



2nd RUFORUM TRIENNIAL CONFERENCE

CONCEPT NOTE

HIGHER EDUCATION REGULATORS IN AFRICA DIALOGUE

Date: 14th August 2024 **Time:** 8:30-13:10 CAT

Venue: Hilton Hotel

Contact: Prof. Anthony Egeru, and Prof. Duncan Ongeng

BACKGROUND

Africa is making economic progress on a global scale. The continent also represents one of the most progressive but equally with diverse growth and development disparities. With an average annual growth rate in excess of 4 percent per annum in Sub-Saharan Africa, the region has surpassed most regions of the world, including many parts of Asia, making it the growth continent of the last four decades. Investment in the region has increased steadily from 15.9 percent of GDP in 2000 to over 22 percent of GDP in the last decade. However, sustaining this growth requires significant investments including in human capital and the quality of human capital in the region is premised as an important imperative for regional competitiveness.

Considering the relevance of human capacity in development, economic growth and social stability, it is no surprise that higher education policy occupies an increasingly important place on national policy agendas. The widespread recognition that higher education is a major driver of economic competitiveness in an increasingly knowledge-driven global economy has made high quality higher education more important than ever before in both industrialized and developing countries. Higher education contributes to social and economic development through four major missions; (i) formation of 'human capital' (primarily through teaching); (ii) building of knowledge bases (primarily through research and knowledge development); (iii) dissemination and use of knowledge (primarily through interactions with knowledge users); and (iv) maintenance of knowledge (inter-generational storage and transmission of knowledge).

Higher education has been evolving globally as well as in the Africa region. In the 20th century, higher education was thought to be what happened in universities. This largely covered teaching and learning requiring high level conceptual and intellectual skills in the humanities, sciences and social sciences; the preparation of students for entry to a limited number of professions such as medicine, engineering and law; and advanced research and scholarship. However, transitions have sharply occurred with emergence of technology as well as new set of institutions such as community colleges, polytechnics, universities, colleges, and technological institutes. These varied institutional forms have been created for a number of reasons; (i) to develop a closer relationship between higher education and the external world, including greater responsiveness to labor market needs; (ii) to enhance social and geographical access to higher education; (iii) to provide

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high-level occupational preparation in a more applied and less theoretical way; and (iv) to accommodate the growing diversity of qualifications and expectations of school graduates.

This rising diversity of institutions as well as mandate and demand that the public is placing on higher education has called for a relook into the place of higher education in society and the broader economy. It thus raising the bar high for higher education regulators as stewards of quality but also trend setters in terms of the type of education to be offered. Today, there is increased call for higher education institutions to provide transformative education as a panacea for graduating competitive and work read graduates fit for the labour market. More so, graduates that have greater capacity to play an active role in the economy. As such, there have been considerable reforms aimed at encouraging institutions to be more responsive to the needs of society and the economy are taking place in higher education systems in many countries. This movement has involved a reappraisal of the purposes of higher education and the setting by governments of new strategies for the future. It has also involved, in some instances, more room for institutions to manoeuvre, coupled with clearer accountability of the institutions to society.

PURPOSE AND OBJECTIVES OF THE MEETING

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) recognises the fundamental role of higher education and higher education regulators in development. Education Regulators including both Commissions for University Education or National Councils of Higher Education and/or State Departments of Higher Education as may be called variedly in different countries are set-up by respective country Governments to regulate and guide the establishment and management of higher education institutions as well as regulating the quality of higher education, equating qualifications and advising Government on higher education matters. Owing to RUFORUM's active role across 40 countries in the continent with diverse education processes, RUFORUM is starting a consultative process of bring together education regulators from these countries towards a common conversation. Therefore, the purpose of this inaugural Education Regulators Dialogue is to create a convergence on transformative higher education in Africa. Specifically, the dialogue will focus on:

1. Co-creating a common understanding for transformative education for a competitive Africa
2. Delivery of transformative education and leveraging of technological advances
3. Regulation for a transformative education experience for young Africa Africans
4. Governance of higher education in Africa
5. Collaborating across the continent: Which way forward

DATE AND VENUE

This event will take place on the 14th August, 2024 starting at 08:30 am in Namibia.

EXPECTED PARTICIPANTS

This event will be attended by High Education Regulators from at least 15 African countries, Academic Registrars, Vice Chancellors and Program Implementing partners from across RUFORUM programs.



PROGRAMME

Rapporteurs: Prof. Duncan Ongeng and Prof. Nancy Mungai

Key issues

- Defining transformative education in the 21st century for a competitive Africa (co-creation)
- Delivery of transformative education and leveraging of technological advances
- Regulation for a transformative education experience for young Africa Africans
- Governance of higher education
- Collaborating across the continent: Which way forward

Time	Activity	Responsible Institution
Official Opening Ceremony		
Session Chair: Prof. Mary Okwakol, Executive Director, National Council of Higher Education, Uganda		
08:00 - 8:30 AM	Arrival and registration of participants	
08.30 - 8:40 AM	Welcome address by Prof. xxx, Executive Director, Namibia	
Session 1: Finding Common Ground for a Transformative Education in Africa		
08:40 - 9:30	<p>Lead Paper 1: Finding Common Ground for a Transformative Education in Africa: How Education Regulators Can Shape the Journey. Prof. Patricio V. Langa, Universidade Eduardo Mondlane, Mozambique</p> <p>Discussion Panel</p> <ol style="list-style-type: none"> 1. South Africa Representative 2. Ghana Representative 3. Benin Representative 4. Kenya Representative 5. Cameroon Representative 	
09:30 - 9:50	Plenary discussion and takeaway messages (facilitated dialogue)	
09:50 - 10:00	Academic Registrars Dialogue Report to the Education Regulators: Prayers for Action. Prof. Said Mwanarusi. Academic Registrar, Egerton University	
10:00 - 10:20	Governance and Regulation of Higher Education: Implications for Institutional Strengthening. Dr. Violet Makuku, Association of African Universities, Ghana.	
10:20 - 11:40	Plenary discussion and takeaway messages (Facilitated Dialogue)	
11:40 -11:10	Health/Tea/Coffee break	

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Session 2: Leveraging Technological Advances for a Competitive Higher Education Sector		
11:30 - 12:30	<p>Lead Paper 2: Leveraging Technological Advances for a Competitive Higher Education Sector, Mr. David Gonahasa. Team Lead Industry 4.0. Science, Technology and Innovation Secretariat, Office of the President, Uganda.</p> <p>Panel Discussion</p> <ol style="list-style-type: none"> 1. Morocco Representative 2. Nigeria Representative 3. Zimbabwe Representative 4. Malawi Representative 5. Tanzania Representative 	
12:30-12:50	Panel Discussions and Key Implications for Curricular Reform (Facilitated Dialogue)	
12:50 - 13:10	<p>Mapping the a collaborative working framework for Higher Education Regulators</p> <ul style="list-style-type: none"> • Key activities for continued engagement • Creation of Working Committee and Convenor 	
13:10 – 14:00	Lunch/Health Break	

EXPECTED OUTCOMES

At the end of the Higher Education Regulators Dialogue:

1. Defined key areas for continued collaboration of Higher Education Regulators in Africa and Action Plan for engagement
2. Inaugural Higher Education Regulators Working Group (HER-WG) for Africa with a defined Convenor
3. Common Appreciation of transformative education and implications and early actions for advancing transformative education in African Higher Education Institutions