold certain positions if you have dual citizenship). While extracting obligation, there remains a need to channel money to diaspora engagement. One initiative Boatemaa proposed is diaspora bonds.

She concludes that there should be an academic diaspora policy addressing all these issues. The aim of the policy should be to optimize the potential contribution of the academic diaspora and minimize the risk associated with engaging diaspora for national development. There is also a need to recognize home country challenges of academics. The policy can deliberately advance the socioeconomic and academic wellbeing of all academics involved in higher education, research, and innovation for national development. Such efforts will reduce the risk of creating an upper-middle-class of diaspora within and among academics. It will also reduce further migration and the academic brain drain.

#### Dr. Wangui Kimari

One of the other researchers who studied academic diaspora engagement prior to the Forum, Dr. Kimari, presented findings from her research in Kenya, Rwanda and Ethiopia. Three questions were posed to her:

- Are there diaspora engagement policies in place in Kenya, Rwanda, and Ethiopia?
- What programs exist or need to be put in place?
- How can resources be mobilized to enable diaspora-inclusive national higher education programs?

Dr. Kimari found that all three countries boast diaspora policies: Rwanda (2009); Ethiopia (2013); and Kenya (2014). Within these diaspora policies, however, there is no specific focus on the academic/knowledge diaspora. What does exist are several fragmented interventions

that need to be brought together cohesively. There have been diaspora databases established either in the ministries or embassies abroad, but the population of repositories may be inconsistent or fragmented. Policy is needed at the institutional level. Currently, diaspora engagements within tertiary spaces can be arduous, and the process is rarely explicit or transparent. Historically, in these three countries, most diaspora-supported higher education initiatives are small-scale, often individual or organized through professional associations (e.g., Ethiopian North American Health Professionals Association, Carnegie African Diaspora Fellowship Program (CADFP), IOM-supported Migration for Development in Africa Program (MIDA), UNDP, TOKEN). No national-level, diaspora-inclusive higher education engagement is in place in Rwanda, Ethiopia or Kenya. Some resource mobilization is possible, such as the Ethiopian Diaspora Trust Fund (EDTF) that enables diaspora to contribute to national goals. Other ideas include social impact bonds, diaspora bonds or alumni donations. Regardless of the means, resource mobilization efforts need to be attentive to local dynamics. In some contexts, trust in government is lacking due to corruption, which makes the diaspora less willing to contribute to a trust fund.

These research papers together argue that there is a need for more explicit and less fragmented policies targeting the diaspora at both the national level and the university level. Given the absence of policies on academic diaspora, existing policies should include a focus on the knowledge diaspora. Lessons can be learned from previous small-scale efforts to engage the diaspora. Creative funding processes that are attentive to local dynamics are important. There should also be a diaspora skills database that is more consistent and populated more frequently. The authors argue for consistent engagements beyond the US and Europe. That is, deliberate efforts should be made to identify academic diaspora elsewhere given the mobility of populations. Finally, their conclusions suggest that efforts to engage the academic diaspora should be more inclusive of early-career scholars, not just established scholars.

Mr. Akwasi Awua Ababio

Mr. Ababio noted that the major responsibility of Diaspora Affairs in Office of the President of Ghana is to facilitate initiatives undertaken by the diaspora. The office champions projects such as the National Service Scheme, which seeks to involve the diaspora in the National Service Scheme designed originally to have those graduating from tertiary institutions serve the country for one year. Other diaspora initiatives focus on internships and ways to involve voluntary and experienced faculty members to spend part of their time in a Ghanaian university for a specific period of time. The Ghana Physicians Association, for example, has close links with the U.S. and enables Ghanaians with a degree in medicine to associate with those from the diaspora who are established in the United States. Engagement with multiple professional associations and think tanks in the U.S., Canada, and other developed countries can encourage idea generation on pertinent issues. The Diaspora Affairs Office has also put in place other programs such as encouraging Ghanaians in diaspora to return to Ghana and become citizens, targeting some professionals for citizenship awards, removing restrictions on dual citizenship and working to review certain restrictions that limit the type of positions that Ghanaians with double citizens can hold.

Mr. Chris Maiyaki

Mr. Maiyaki from the National Universities Commission (NUC) Nigeria presented various programs that Nigeria has adopted to foster more engagement of the Nigerian academic diaspora in the higher education sector of the country. These include the Linkages with Experts and Academics in Diaspora Scheme (LEADS) initiative inaugurated in 2007 by the NUC. He noted that under this program, many Nigerian universities successfully leveraged diaspora academics to expand the frontier of knowledge. LEADS engaged Nigerian diaspora academics for 3, 6, or 12 months. The initiative provided return tickets and stipends and urged host universities to take care of accommodations, transportation, and other things. Under LEADS, Nigerian universities engaged between 67 and 80 diaspora scholars in teaching, research, and community service. Achievements under the program include fostering staff and student

exchanges and curriculum reengineering using best practices. Additionally, diaspora academics can become, and are in some cases encouraged to become, vice-chancellors at Nigerian universities, an opportunity which is unavailable in Ghana.

To tap into the potential of the African academic diaspora, Mr. Maiyaki argued, governments must create a system to streamline and harmonize ad hoc efforts and map out diaspora communities because, without data, we cannot plan effectively. An earlier plan to engage the academic diaspora in the revitalization of higher education in the country ended due to lack of funding. That program had been initiated by the National Universities Commission (NUC) using internally generated funds and was augmented by the Tertiary Education Trust Fund (TETFund) monies. Conversations are occurring currently to rekindle it with the support of TETFund and other arms of the government. Mr. Maiyaki noted that there is a pressing need to be proactive in communicating with the diaspora. He concluded that now is the time to act because first-generation scholars with strong ties to Nigeria are gradually “going out,” and younger generations of diaspora scholars identify Nigeria as their parents’ country.

**Discussion:**

Mr. Macauley Kalu (CIDO) offered that the essence of the 6th region is to have a collective diaspora in order to help member states move beyond bilateral diaspora engagement. He posited that historic diaspora groups should be more involved in outreach activities as contemporary diaspora communities emigrated for various reasons and may be unwilling to re-engage if the original issues have not been addressed.

In response to a question about whether there are examples of when higher education, scientific research, and diaspora policy have been better integrated, Dr. Kimari explained that Rwanda has included the diaspora in the most recent poverty-reduction strategy paper. Even when not included formally, the diaspora is often cited informally in policymaking. Overall, though, she shared that integration of diaspora concerns is highly fragmented and mechanisms through which to include the diaspora in policy interventions often are not very explicit. Dr. Mary Boatemaa noted that concerns about the diaspora have not been

mainstreamed as part of educational policymaking but said that in Ghana's new draft policy, the diaspora is integrated.

The panelists returned to the example of Ethiopia and the diaspora trust fund that is being used to mobilize resources. They also referenced the example of a group called ABIDE (Alliance for Brain Gain and Innovative Development) which was established about a decade ago to investigate how best to engage the diaspora in the absence of national policy on diaspora engagement. The researchers maintained that there is an advocacy role for NGOs to play in bringing various players together through networking and partnership building.

In response to Mr. Maiyaki's comment about the younger diaspora generation's potential lack of identification with Africa, Mr. Ababio offered that in the case of Ghana, the President attempts to meet students abroad to get them enthused and engaged about the home country and has appointed a diaspora youth ambassador.

Another participant cautioned that care must be taken around incentives for diaspora scholars so as not to discourage in-country scholars who may be working with few incentives. In response, Mr. Chris Maiyaki agreed we should not provide incentives to the detriment of those on the ground. Policymakers need to avoid a dichotomy between diaspora and local scholars.

In response to a question from Professor Langa as to whether there are examples of the diaspora itself designing diaspora policies, strategies, systems, and structures, Mr. Maiyaki stated that Nigeria had made an effort to include the diaspora in the creation of higher education curricula in order to be competitive and globally relevant. In Ghana too, the diaspora are now engaged regularly when diaspora policies are developed.

## SESSION 6

### **Perspectives from Practice: Testimonials, Experiences, and Recommendations from Diaspora Academics and Hosting Academics**

Panelists discussed what can and cannot be achieved through engagements with diaspora academics and what they see as the drivers of, and constraints to, success.

**Professor Patrício Langa**, University of the Western Cape

**Dr. Yabebal Fantaye**, African Institute for Mathematical Sciences

**Professor Joseph Mensah**, York University

**Professor Toyin Falola**, University of Texas, Austin

**Dr. Getnet Yimer Ali**, Director, Global One Health Initiative, Eastern Africa Regional Office

#### Professor Patrício Langa

Professor Langa began by describing how the scholarship infrastructure remains inadequate compared to the needs of African scholars. He recounted his involvement in the development of two new higher education studies postgraduate programs – a Masters in Mozambique and a PhD at University of the Western Cape (UWC) Institute of Post-School Studies (IPSS) in South Africa – in which diaspora fellows were engaged. Two principles defined the process: a broader notion of an African-based diaspora, in that we are all part of a diaspora when we are not in our own backyard; and a challenge to the myth that the diaspora ‘always knows better’ which embraced the idea of reciprocity with the fellows and the notion of partnership rather than knowledge remittances.

Supported by a Carnegie Corporation grant, CODESRIA funded 10 diaspora scholars from the US, UK, Kenya, and Uganda to engage with the programs in Mozambique and South Africa for two-week stays. They contributed by: developing curricula for various programs; establishing an African Diaspora Public Lecture Series in which every scholar who visited was required to deliver a public lecture; engaged in a seminar series and facilitated joint research applications that included sustained discussions post-fellowship. Professor Langa admitted that there were structural inequalities embedded in the program, for example, the differences in facilities available to MIT scholars as opposed to those in place in Mozambique. There were also

academic inequalities in that the host assumed most of the administrative work. As well, the current schemes did not adequately encourage reciprocity in terms of sending scholars to other more developed institutions. The program also needed to confront the burden of workload for faculty members at home as well as the need for both micro and macro-level interventions to ensure that policies were put in place to facilitate an enabling environment for the partnerships.

Professor Langa's experience showed that selecting the right champions to push forward and drive these interventions in successful directions is absolutely critical.

#### Dr. Yabebal Fantaye

Dr. Fantaye's experience with diasporic engagement programs through the African Institute of Mathematical Sciences (AIMS), supported by a Robert Bosch Foundation grant, was that there were multiple challenges finding his place in the host country university. Scholars selected a host university in their home country where they would teach for three months each year and a research institute where AIMS had a presence among its five centers. The application process involved obtaining support letters from the home university and making arrangements with the University of Addis Ababa where he planned to take his fellowship before writing the proposal.

Dr. Fantaye found that teaching in Ethiopia was difficult and the contacts made were more personal than institutional. There were post appointment challenges such as poor responses to emails and problematic logistics about arranging classes. Although there was generous funding, it only covered research and expenses. There was an expectation that some of the university staff could come to South Africa where Fantaye was affiliated with the AIMS research center but because there was no funding, they lost interest. There were also unique challenges related to the interdisciplinary nature of the project. Data Science, Cosmology & Astrophysics were emerging fields that did not have a defined home unit or departments. After several unsuccessful efforts to teach mathematics, physics, and computer science, he

resorted to holding classes outside the university and eventually settled for teaching mathematics in high school. Because terms were agreed upon prior to the commencement of the teaching, the expectation was that these arrangements would be binding yet last-minute changes to the teaching schedules occurred which caused difficulties.

Dr. Fantaye referenced the example of the University of Ghana and noted that universities should be enabled to recruit or request the kind of research fellow and guest researcher they require. In turn, those scholars would be excited to come, and this could encourage diaspora interest beyond those academics who use their sabbaticals only for the purpose of coming home.

#### Professor Joseph Mensah

Professor Mensah has participated in a range of diaspora programs such as: The University of Ghana Diaspora; the Pan-African Doctoral Academy; CODESRIA Fellows; and borderless higher education in partnership with Global Affairs Canada. He also organized a study tour for 42 African PhD students to visit Kenya for 13 days. He is also involved in York University's program for refugees, which offers feeless registration for students at the university in Toronto, Canada. Furthermore, he has experience as an external program reviewer so his perspective on diasporic programs is extensive.

Professor Mensah believes that diaspora programs should be demand driven from the host country to ensure that host institutions assume ownership of the initiatives. There needs to be a cultural shift in terms of how the African university context views visiting diaspora fellows. Too many gatekeeping issues, personal agendas and a sense of competition can erode a positive atmosphere. Diaspora stipends can lead to tensions between diaspora academics and faculty members at the host universities. Intellectual work is competitive, and this should be accepted and understood by all parties. Professor Mensah advocates for regular meetings to allow expectations between both parties to be reviewed and ideas shared. Another challenge is data collection. Most graduate students are expected to collect their own data for their

doctoral programs. Unfortunately, secondary data use from national data banks is not encouraged and too often data collected by national agendas lies dormant and cannot be accessed adequately. This can have a national development impact and can impede the progress of research. Finally, Professor Mensah agreed that there is a need to combine institutional and personal engagement approaches.

### Professor Toyin Falola

Professor Falola offered a provocative assessment of the diaspora engagement issue by introducing a series of contradictions. As he views the situation, looking down on universities and their graduates and then begging them to come home once they obtain their doctorates abroad is a contradiction. Professor Falola noted that about half the medical doctors produced in University of Ghana work in the United States. There are so many Nigerian students in Canada so there is contradiction in claiming these universities do not have good standards. Professor Falola made a passionate plea to stop the one-way traffic in diaspora engagement.

He called for a system of diaspora taxation, reminding the audience that he had been trained through a 'cocoa fortune,' which meant that all the way to the PhD level he never paid a dime for education and now he works abroad. He asked why African universities don't try to tax him when he visits Nigeria and stated that as long as there is transparency and a judicious use of the funds, people eventually will buy into such a system and pay willingly. Professor Falola argued further that if you send students to the US and Canada for further training and there is no guarantee that they will return (particularly if they get good jobs and stay abroad), then you need to reallocate your domestic resources to focus and consolidate your research potential. One way to accomplish this is to send students to China and Japan where they will be forced to return home following their studies. How else can you recoup state investment? Nigerians and other West Africans who send their kids abroad are not poor; they are children of the wealthy elites who want international education for their children and aren't concerned about them returning home. This creates the paradox of poor African countries providing financial flows to wealthy countries.

Dr. Falola suggested sending clusters of diaspora fellows, whole departments, even doctoral students instead of sending the occasional individual. The rewards would be increased. One example of this approach he referenced is the model used by Professor Mahmood Mamdani in Uganda who is training PhD students in at the Makerere Institute of Social Research. This arrangement is generating significant internal capacity and is a type of initiative that should be replicated across Africa. In conclusion, Dr. Falola called for the creation of more scholarly journals in Africa to break the hierarchies and asymmetries in knowledge production. One idea would be to establish such journals in collaboration with African Union.

#### Dr. Getner Yimer Ali

Professor Getner Yimer Ali presented the work of Global One Health Initiative and its vision of promoting a globally healthy community. The Global One Health Initiative is involved in building institutional and professional capabilities. Although the organization started with \$5000 grant, it currently has up to \$3million in grants available. Global One Health adopts a gradual approach in its work. They recognized the importance of health as well as education and are working across a range of disciplines. He concluded that the Global One Project is scalable, noting that results will be visible as there will be Global One Engineering as well as Global One Education graduates. Dr. Ali reminded the audience that the world no longer can sustain working in silos. Bringing together different actors to work together makes Global One a great model that is sustainable and may be replicated in other parts of the continent. Global One Health Initiative currently is involved in capacity building in East Africa. The intervention is structured in the following ways:

1. A short-term capacity building model that started in 2012 involves bringing an average of 40 professors to teach in Ethiopia and Kenya, Malawi, Somalia, from different partner countries in the region. Twenty short courses are organized in the summer on various topics.

2. A long-term capacity building model. With a donor grant, graduates from Ethiopia, Kenya and Tanzania as well as PhD fellows and postdocs are recruited to carry out research on projects with local impacts in Ethiopia.

## Discussion

A lively discussion ensued following these presentations. Professor Yaa Ntiamoah-Baidu responded to Professor Falola's claim that universities were attracting second-tier diaspora fellows. She noted that applicants from York University, Oxford, Cambridge, and Harvard have applied and participated in the University of Ghana diaspora program.

A participant commented that there is no guarantee that sending students to China or Japan will ensure their return. From previous experiences where over 100 students and researchers were sent to South Africa, most never returned to their home countries. Nothing will stop any motivated individuals from relocating when there are opportunities.

Professor Damtew Teferra observed that there is a need to review the challenges of running and editing journals. Having set up and managed two, he cautioned introducing too many new journals but Professor Godwin Murunga shared that CODESRIA had signed an agreement with UNECA to publish the Journal of African Transformations. The partnership was cancelled in less than a year due to issues with the quality of publication as well as challenges over policy versus the intellectual orientation of the journal. Professor Falola responded that he had been editing journals since 1980s and that despite the challenges there is no option other than to have well-respected journal in Africa.

Professor Wei Ha suggested that it might be necessary to be charging international students before they leave. He noted that he was part of the last cohort that paid diaspora fees and his parents paid about USD3000 to USD 4000 to buy the rights to let him study in the US.

In response to the suggestion that the academic diaspora should be taxed to recoup the money expended on their education, participants responded that taxing the diaspora might be counterproductive. There is need to investigate some countries giving out student loans and failing to recover those loans. Some Forum participants thought reworking that process

rather than taxing diasporas would be useful. Student flow is a reverse flow of capital – from developing countries to the developed world. There is a strong economic argument to finance education in developing countries so that this flow is regulated rather than stopped. There also is a need to include the younger generation in higher education planning and the role of the diaspora in its revitalization. The Pacific, the Americas and other regions of the world have different experiences of relating to, and engaging with, their diasporas. Consequently, further conversations are needed as to how to reciprocate beyond and above financial contributions by diasporic Africans.

Mr. Chris Maiyaki raised the issue of frustration, acrimony and the dual reward systems between the academic diaspora who return or have exchange programs at home and those faculty members in African universities. Such relationships often require a delicate balancing. He noted that Nigeria has had some diaspora professors who moved to other universities or returned to their home universities before their fellowships were over due to genuine frustrations. Perhaps the toolkit to be developed from the Forum should contain guidelines on how such challenges can be addressed.

Yabi Fantaye was questioned about his experience with the high schools in Ethiopia in terms of the quality. He responded that after visiting over 40 high schools across the southern region of Ethiopia and in Addis Ababa, his feedback is very positive and encouraging. More than in the case of university students, high school students could learn programming and design game in three weeks. He was concerned that many of the high school students did not make it to the universities given the talent he saw in the high school system.

## SMALL GROUP WORKSHOPS

### **Group 1: Harmonizing Existing and New Interventions with CESA**

The objective of this group was to align and harmonize the diverse diaspora-led interventions in higher education with the objectives of the CESA Higher Education cluster. The outcome was a set of recommendations for the African Union on how to integrate regional and global best practices within the ongoing execution of the CESA.

The group produced the following recommendations:

1. The African Union should use the Citizenship and Diaspora Organisation as the interlocutor for academic diaspora policy;
2. The African Union should ensure that national academic diaspora initiatives are consistent with the CESA Higher Education cluster;
3. The African Union should establish best practices that member countries should follow in their diaspora engagements; and
4. The African Union should assist in identifying and establishing best practices around academic diaspora engagements.

The participants also added that proposed strategies must be clearly defined and thus highlighted for appropriate implementation, making logical plans that can enhance the success of the project on which that the African Union has embarked. To achieve this, there needs to be sufficient collaborative efforts among different bodies that have the mandate to promote African ideas. Such synergy will initiate facilitative programs that can include cross-continental scholarly engagements and international events. Collaborations among stakeholders will serve as the first phase of genuine solutions to meet the challenges that confront the African world.

### **Group 2: Intercultural Competencies on Diaspora Engagement**

The objective of this group is to propose mechanisms to address the working relationship between the academic diaspora and host institutions in politically and culturally sensitive environments. The outcomes will contribute to the development of an operational toolkit for academic partnerships between diaspora higher educators and host institutions on the continent.

Participants noted that there are complaints on both diaspora and local sides. Diaspora visitors

sometimes complain about environmental factors, whereas local hosts might complain that they didn't realize the benefits they were looking for through such an engagement.

Questions arise as to how to manage the expectations of people moving between different academic cultures. There was a general consensus that there is a need for a set of documents (toolkit) that people can read to orient them on the local context. The need for the toolkit was further reinforced by the fact that even the way languages and gestures are used vary from culture to culture.

The workshop focused on how to establish the toolkit, the challenges for visiting academics and the host universities themselves, and the most common intercultural challenges between the visitors and hosts. Workshop participants agreed that a toolkit would be helpful but should not be a list of dos and don'ts. Instead, it should contain information that can help visitors understand the new environment and live peacefully in the new environment. A toolkit for someone coming from the diaspora should offer the following:

1. A history of the host institution.
2. Information about the program under which the diaspora fellow is coming, including privileges and responsibilities.
3. Information about living conditions. It should also include information about the housing, transportation, availability and quality of water and electricity.
4. Information about access to healthcare.
5. Information about animals or insects' people may encounter in that environment.
6. Information about security and diseases like malaria.
7. Information on the issue of reverse culture shock.
8. Expected outcomes (i.e., publications, co-supervision, etc.).
9. Clear pedagogical expectations.

Further questions about the toolkit raised by the workshop group included: Would the toolkit be institutional or country-specific, or are we writing a broad toolkit for all diaspora programs? The consensus was that while some of the material would be quite general, the toolkit would need to have quite specific information or least point users to where such information could be obtained.

Workshop participants also emphasized the need to highlight the issue of reverse culture shock in any guidelines being prepared at the country or continental level. When talking about diaspora, it might be useful to take a look at different categories of the diaspora (ancestral, next generation, affinity, returning). Each one responds to the environment differently. Dr. Yabebal Fantaye advised that in developing the toolkit, we must keep in mind that environments change and are dynamic; security issues, for example, are not constant.

We should address how visits affect the productivity of visiting scholars. Another question raised was whether untenured scholars should be encouraged to engage in such visits. Diana Famakinwa argued that international engagement can be important in achieving tenure so pre-tenure scholars should be allowed to participate.

The discussion noted too that some institutions might not have the bargaining power to choose whether or not they will accept untenured professors. In each individual case, the profile of the institution should be taken into consideration. Workshop participants agreed that the mission of the visit should be clearly defined, and responsibilities should be delegated explicitly so as to minimize friction. Professor Murunga explained that at the end of each diaspora visit, CODESRIA receives a report from the visiting scholars and their hosts. From that report, they can ascertain the challenges of collaboration. Diana Famakinwa observed that with climate change and evolving immigration policies affecting people's mobility, it is limiting to think of diaspora engagement only in terms of physical visits. We should also consider virtual collaborations and the competencies needed to effectively engage in those sorts of arrangements. Professor Falola commented that there are limitations due to inadequate facilities and lack of electricity in certain countries but virtual collaborations can be much more cost-effective. In some fields, it might work to begin with face-to-face, on-site meeting prior to continuing virtually.

Professor Kramer cautioned that there might be more tension in teaching and curriculum development collaborations than there are in research collaborations because the former might portray the visiting scholar as more knowledgeable whereas the latter requires the guest and the host scholars to share common research goals. Whatever the goal of the engagement, Professor Falola warned, the attitude of the particular scholars is what is most important; you want to attract diaspora colleagues who are willing to learn from their experiences.

The conversation next reflected on the benefits reaped by foreign institutions involved in diaspora collaborations. Some claim US-based institutions do not profit from partnerships with African universities but the other hand, they gain international students when diaspora scholars visit Africa and recruit African students. Professor Falola shared that most diaspora scholars he has studied stated that they have recruited international students from their host institutions in Nigeria to attend their home institutions in the U.S. That is a huge benefit for U.S. institutions because they not only gain knowledge but also the fees that international students pay to attend their institution. The workshop participants agreed that ideally there should be mutual benefits for institutions and scholars on both sides.

Prof. Oloruntoba asked if there are government policies to manage intercultural tensions? If not, can we recommend policies across the continent to deal with these issues? The group heard that Ghana has a working diaspora policy with some of these interventions. The participants ended by discussing how diaspora experiences can serve as an important gateway for meaningful and fruitful collaborations between the home and host institutions.

### **Group 3. Advancing and Enhancing National Policy Frameworks**

The objective of this group was to develop mechanisms for integration academic diaspora programs within the existing diaspora engagement policies of member states. The outcomes would contribute to the development of roadmaps to support member states in translating policy into implementation.

The group recommended that:

1. The African Union should encourage member states to advocate for development of academic diaspora policies. Although some countries already have policies on diaspora engagement, it is important to have specific policies on academic diaspora engagement;
2. The African Union should provide technical support for countries on how to develop academic diaspora policies. The AU can help countries in this regard by drawing on experiences from other countries with successful policies;
3. The African Union should help member states to develop databases of academic diaspora. This will assist countries to have a mapping of areas of expertise and specialization of their academic diaspora;
4. The African Union should help countries to streamline immigration processes to facilitate easier movement for academic diaspora on the continent. This is imperative in view of the current challenges with securing visas for travel within African countries;
5. The African Union should mobilize and allocate adequate resources for diaspora engagement initiatives in specific areas of higher education and research; and
6. The African Union should help member states develop mechanisms for effective coordination among stakeholders with respect to inclusive diaspora engagement activities. The joint efforts of government representatives and academic communities would ensure that the needed synthesis for the accomplishments of such lofty ambitions can occur.

The participants from this working group suggested that making governments of African countries accept this plan demands that the academic community engage them critically, highlighting the inherent benefits in such pursuits, and ascertaining that it is worthwhile to

consider an investment in that direction. When the government shows readiness to shoulder the financial responsibility for research, it would make academic engagements attractive and desirable. There is hardly any level of development that can be attained without a serious emphasis on research. This reality necessitates the need for solid collaborative efforts by both the government and the higher education institutions.

In the closing plenary session, workshop facilitators reported back, and participants drafted and agreed to a set of Forum recommendations to be submitted to the African-Union Specialized Technical Committee (Appendix A).

## APPENDIX A:

### RECOMMENDATIONS FOR THE AFRICAN UNION SPECIALIZED TECHNICAL COMMITTEE

Whereas we recognize the crucial importance of engaging the diaspora, and more specifically the academic diaspora, in the development efforts of the continent;

Whereas we acknowledge that the issue of diaspora engagement is a complex, multi-level and multi-directional process;

Whereas we emphasize the need for cooperation and coordination among relevant stakeholders to ensure effective approaches to academic diaspora engagement;

Whereas we acknowledge existing initiatives of the African Union resulting from its declaration of the diaspora as the sixth region of the continent, we recommend that,

1. The AU advocate for member states to make reference to engaging the academic diaspora within diaspora policies, and develop such policies where absent.
2. The AU provide technical support and serve as a resource for member states on the development and implementation of policies. In addition, the AU should facilitate information exchange on the experiences of member states to enable sharing of best practices.
3. The AU encourage member states to develop databases of the diaspora.
4. The AU reinvigorate the Protocol on Free Movement and encourage the streamlining of processes reducing barriers to mobility across the continent for academics not only from the diaspora but also those on the continent.
5. The AU encourage member states to mobilize and allocate adequate resources for diaspora engagement initiatives in higher education, research and innovation.
6. The AU consider supporting a consortium of academic diaspora engagement initiatives.
7. The AU facilitate the development of toolkits to help African institutions engage the academic diaspora.
8. The AU steer the alignment of academic diaspora engagement initiatives in higher education and TVET.
9. The AU encourage the deepening of conversations on issues of academic diaspora engagement.

## APPENDIX B

### PROGRAM

#### **Master of Ceremonies: Ms. Eiman Kheir**

*Head of Diaspora Division, Citizens and Diaspora Directorate, African Union*

#### **DAY ONE - WEDNESDAY, NOVEMBER 13, 2019**

##### **Situational Context**

The objective of Day 1 is to foster a shared understanding among all stakeholders as to the nature and extent of diaspora engagement in higher education, research and innovation across different regions of the continent and across the world.

##### **OPENING SESSION**

**0900 – 0945**

Welcome Remarks: **Mr. Ahmed El-Basheer**, Director  
Citizens and Diaspora Directorate, African Union Commission

Opening Remarks: **Professor Pauline Rankin**, Dean  
Faculty of Arts & Social Sciences, Carleton University, Canada

Opening Remarks: **Ms. Claudia Frittelli**, Carnegie Corporation of New York

Welcome Address: **Professor Sarah Agbor**, Commissioner of Human  
Resources, Science and Technology, African Union Commission

Statements:

**H.E. Dr. Obiageli Ezekwesili**, Public Policy Expert and Senior Economic  
Advisor, Africa Economic Development Policy Initiative; Former Education  
Minister, Nigeria

**Professor Oyewole Bandele Olusola**, Former President, Association of  
African Universities; Former Vice-Chancellor, Federal University of  
Agriculture, Abeokuta, Nigeria

Keynote Addresses: Guests of Honour

Introduction: **Professor Adebayo Olukoshi**, Director for Africa and West  
Asia, International Institute for Democracy and Electoral Assistance (IDEA)

**Mr. Fikre Zewdie Degaga**, Executive Director, Ethiopian Diaspora  
Trust Fund

**H.E. Dr. Obiageli Ezekwesili**, Public Policy Expert and Senior Economic Advisor, Africa Economic Development Policy Initiative; Former Education Minister, Nigeria

**0945 – 1030** Tea/Coffee Break

## CONTINENTAL AND GLOBAL POLICY CONTEXT

### SESSION 1

#### **Ministerial Perspectives: The Role of the Academic Diaspora in African Higher Education**

Government officials will provide their views on the potential for the academic diaspora to contribute to teaching and research across disciplines in higher education institutions.

**1100 – 1200** **H.E. Professor Mary Teuw Niane**, Former Minister of Higher Education, Research and Innovation, Senegal

**Mr. Buti Manamela**, Deputy Minister of Higher Education, South Africa

**H.E. Dr. Obiageli Ezekwesili**, Public Policy Expert and Senior Economic Advisor, Africa Economic Development Policy Initiative; Former Education Minister, Nigeria

**Moderator: Dr. Youssef Travalay**, Vice-President, Next Einstein Forum, Science, Innovation and Partnerships; President, African Institute for Mathematical Sciences, Senegal

**Rapporteur: Dr. Abebaw Yirga Adamu**, Director, Ethiopian Institute for Higher Education, Addis Ababa University

### SESSION 2

#### **Government-led Academic Diaspora Engagement Programs: Outcomes and Effective Practices**

Panelists will present analyses of government-led engagement programs from across the world, examining their drivers, incentives, constraints, and outcomes and identifying components that heighten program effectiveness.

**1200 – 1330** **Professor Abdoulaye Gueye**, University of Ottawa, Canada  
Overview of comparative contexts and incentives of government-led academic diaspora initiatives in Europe, Asia, and Latin America

**Professor Wei Ha**, Associate Dean, Peking University  
Experiences and results of government programs in China

**Professor N. V. Varghese**, Vice-Chancellor, National Institute of Education  
Planning and Administration, New Delhi  
Outcomes of a decade of academic diaspora initiatives in India

**Moderator: Professor Godwin Murunga**, Executive Secretary, Council for the  
Development of Social Science Research in Africa

**Rapporteur: Mr. Ayenachew Woldegiyorgis**, PhD Candidate, Center for  
International Higher Education, Boston College

**1330 – 1430** LUNCH

## REGIONAL POLICY AND PRACTICE OF ACADEMIC DIASPORA ENGAGEMENT

### SESSION 3

#### **What are the Outcomes of Existing African Diaspora Programs in Higher Education?**

Program leaders will discuss rationales and distinguishing features of various program approaches to diaspora engagement and what they have and have not achieved.

**1430 – 1545** **Professor Beverley Kramer**, Director, Carnegie-Wits Alumni Diaspora Program,  
University of the Witwatersrand  
Discipline-focused institutional model--public health

**Dr. Getnet Yimer Ali**, Director, Global One Health Initiative Eastern Africa  
Regional Office  
Multi-disciplinary global model—public health

**Professor Godwin Murunga**, Executive Secretary, Council for the Development  
of Social Science Research in Africa  
Discipline-focused continental approach—social sciences and humanities

**Professor Yaa Ntiamoah-Baidu**, University of Ghana  
Cross-disciplinary institutional approach

**Professor Gibril Faal**, Carnegie African Diaspora Fellowship Program Advisory  
Council Member  
Cross-disciplinary institutional approach

**Moderator: Prof. Adam Habib**, Vice-Chancellor, University of the Witwatersrand

**Rapporteur: Ms. Diana Famakinwa**, Doctoral Candidate, Educational Policy Studies University of Wisconsin, Madison

**1545 – 1600** Tea/Coffee Break

#### SESSION 4

**Vice-Chancellor Perspectives: The Role of the Academic Diaspora in African Higher Education**

University leaders will discuss what can and cannot be achieved through engagement with diaspora academics and what they see as the drivers of, and constraints to, success.

**1600 – 1700** **Professor David Norris**, Vice-Chancellor, University of Botswana

**Professor Adam Habib**, Vice-Chancellor, University of the Witwatersrand

**Professor Firew Tegegne Amogne**, President, Bahir Dar University

**Professor Asrat Atsedeweyn Andargie**, President, University of Gondar

**Professor Tassew Woldehanna**, President, Addis Ababa University

**Professor Oyewole Bandele Olusola**, Former president, Association of African Universities, Former Vice-Chancellor, Federal University of Agriculture, Abeokuta, Nigeria

**Moderator: Dr. Saleem Badat**, Mellon Research Fellow, University of KwaZulu-Natal, former Program Director, International Higher Education and Strategic Projects, The Andrew W. Mellon Foundation, and former Vice-Chancellor, Rhodes University

**Rapporteur: Mr. Femi Ajidahun**, Institute of African Studies, Carleton University

**1700 – 1730** Q&A/ Summary of Day 1

## DAY TWO - THURSDAY, NOVEMBER 14, 2019

### CURRENT INTERVENTIONS AND ACTIONABLE MEASURES

#### **Objective:**

Day 2 will highlight the status of implementation of the CESA higher education component in terms of activities and programs planned or completed thus far, and use insights from Day 1 to develop concrete and actionable measures by which the various stakeholders can contribute, in the short to medium term, to the implementation of CESA Higher Education through partnership and synergies between diaspora partners and their Africa-based counterparts.

#### SESSION 5

**0900 – 0930      The Continental Education Strategy for Africa 2016-2025**  
**Professor Damtew Teferra**, University of Kwazulu-Natal

#### SESSION 6

#### **The Way Forward: Policy Frameworks to Enable Effective Actions at the Regional, National, and Institutional Levels**

Panelists will discuss policies in place, or which are needed, to ensure that diaspora engagement programs achieve their objectives.

**0930 – 1045      Mr. Akwasi Awua Ababio**, Director of Diaspora Affairs, Office of the President of the Republic of Ghana

**Professor Chris Maiyaki**, Director, Directorate of the Executive Secretary's Office, National Universities Commission, Nigeria

Forum-Commissioned Researchers:

**Dr. Mary Setrana Boatemaa**, Lecturer, Center for Migration Studies, University of Ghana

**Dr. Wangui Kimari**, Postdoctoral Fellow, University of Cape Town

**Moderator: Prof. Gibril Faal**, Director - GK Partners  
Visiting Professor, Institute of Global Affairs, LSE, UK

**Rapporteur: Ms. Diana Famakinwa**, Doctoral Candidate, Educational Policy Studies, University of Wisconsin, Madison

**1045 – 1100      Tea/Coffee Break**

## SESSION 7

### **Perspectives from Practice: Testimonials, Experiences, and Recommendations from Diaspora Academics and Hosting Academics**

Panelists will discuss what can and cannot be achieved through engagements with diaspora academics and what they see as the drivers of, and constraints to, success.

**1100 – 1215**      **Dr. Yabebal Fantaye**, Cosmologist and Data Scientist, African Institute for Mathematical Sciences

**Professor Toyin Falola**, University of Texas, Austin

**Professor Joseph Mensah**, York University, Canada; African Diaspora Fellow, University of Ghana

**Professor Patricio Langa**, University of the Western Cape

**Dr. Getnet Yimer Ali**, Director, Global One Health Initiative Eastern Africa Regional Office

**Moderator: Professor Yaa Ntiamoah-Baidu**, University of Ghana

**Rapporteur: Mr. Femi Ajidahun**, Institute of African Studies, Carleton University, Canada

**1215 – 1245**      **Q & A**

**1245 – 1400**      **LUNCH**

**1400 – 1530**      **Small Group Workshops** with reports/outcomes in plenary

#### **Group 1:**

##### **Harmonizing Existing and New Interventions with CESA**

The objective of this group is to align and harmonize the diverse diaspora-led interventions in higher education with the objectives of the CESA Higher Education cluster. The outcome will be a set of recommendations for the AU on how to integrate regional and global best practices within the ongoing execution of the CESA.

**Facilitator: Professor Damtew Teferra**, University of Kwazulu-Natal

**Rapporteurs: Ms. June Creighton Payne**, Institute of African Studies, Carleton University

**Group 2:**

**Intercultural Competencies on Diaspora Engagement**

The objective of this group is to propose mechanisms to address the working relationship between academic diasporas and host institutions in politically and culturally sensitive environments. The outcomes will contribute to the development of an operational toolkit for academic partnerships between diaspora higher educators and host institutions on the continent.

**Facilitators:** **Professor Samuel Oloruntoba**, Visiting Professor, Institute of African Studies, Carleton University / **Professor Toyin Falola**, University of Texas

**Rapporteurs:** **Professor Christine Duff**, Interim Director, Institute of African Studies, Carleton University, Canada / **Ms. Diana Famakinwa**, PhD Candidate, Educational Policy Studies, University of Wisconsin, Madison

**Group 3:**

**Advancing and Enhancing National Policy Frameworks**

This session will consider mechanisms for integrating academic diaspora programs within existing diaspora engagement policy of member states. The outcomes will contribute to the development of a roadmap to support member states in translating policy into implementation.

**Facilitators:** **Dr. Mary Setrana Boatemaa** Lecturer, Center for Migration Studies, University of Ghana / **Mr. Akwasi Ababio**, Director of Diaspora Affairs, Office of the President of the Republic of Ghana

**Rapporteur:** **Mr. Ayenachew Woldegiyorgis**, Doctoral Candidate, Center for International Higher Education, Boston College

**1530 – 1545**

Tea/Coffee Break

## CLOSING PLENARY SESSION

**1545 – 1615      Group Report by Workshop Facilitators**

**1615 – 1645      Summary of Forum Sessions by Session Facilitators**

**Moderator: Dr. Saleem Badat**, Mellon Research Fellow, University of KwaZulu-Natal; former Program Director, International Higher Education and Strategic Projects, The Andrew W. Mellon Foundation; and former Vice Chancellor, Rhodes University

**Rapporteur: Professor Christine Duff**, Interim Director, Institute of African Studies, Carleton University, Canada

**1645 – 1715      Follow up Actions and Closing Remarks**

**Professor Pauline Rankin**, Dean, Faculty of Arts & Social Sciences, Carleton University, Canada

**Mr. Ahmed El-Basheer**, Director, Citizens and Diaspora Directorate, African Union Commission

**END OF FORUM**

## APPENDIX C

### PARTICIPANT BIOGRAPHIES

**H.E. Dr. Abiy Ahmed**  
**Prime Minister of the**  
**Federal Republic of**  
**Ethiopia**

H.E. Abiy Ahmed Ali (PhD) is the fourth Prime Minister of the Federal Democratic Republic of Ethiopia and was sworn in as the Prime Minister of the Federal Democratic Republic of Ethiopia on April 2, 2018. Inheriting a divided society, in all his speeches and actions, Prime Minister Abiy Ahmed has made national unity, peaceful co-existence, shared growth and regional integration a central theme of his administration. He has rich and wide-ranging experiences serving government in different roles, offering a unique blend of leadership, vision and knowledge in professional and organizational skills. Prime Minister Abiy Ahmed Ali won the 2019 Nobel Peace Prize for his efforts to achieve peace and international cooperation, and in particular for his decisive initiative to resolve the border conflict with neighbouring Eritrea.

**H.E. Quartey Thomas**  
**Kwesi**  
**Deputy Chairperson**  
**African Union**  
**Commission**

H.E. Quartey Thomas Kwesi is a Ghanaian national with over 35 years of experience as a diplomat. Ambassador Quartey has served in various capacities in Ghana's Embassies and High Commissions in Cotonou, Cairo, Brussels, Havana, and London. He was also Permanent Representative to the Ghana Mission to the United Nations in New York. He served as Deputy Foreign Affairs Minister under the former President John Mahama's government and was Secretary to the President. Ambassador Kwesi has gained experience in the area of financial/economic negotiations with the European Commission, and expertise in investments and providing advice on Administrative and International Law in his subsequent career as the Provisional National Defense council, State Committee for economic Co-operation, in Accra, Ghana. The Deputy Chairperson assists the Chairperson in the execution of his function for the smooth running of the Commission, is in charge of administration and finance and acts as Chairperson in his absence.

**Mr. Ahmed El-Basheer**

**Director, Citizens and  
Diaspora Directorate**

**African Union  
Commission**

Mr. Ahmed El-Basheer is the current Director of the Citizens and Diaspora Directorate (CIDO) African Union Commission. He has been with the CIDO Directorate since 2007 as Head of Diaspora Organizations. Before working with CIDO, Mr. Basheer was a civic activist and founder of the famed grassroots organization, the Al-Neema Foundation. He deeply believes in Pan-Africanism and values the role of non-state actors in supporting the African continental agenda of integration and development.

**Ms. Claudia Frittelli**

**Program Officer, Higher  
Education & Research in  
Africa, International  
Program**

**Carnegie Corporation**

Claudia Frittelli is program officer, Higher Education and Research in Africa, International Program at Carnegie Corporation of New York. She works to accelerate economic and social development in Africa by strengthening higher education through partnerships with public universities in Tanzania, Uganda, South Africa and Ghana. She currently focuses on post-graduate training and research, academic diaspora linkages, and higher education policy and research. Prior to joining the foundation, she held management positions in the global telecommunications and Internet private sector in Paris and New York, and served as a consultant to international NGOs.

**Dr. L Pauline Rankin**

**Dean  
Carleton University  
Ottawa, Canada**

L. Pauline Rankin is Dean of the Faculty of Arts and Social Sciences at Carleton University in Ottawa, Canada. She holds a PhD in Political Science, specializing gender and politics, with specific expertise in domestic and global applications of gender mainstreaming and gender activism. She also is active as an international consultant on gender and policy and has worked extensively on gender equity projects globally, most recently in Ukraine and Jordan. Her most recent publication, "Gendered Livelihoods in the Artisanal Mining Sector," co-authored J. Stewart and R. Kibombo, recently appeared in the Canadian Journal of African Studies.

**Dr. Christine Duff**

**Interim Director  
Institute of African Studies  
Carleton University**

Christine earned her PhD in 2003 at the University of Toronto. She is Associate Professor of French and the Interim Director of the Institute of African Studies at Carleton University. Her areas of specialization are Caribbean literature in French and West African literature in French, especially women's writing. She is the author of *Univers intimes: pour une poétique de l'intériorité au féminin dans la littérature caribéenne contemporaine*, co-editor of *Corps écrit, corps écrivant: le corps féminin dans les littératures francophones des Amériques* and has published articles in the Journal of Caribbean Literatures, Studies in Canadian Literature and Voix et images. She is currently co-editing a special issue of Quebec Studies.

**Professor Samuel  
Ojo Oloruntoba**

**Visiting Professor  
Institute of African Studies  
Carleton University**

Samuel Ojo Oloruntoba is an Associate Professor and the Coordinator of the research cluster on Innovation and Developmental Regionalism at the Thabo Mbeki African Leadership Institute, University of South Africa, Pretoria, South Africa. He obtained a PhD in Political Science with specialization in International Political Economy of Trade from the University of Lagos, Nigeria. Oloruntoba was the recipient of the National Research Foundation of South Africa Award in 2018 and Wangari Maathai Award for Innovative Research Leadership, University of Texas, Austin in 2016. His research interests are in the political economy of development in Africa, regional integration, democracy and development, global governance of trade and finance, civil society organisations, and the politics of natural resources governance.

**H.E. Prof. Sarah Agbor**

**Commissioner of Human  
Resources, Science and  
Technology**

**African Union  
Commission**

H.E. Sarah Mbi Enow Anyang from Cameroon was elected as the new Commissioner for Human Resources, Science and Technology of the African Union Commission. H.E. Anyang has over fifteen years of experience in academia. She is a Professor of African and Commonwealth Literature. Previously she was the Deputy Vice-Chancellor in Charge of Research, Cooperation and Relations with the Business World (DVC-RCB) in the University of Bamenda, North West Region, Cameroon. Commissioner Anyang has written a number of academic books and publications.

**H.E. Dr. Obiageli  
Ezekwesili**

**Public Policy Expert, Senior  
Economic Advisor, Africa  
Economic Development  
Policy Initiative; former  
Education Minister, Nigeria**

Obiageli Katryn Ezekwesili, popularly known as Oby Ezekwesili, is a Chartered Accountant and former Vice-President of the World Bank for Africa overseeing more than 1,500 staff. She is a Senior Economic Advisor, Africa Economic Development Policy Initiative at Open Society Foundation, advising nine reform-committed African heads of state on their economic development strategy, policies, and implementation. Ezekwesili holds a Masters in International Law & Diplomacy from the University of Lagos, a Masters Degree in Public Policy & Administration from Harvard University's Kennedy School of Government, and a Bachelors Degree from the University of Nigeria. She worked with Deloitte & Touche as an auditor, management, and financial services consultant

**Prof. Oyewole Bandele  
Olusola**

**Former President,  
Association of African  
Universities; Former  
Vice-Chancellor, Federal  
University of Agriculture,  
Abeokuta, Nigeria**

Professor Olusola Oyewole is a former Vice-Chancellor of the Federal University of Agriculture, Abeokuta, Nigeria. His research focus is on the processing, microbiology and quality of African fermented foods. He has done extensive work on the improvement and quality of fermented cassava products. He is also a Professor of Food Microbiology and Biotechnology at the Federal University of Agriculture, Abeokuta, Nigeria. He was also the Project Officer, Research and Programmes, Association of African Universities (AAU). He received his Master of Science (MSc), Microbiology Degree, with specialization in Food Microbiology at the University of Ibadan (U.I) in 1984 and his Doctor of Philosophy (Ph.D.), Microbiology and Biotechnology in 1990.

**Mr. Fikre Zewdie Degaga**

**Director**

**Ethiopian Diaspora Trust  
fund**

Fikre Zewdie Degaga has held senior leadership and management positions. His areas of expertise include strategic planning, leading multi-sectoral development programmes on food security, rural water supply, education, health, HIV/AIDS and management of humanitarian interventions in areas affected by drought, flood or political crisis induced displacements. He has led large-scale country programmes in Ethiopia and Pakistan as Country Director for ActionAid International and in six Southern African countries as Regional Director for Oxfam Great Britain. Since 2014, he was the Country Director for Digital Opportunity Trust, a Canadian international NGO, implementing a multi-million project financed by Canadian government to develop youth leadership and entrepreneurial skills and increase their participation in Ethiopia's social and economic development. He is passionate about good governance, accountability and transparency and has been active civil society advocate for human rights and pro-poor policies in development policy and planning.

**Prof. Adebayo  
Olukoshi**

**Director for Africa and  
West Asia, IDEA**

Adebayo Olukoshi has more than 35 years of experience in the area of international relations, governance and human rights, both in the academic sector and in intergovernmental institutions. Olukoshi was a member of the African Union Assessment Panel and Chair of the Board of several think tanks, including the European Centre for Development Policy Management and Open Society Initiative for West Africa. He also previously served as Director of the UN African Institute for Economic Development and Planning, as Executive Director of the Africa Governance Institute, as Executive Secretary of the Council for Development of Social Science Research in Africa, as Director of Research at the Nigerian Institute of International Affairs; Senior Research Fellow/Research Programme Coordinator of the Nordic Africa Institute in Uppsala, and Senior Programme Staff at the South Centre in Geneva.

**H.E. Prof. Hirut  
Woldemariam**

**Minister of Science  
and Higher  
Education, Ethiopia**

H.E Hirut Woldemariam (Prof.) is the Minister of Science and Higher Education. She received both her B.A and M.A degrees in Linguistics from Addis Ababa University and her Ph.D. in Linguistics from the Institute of African Studies, University of Cologne in Germany. Her Excellency is a full professor in the Department of Linguistics and Philology, College of Humanities, Journalism and Communication of Addis Ababa University. H.E. Professor Hirut has served her country as a Minister of Culture and Tourism from 2008 to 2016 and Minister of Labor and Social Affairs from April to October 2018. Since October 2018, she is serving as the founding minister of the newly organized Ministry of Science and Higher Education.

**H.E. Prof. Mary Teuw  
Niane**

**Former Minister of Higher  
Education, Research and  
Innovation, Senegal**

H.E Professor Mary Teuw Niane, is the former Minister of Higher Education and Research of the Republic of Senegal. Prior to this post, he was the Chairman of the Specialized Technical Commission on Education, Science and Technology (CST - EST) of African Union and Chairman of the Board of Directors of the Association for Education Development in Africa (ADEA). He is currently Outstanding Class Full Professor at Member of the National Academy of Sciences and Techniques of Senegal.

**H.E. Mr. Buti Manamela**

**Deputy Minister of Higher  
Education, South Africa**

H.E. Mr. Buti Kgwaridi Manamela is the current Deputy Minister of Higher Education, Science and Technology, having previously served as the Deputy Minister for Planning and Monitoring in the Presidency since May 2014. He formerly served as SASCO Deputy President (2001) whilst reading for his National Certificate, N5 (1998-2001) in Electronic Engineering. He also read for an Honours Programme in Public Administration (2008). He served on the South African Communist Party leadership band as National Secretary of the Young Communist League (2003), Ex Officio Central Committee (2003-to-date) and Ex Officio Politburo SACP (2003-to-date). He has been an ANC Member of Parliament since 2009.

**Professor Abdoulaye  
Gueye**

**University of Ottawa**

Abdoulaye Gueye is Professor of Sociology at the University of Ottawa. His recent research project deals with the research collaboration between African academics in the diaspora and their peers in Africa. In 2019, he published *De la dépendance vis-à-vis de l'Occident à l'expression du besoin de diaspora intellectuelle africaine: l'Université africaine et les défis de son développement*. Previously, he authored *Les intellectuels africains en France*; and *Aux Nègres de France la patrie non reconnaissante*. In 2017, he published a novel titled *Oublier l'amère patrie*. Gueye has written over 40 journal articles and book chapters. He is the editor or coeditor of several books or journal special issues. Among these titles: *Figures et expériences diasporiques* (a special issue of the *Revue Européenne des Migrations Internationales*); *Africa Confronts Development* (a special issue of the *Canadian Journal of Development Studies*); *Figures croisées d'intellectuels*.

**Professor Wei Ha**

**Associate Dean  
Peking University**

Professor Wei Ha is the Associate Dean for Teaching, International Cooperation and Executive Training and Associate Professor of Education Policy and Management at the Graduate School of Education, Peking University. He specializes in impact evaluation of education policies in China, especially examining the role of education financing policies in universalizing nine-year compulsory education, equalizing resources in basic education and building world-class universities in China. He was the Principal Investigator for ten research grants from the National Natural Science Foundation.

**Prof. N. V. Varghese**  
**Vice-Chancellor, National  
Institute of Education  
Planning and  
Administration, India**

Professor N.V. Varghese is currently the Vice-Chancellor of the National Institute of Educational Planning and Administration (NIEPA) and Director of the Centre for Policy Research in Higher Education (CPRHE), New Delhi. He holds a doctoral degree in Economics with specialization in educational planning. He was Head of Governance and Management in Education at the International Institute for Educational Planning (IIEP/UNESCO), Paris until 2013 and Head of its Training and Education Programmes from 2001 to 2006. He was responsible for designing and introducing the IIEP Master's programme in educational planning and management. In the 1990s, he was a Professor and Head of the Educational Planning Unit at NIEPA, New Delhi. He has been closely associated with educational planning at the federal and decentralised levels and with the design and development of externally funded education projects in India.

**Dr. Pinkie Mekgwe**  
**Senior Regional Advisor  
IDEA**

Pinkie Mekgwe is International IDEA's Senior Regional Adviser for Africa and West Asia and her work focuses on strengthening programmatic and administrative coherence and performance. Before joining International IDEA in 2018, Mekgwe was Executive Director of Internationalism at the University of Johannesburg for six years. She also previously served as Deputy Director at the Office of International Education and Partnerships of the University of Botswana and as Programme Officer for the Council for the Development of Social Science Research in Africa (CODESRIA). Previously she was a lecturer at the University of Botswana, visiting researcher at the Witwatersrand Institute of Social and Economic Research, and a visiting lecturer at Malmö University in Sweden.

**Emeritus Prof. Beverley  
Kramer**

**Faculty of Health  
Sciences University of the  
Witwatersrand**

Professor Emerita Beverley Kramer is Director of the Carnegie-Wits Alumni Diaspora Programme in the Faculty of Health Sciences, University of the Witwatersrand (Wits), Johannesburg, South Africa. Beverley is an anatomist and experimental embryologist by training. She has held positions as Head of two Anatomy Departments and as Assistant Dean for Research and Postgraduate Support in the Faculty of Health Sciences at Wits. Professor Kramer has taught thousands of undergraduate and postgraduate medical and allied health sciences students, has co-authored three textbooks and authored over 100 research publications in peer reviewed journals. She has been the recipient of numerous awards for teaching, for her substantial contributions to the discipline of anatomy and is also the recipient of a prestigious DST/SARIMA Award for research management. Professor Kramer has recently been re-elected to the position of President of the International Federation of Associations of Anatomists for a second five-year term. She is the first woman in the Federation's history to hold this position.

**Prof. Gibril Faal**

**Carnegie African Diaspora  
Fellowship Program  
Advisory Council Member**

Gibril Faal is Visiting Professor in Practice at the Institute of Global Affairs at the London School of Economics and Political Science and a multidisciplinary business and development executive. He was one of the global leaders who spoke at the 2016 UN Summit for Refugees and Migrants, which led to negotiations for a Global Compact on Migration. In 2013, he delivered keynote addresses at the UN General Assembly at sessions of the High-Level Dialogue on Migration and Development. He has played a leadership role in the Global Forum for Migration and Development (GFMD) since its inception, serving as Grand Rapporteur for the 10th Summit, Chair of the Entrepreneurship & Circular Migration Committee, and Co-Chair of 2014 Civil Society Days. He is the founding director of ADEPT (Africa-Europe Diaspora Development Platform), and co-founder of GK Partners – a company that specializes in socially responsible business models, social enterprise, development finance and programme implementation. He is Vice-Chair of Bond, the platform of UK NGOs working on international development. He served on the boards of DFID's Global Poverty Action Fund and the EC-UN Joint Migration and Development Initiative.

**Prof. Adam Habib**

**Vice-Chancellor  
University of the  
Witwatersrand**

Professor Adam Habib is a South African scholar, researcher, and public intellectual with over 30 years of academic and administration expertise in the fields of education, democracy, and development. He is currently Vice-Chancellor and Principal of the University of the Witwatersrand in Johannesburg, South Africa. He is a former Chair of Universities South Africa, which represents vice-chancellors and higher education in the country. Prior to joining the University of the Witwatersrand, Prof. Habib served as Deputy Vice-Chancellor for Research, Innovation, Library and Faculty Coordination at the University of Johannesburg. Transformation, democracy, and inclusive development are fundamental themes of Prof. Habib's research. His book *South Africa's Suspended Revolution: Hopes and Prospects* has informed debates around the country's transition into democracy, as well as its prospects for inclusive development.

**Dr. Youssef Travaly**

**Vice-President Sciences,  
Innovation & Partnerships  
Next Einstein Forum**

**African Institute of  
Mathematical Sciences  
(AIMS)**

Dr. Youssef Travaly is the Next Einstein Forum Vice-President of Science Innovation & Institutional Partnerships. He is also the President of AIMS Senegal. He is in charge of articulating the NEF's scientific and technological ambitions including managing the policy aspects and Global Gatherings program. He is also responsible for developing and sustaining relationships with multiple partner institutions and stakeholders, resource mobilization, donor relationships as well as driving innovation across the entire AIMS network. Youssef holds an MBA together with a PhD in Materials Science. He has extensive experience in a variety of sectors including semiconductor and biomedical research, low carbon circular economy and climate change.

**Dr. Abebaw Yirga Adamu**

**Director of Ethiopian  
Institute for Higher  
Education, Addis Ababa  
University**

Dr. Abebaw Yirga Adamu is Associate Professor of Education and Director of the Ethiopian Institute for Higher Education at Addis Ababa University. He holds PhD in Education and Society from University of Tampere, Finland; an MA in Lifelong Learning Policy and Management from University of Aarhus, University of London, UK and University of Deusto, Spain (Erasmus Mundus Joint Master Degree); and an MEd in Multicultural and Multilingual Education from Addis Ababa University, Ethiopia. He has been director of quality assurance at the Ethiopian Institute of Architecture, Building Construction and City Development, Addis Ababa University; and Coordinator of Bahir Dar University Cultural Center. He also worked as Lecturer and Assistant Professor at Bahir Dar University, Ethiopia. He is a current member of the Comparative and International Education Society, and an advisory board member of the Ethiopian Journal of Social Sciences. His research interest includes higher education (multiculturalism, diversity, quality, internationalization, and harmonization) and lifelong learning.

**Prof. Godwin  
Murunga**

**Executive Secretary  
CODESRIA**

Dr. Godwin R. Murunga is the 7th Executive Secretary of the Council for the Development of Social Science Research in Africa (CODESRIA). He is also a Senior Research Fellow at the Institute for Development Studies, University of Nairobi serving at CODESRIA on a leave of absence. He is the immediate former Director of the African Leadership Centre (ALC) in Nairobi, a Centre launched in 2010 as a joint initiative of King's College London and University of Nairobi. Dr. Murunga served at the ALC from 2010 to 2016 initially as Deputy Director and as a Trustee of the ALC Trust. He was a Visiting Professor, Global Institutes at King's College London from 2013 to 2016. From 2006 to 2011, Dr. Murunga served as a member of the CODESRIA Executive Committee. He holds a BA and MA from Kenyatta University, Nairobi and an MA and Ph.D. in history from Northwestern University in the United States.

**Dr. Desalegne Mengesha**

**Associate Director, Global  
One Health Initiative  
Eastern Africa Regional  
Office**

Dr. Desalegne Degefaw currently serves as the Associate Regional Director for Ohio State University's Global One Health Initiative Eastern Africa Regional Office. He previously served the University of Gondar in various positions including Vice-President for academic and research and as President for 13 years. He was also a Fulbright Scholar at Ohio State. He has served as Global Dialogue Fellow for the Association of International Educators (NAFSA) for two years. During his time at the University of Gondar, the university was ranked as the top university among first generation Universities for two straight years and also achieved the National Quality Award for a third consecutive year. Dr. Desalegne earned his DVM and MSc from Addis Ababa University. He has also earned a Certificate of Higher Education Leadership and Management from University of the Wits in South Africa. Dr. Desalegne has an extensive global experience in higher education leadership.

**Ms. Diana Famakinwa**

**Doctoral Candidate,  
Educational Policy Studies  
University of Wisconsin,  
Madison**

Diana Chioma Famakinwa is a graduate student at the University of Wisconsin-Madison in the field of Educational Policy Studies. Recently, she was awarded a Fulbright-Hays-Doctoral Dissertation Research Abroad (DDRA) award to support her research on Nigerian universities. In AFRICA IN OUR LIVES, Diana discusses her work with Project 1808 in Madison, as well as what she hopes to accomplish while abroad.

**Prof David Norris**

**Vice-Chancellor**

**University of Botswana**

Professor David Norris is the sixth Vice Chancellor of the University of Botswana with effective December 2017. Prior to joining UB, Professor Norris was Deputy Vice-Chancellor for Research and Innovation at the Botswana International University of Science and Technology (BIUST), a position he had held since 2016. Prior to working for BIUST, he worked for the University of Limpopo (formerly University of the North) of South Africa from 2006 to 2016. He also worked for Austin Peay State University in USA from 1998 to 2000. Professor Norris is a graduate of the University of Botswana, having obtained a BSc in Biology and Physics in 1988 after which he worked for the Department of Agricultural Research as well as a part-time biology lecturer at UB. Professor Norris holds a PhD in Animal Science obtained from Michigan State University (USA) in 1998 with a major in Animal Breeding and Genetics, and minors in Statistics and Animal Biotechnology. He also holds an MSc in Animal and Forage Science obtained from the University of Reading (UK) in 1991 with a major in Animal Production and minors in Biochemistry.

**Prof. Tassew Woldehanna**

**President**

**Addis Ababa University**

Prof. Tassew Woldehanna, Professor of Economics, took office as the eleventh President of the Addis Ababa University in February 2018. Prior to his appointment as President, Professor Woldehanna served the University in various capacities. He was Vice-President for Research and Technology Transfer, Dean of the College of Business and Economics, Associate Dean for Research and Graduate Program, Graduate Program Coordinator of Faculty of Business and Economics, Associate staff member of the Institute of Development Research (IDR) and Chairperson of the Addis Ababa University Press Board. Before joining Addis Ababa University, Prof. Tassew served at Alemaya University of Agriculture and the Ministry of Agriculture of Ethiopia for 8 years. He also served as Visiting Professor of Household and Agricultural Economics at the Agricultural Economics and Rural Policy Group, in Wageningen University, The Netherlands from 2000-2012. He is also a Collaborator researcher at the Center for the Study of African Economics, Oxford University, UK, and Visiting Scholar at Michigan University, USA.

**Dr. Saleem Badat**

**Mellon Research Fellow  
University of KwaZulu-  
Natal; former Program  
Director  
International Higher  
Education and Strategic  
Projects**

Saleem Badat is a consulting fellow at the Andrew W. Mellon Foundation. Prior to assuming this role, Mr. Badat served as program director for International Higher Education and Strategic Projects. Mr. Badat has served as the Director of the Education Policy Unit at the University of the Western Cape, as the first head of the Council on Higher Education, which advises the South African Minister of Higher Education and Training, and as Vice-Chancellor of Rhodes University. He has been chairperson of Higher Education South Africa, and the Association of African Universities Scientific Committee on Higher Education. He is a board member of the Centre for Higher Education Transformation, a member of the Carnegie 3 Study on Poverty and Inequality in South Africa Think Tank, and a trustee of the Harold Wolpe Memorial Trust. Mr. Badat holds degrees in the social sciences from the University of KwaZulu-Natal, a certificate in higher education and science policy from Boston University, and a PhD in sociology from the University of York. He holds honorary doctorates from the universities of the Free State and York. He is a recipient of the Inyathelo Exceptional Philanthropy Award in recognition of Excellence and Leadership in Personal South African Philanthropy.

**Prof. Damtew Teferra**  
**University of Kwazulu-Natal**

Damtew Teferra is Professor of Higher Education and has been the Leader of Higher Education Training and Development at the University of Kwazulu-Natal, Durban, South Africa, since August 2012. He has been the Founder and Director of the International Network for Higher Education in Africa, earlier at the Center for International Higher Education (CIHE), Boston College, now at the University of Kwazulu-Natal, for 10 years. Teferra was the Former Director for Africa and the Middle East of the Ford Foundation—International Fellowships Program in New York. He was the (Former) Founding Editor-in-Chief of the Journal of African Higher Education (Former) and the International Journal of African Higher Education and the Chronicle of African Higher Education. He is the author of *Scientific Communication in African Universities: External Assistance and National Needs* (RoutledgeFalmer, 2003) and Lead (and Sole) Editor of the award-winning books *African Higher Education: An International Reference Handbook* (Indiana University Press, 2003) and *Funding Higher Education in Sub-Saharan Africa* (Palgrave Macmillan, 2013) and *Flagship Universities in Africa* (Palgrave MacMillan, 2017). Recognized “as one of Africa’s preeminent higher education scholars” by the African Union Commission, he was recently appointed by the organization to lead the Higher Education Cluster of the Continental Education Strategy for Africa (CESA 2016-25) which he helped develop.

**Mr. Akwasi Awua Ababio**  
**Director of Diaspora Affairs**  
**Office of the President of**  
**the Republic of Ghana**

Akwasi Awua Ababio was appointed in February 2017 as the Director of Diaspora Affairs, Office of the President. He is responsible for overseeing the overall formulation and implementation of the Ghana Diaspora Engagement Policy. Professionally, he is a Certified Enterprise Architect with over 30 years’ experience in the IT/Financial/Insurance Industry. He has worldwide exposure to the Ghanaian diaspora having worked previously for RSA/Trygg-Hansa–Försäkringar in Sweden, Denmark and Norway, in Switzerland for Zurich Financial Services, Länsförsäkringar (LF Bank and Insurance Company) in Denmark, Allianz (Mondial Assistance) in UK and for MS Amlin – a Lloyds of London Syndicate.

**Mr. Darius Ogutu**  
**Director, University Education**  
**Ministry of Education, Kenya**

Darius Mogaka Ogutu is in charge of the Directorate of University Education within the State Department for University Education and Research in the Ministry of Education, Kenya. His portfolio is involved in the formulation and review of policies on University Education in collaboration with relevant bodies and agencies; overseeing governance and management of Universities; receiving and administration of university scholarships offered by foreign countries and agencies; coordination of admission of students to public universities in liaison with Kenya Universities and Colleges Central Placement Service; coordination of student exchange programmes; implementing, monitoring and evaluation of various projects in the University education sector; clearance of students going for foreign training; engagement with alumni associations and collaboration with stakeholders in promoting access, relevance and quality in the sector. Mr. Ogutu has previously served as Director of Education in charge of Policy, Partnerships and East African Community Affairs. His areas of expertise include Education Policy Development & Analysis, Education Planning, Partnerships and Community Development, Assessment for Learning, Research, Educational Communication and Technology, Curriculum Development, Language Education and Children’s Rights Education.

**Prof. Chris Maiyaki**  
**Director**  
**Directorate of the Executive Secretary's Office**  
**National Universities Commission**  
**Nigeria**

Mr. Christopher Jibreel Maiyaki joined the National Universities Commission in 1993 on inter- service transfer from the Plateau State Civil Service. He has worked in various arms of the Commission and rose through the ranks culminating in the position of Deputy Director in charge of Protocol Affairs in 2009 and his subsequent appointment as Director, Protocol and Special Duties in 2014. Mr. Maiyaki holds a Bachelor of Science Degree in International studies from the Ahmadu Bello University and a MA in International Law and Diplomacy from the University of Jos. He holds a Diploma in French language & culture and Spanish language & culture. He also possesses a certificate in Procurement from Oxford University, UK and a certificate in Computer Application in Human Resources from Worthing, UK. Mr. Maiyaki is a member of the Nigerian Society for International Law and the Nigerian Institute of Personnel Management.

**Dr. Mary Setrana Boatemaa**  
**Center for Migration Studies**  
**University of Ghana**

Mary Boatemaa Setrana is a lecturer at the Centre for Migration Studies, University of Ghana. Her PhD in Migration Studies was a sandwich programme between Radboud University, Nijmegen, the Netherlands, and the University of Ghana. She is also part of the Brown International Advanced Research Institute Alumni; the ILO International Training Centre Alumni, Turin, Italy; the Oikos Young Professionals Academy, Switzerland; as well as the African Studies Centre and CERES, both in the Netherlands. Her research interests include migration and ethnic conflict, qualitative research methods, peace and conflict, democracy, diaspora, and homeland politics. She has published in both local and international journals, including “Do Transnational Links Matter? Labour Market Participation of Ghanaian Return Migrants” in the Journal of Development Studies; and “L’engagement politique de la diaspora ghanéenne aux Pays-Bas,” in Afrique Contemporaine.

**Dr. Wangui Kimari**  
**Postdoctoral Fellow**  
**University of Cape Town**

Wangui Kimari is a postdoctoral research fellow at the African Centre for Cities at the University of Cape Town. She is also the participatory action research coordinator for Mathare Social Justice Centre (MSJC), a community-based organization in Nairobi.

**Dr. Yabebal Fantaye**  
**Cosmologist and Data**  
**Scientist**  
**African Institute for**  
**Mathematical Sciences**

Dr. Fantaye is a cosmologist and a data scientist. His scientific research includes developing algorithms for understanding the statistical nature of the Universe through the cosmic microwave background data, and applying machine learning techniques to extract insights about spatial structure of cities in Africa using satellite images. He is the co-founder of a pan-African focused EdTech startup, and leads the Astrobus-Ethiopia outreach program. Dr. Fantaye was a member of the World Economic Forum Global Future Councils on New Metrics, and the 2018 fellow of the World Economic Forum Young Scientists. He is also a fellow of the Next Einstein Forum, and has served as a chair of the Next Einstein Forum Community of Scientists.

**Prof. Toyin Falola**  
**University of Texas, Austin**

Dr Toyin Falola is the Jacob and Frances Sanger Mossiker Chair in the Humanities and a distinguished teaching professor at the University of Texas at Austin. He is a Fellow of the Historical Society of Nigerian Academy of Letters. He has received various awards and honors, including the Jean Holloway Award for Teaching Excellence, the Texas Exes Teaching Award, and the Ibn Khaldun Distinguished Award for Research Excellence, and the Distinguished Fellow, Ibadan Cultural Group. Toyin Falola has published many books, including *Key Events in African History: A Reference Guide*, *Nationalism and African Intellectuals*, and many edited books including *Tradition and Change in Africa* and *African Writers and Readers*. He is co-editor of the *Journal of African Economic History*, Series Editor of The Cambria African Studies Series, Series Editor of Rochester Studies in African History and the Diaspora, and the Series Editor of the *Culture and Customs of Africa* by Greenwood Press. For his singular and distinguished contribution to the study of Africa, his students and colleagues have presented him with three Festschriften - two edited by Adebayo Oyeade, *The Transformation of Nigeria: Essays in Honor of Toyin Falola*, and *The Foundation of Nigeria: Essays in Honor of Toyin Falola*, and one edited by Akin Ogundiran, *Pre-Colonial Nigeria: Essays in Honor of Toyin Falola*. His award-winning memoir, *A Mouth Sweeter than Salt*, was published by the University of Michigan Press.

**Prof. Joseph Mensah**  
**York University;**  
**African Diaspora Fellow**  
**University of Ghana**

Joseph Mensah is a Professor of Geography at York University in Toronto, Canada. He completed his BA, MA, and PhD at the University of Ghana, Wilfrid Laurier University, and the University of Alberta, respectively. He was the Chair of the Department of Geography at York, from 2016 to 2019. His current research interests are in critical development theory; globalization and health; and transnational migration. Professor Mensah has received several competitive grants from the Social Sciences and Humanities Research Council of Canada (SSHRC), the Gates Foundation, the Global Development Network, and the ILO. He has written several books, articles, and encyclopedia entries. He is the author of the well-received *Black Canadians: History, Experiences, Social Conditions* (Fernwood Publishing, 2002/2010). Professor Mensah has been an instructor for the Carnegie Corporation-sponsored Pan-African Doctoral Academy (PADA) at the University of Ghana since 2015. He was a winner of the Council for the Development of Social Science Research in Africa's (CODESRIA) Inaugural Diaspora Visiting Professor Fellowships in 2016 and a co-facilitator at the 2019 CODESRIA College of Mentors for African Doctoral students held in Nairobi.

**Prof. Patrício Langa**

**University of the Western  
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Patrício Langa is a sociologist and Associate Professor of Higher Education Studies at Eduardo Mondlane University (UEM), Mozambique, and at the Institute for Post School Studies of the University of the Western Cape, South Africa. He advises the rector of UEM on strategic planning and is a Visiting Professor of Higher Education Studies at the Danube University Krems in Austria and KTH Royal Institute of Technology in Sweden, Stockholm. Langa served as the first executive director for external evaluation in the National Council on Higher Education Quality Assurance and Accreditation in Mozambique (CNAQ) and currently serves on the board of non-executive directors. He founded and served as Director of the Centre for Higher Education Studies and Development (CESD) in Mozambique. Langa is also the founding member and president of the Mozambican Sociological Association (A.M.S). He established the African Consortium of Higher Education Researchers (ACHER). Langa's research interest is in the intersection of sociology and higher education studies in Africa. He holds a BA in sociology from UEM, an MA in higher education studies and a PhD in sociology and education with a major in higher education studies from the University of Cape Town. Langa has been a NAFSA Global Dialogue Fellow since 2018.

**Dr. Getnet Yimer Ali**  
**Director, Global One Health**  
**Initiative Eastern Africa**  
**Regional Office**

Dr. Getnet Yimer Ali, a physician, scientist and consulting medical specialist, is the Regional Director for the Global One Health Initiative of Ohio State University in Eastern Africa. Prior to this, he served as a Director for Research and Technology Transfer at the College of Health Sciences, Addis Ababa University. For over 7 years, he has worked as consultant on TB-HIV clinical trials for WHO-TDR in charge of leading and coordinating activities in 6 African countries, namely Tanzania, Zambia, Uganda, Nigeria, South Africa, and Ethiopia. Dr. Ali is also a member of the National Health Research Ethics Review Committee at the Ministry of Science and Higher Education and the National Drug Advisory Committee at the Ethiopian Food, Medicines and Healthcare Administration and Control Authority. He is the current chair for the National TB advisory committee in Ethiopia. He has served as a PI for several projects funded by the CDC-PEPFAR, Swiss National Foundation, USAID, EDCTP, Novartis and GSK. Dr. Ali has published over 50 international peer reviewed publications. He is part of the TARTARE steering committee and will also be serving on the Disease Burden team.

**Mr. Ayenachew**  
**Woldegiyorgis**

Ayenachew Aseffa Woldegiyorgis is a doctoral candidate at the Center for International Higher Education, Boston College. He holds a BA in Business Management from Jimma University, MA in Public Administration from Addis Ababa University and MSc in Research and Innovation in Higher Education (MARIHE) from the Erasmus Mundus program of Danube University (Austria), University of Tampere (Finland), Beijing Normal University (China), and Osnabrück University of Applied Sciences (Germany). His research and publications cover a range of issues in higher education including diaspora engagement, internationalization in developing countries, academic and research partnerships, policy and governance, and quality assurance in higher education. Before joining BC, he worked as a consultant for the World Bank in Washington D.C., and held teaching positions at Unity and Addis Ababa Universities. He has also been the penultimate managing editor of the International Journal of African Higher Education. Mr. Woldegiyorgis is a recipient of the 2018/19 Civil Society Scholar Award from the Open Society Foundation.

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