

NATIONAL UNIVERSITIES COMMISSION



2023 INTERNATIONAL SUMMER SCHOOL AND CONFERENCE OF THE AFRICAN CENTRE FOR CAREER ENHANCEMENT AND SKILLS SUPPORT (ACCESS)

**Theme: Cultivating New Frontiers in Employability Research for Skills
and Career Enhancement**

JULY, 31 -AUGUST 4 2023

REPORT AND COMMUNIQUE

BACKGROUND

The 2023 African Centre for Career Enhancement and Skills Support (ACCESS) International Summer School and Conference organized by ACCESS in collaboration with the National Universities Commission (NUC) took place at the National Universities Commission secretariat, Abuja, Nigeria. The Africa Centre for Career Enhancement and Skills Support (ACCESS), consisting of seven partner universities across six African countries and Germany, was established in 2020 to seek innovative ways to promote the employability of African graduates. ACCESS seeks to achieve its cardinal objective through its activities grounded on four important pillars: Capacity Building Pillar, University Business Linkage Pillar, Employability Research Pillar, and the African-German Entrepreneurship Academy.

The underpinning rationale behind the summer school and conference is the increasingly worrisome issue of graduate employability in Africa despite the constantly increasing number of tertiary institutions, particularly universities. There is no doubt that the prevailing disconnect between the African universities and the world of work is responsible for the deepening missing

link between African universities and the industry. Ideally, the university and the industry are meant to be partners in progress in a symbiotic relationship that should be mutually reinforcing. This is however not the case in Africa as a whole and in Nigeria in particular, which informs the theme for the Summer School and Conference: *Cultivating New Frontiers in Employability Research for Skills and Career Enhancement*.

Over the years, the National Universities Commission, being the regulatory agency in Nigeria empowered by the 1999 constitution of the Federal Republic of Nigeria (as amended) to ensure the orderly development of the Nigerian University System for national development and global competitiveness has, in line with its vision of, *acting as a catalyst for positive change and innovation for the delivery of quality and relevant university education in Nigeria*, brought about commendable policies aimed at promoting the employability of the Nigerian graduate. Some of these policies include the compulsory establishment of Entrepreneurship Development Centres (EDC) by all Nigerian Universities which followed a presidential directive on the teaching of entrepreneurship in Nigerian universities, recent re-engineering of the Entrepreneurship curriculum in Nigerian universities, mainstreaming of entrepreneurship in all programmes in the Nigerian University System and the introduction of venture creation as a General Studies Course (GST) in the recently unveiled Core Curriculum and Minimum Academic Standards (CCMAS).

Cognizant of the potentials of Summer School and Conference on graduate employability, the National Universities Commission without hesitation accepted to co-host the event with ACCESS in order to provide a veritable platform for the entire Nigerian University System to benefit from the immense wealth of experience, deep insight on the subject and the fruitful network that the ACCESS family portends.

PARTICIPANTS

The event which was chaired by the Permanent Secretary, Federal Ministry of Education, Mr. David Adejo Andrew, *OON* was attended by the Ag. Executive Secretary, National Universities Commission, Mr. Chris J. Maiyaki and his management team, Registrar, Joint Admission and Matriculation Board (JAMB), Prof. Ishaq Oloyede, Vice-Chancellor, University of Ibadan, Director-General, Nigeria Employers Consultative Association (NECA), Mr. Smatt-Adewale Oyerinde, representatives of the Directors-General, National Youth Service Corps (NYSC) and his counterparts from the National Directorate of Employment, Small and Medium Enterprises Development Agency, National

Directorate of Employment and the Industrial Training Fund. Others are Director Board of ACCESS, Professor, Utz Donberger and other ACCESS Board members including Prof. Adebola Ekanola of the University of Ibadan, who is the only Nigerian on the Board of ACCESS, representative of International Labour Organization (ILO), international participants from Benin, Kenya, Rwanda, Tunisia, Germany, Ghana, Directors of Entrepreneurship in Nigerian Universities, Management and staff of the National Universities Commission.

OPENING CEREMONY AND MAJOR HIGHLIGHTS OF THE SUMMER SCHOOL AND CONFERENCE

The Conference was declared open by the Permanent Secretary, Federal Ministry of Education, Mr. David Adejo Andrew, who commended NUC for co-hosting the event with ACCESS and for particularly providing a veritable national platform for the blossoming of the laudable objectives of the ACCESS project and the mainstreaming of issues relating to the employability of the Nigerian Universities graduates. The Permanent Secretary reiterated the commitment of the Federal Ministry of Education and by extension that of the Federal Government of Nigeria to the promotion of graduate employability in Nigeria. He welcomed the esteemed invited guests and participants to the event and applauded ACCESS funding agencies for their numerous support towards the employability of African universities graduates.

The Permanent Secretary noted with commendation the efforts of the Federal Government of Nigeria especially through the National Universities Commission towards improving graduate employability in the country and alluded to the fact much work is still required, considering the dynamic nature of the contemporary labour market and the future of work. He urged all hands to be on deck in the global effort aimed at promoting African graduate employability in Africa in furtherance of Africa's Agenda 2063.

Welcoming the Permanent Secretary, Federal Ministry of Education, other distinguished guests and participants to the occasion, the Acting Executive Secretary, Mr. Chris J. Maiyaki applauded all participants especially the international participants for sacrificing their resources and time to attend the conference. He seized the opportunity to applaud the Local Organizing Committee (LOC) of the conference and all Sub-committees for the collaborative effort resulting in the productive and fruitful Summer School and Conference. He expressed satisfaction on the assemblage of individuals at the

conference with a common and shared passion for advancing knowledge and transforming lives through education and skills development.

The Executive Secretary disclosed that NUC is on the trajectory of elevating and mainstreaming entrepreneurship, skills development and the maximization of the potentials of Nigerian university graduates. He enthused that the Commission's pleasure to co-host and participate effectively at the event is consistent with the on-going efforts aimed at changing the Nigerian narrative on skills mismatch. This, he added is one of the primary objectives of the recently launched Core Curriculum and Minimum Academic Standards (CCMAS). According to the NUC Scribe, the CCMAS is premised on the understanding that the university is the bedrock of intellectual and socio-economic progress of any nation and that it is the Commission's responsibility to ensure that Nigerian universities are equipped with the necessary tools, facilities, and skills to nurture graduates that are fully equipped to face the challenges of a dynamic and interconnected world that is constantly advancing in technology. He stated that the improvement and update of educational programmes is a continuum and that such exercises must align with realities of global best practices to offer every student the opportunity for constant refinement of the employability skills to excel in an increasingly, competitive world. He emphasized the need to empower African universities graduates to optimally exploit the novel technologies and transformative shifts in the job market as well as embark, collectively, on a journey of exploration, research and innovation to equip them with the skills required for the future workforce.

While briefing the conference on the ideals of ACCESS, the Director, Board of ACCESS, Professor Dr. Utz Dornberger noted that graduate unemployment is on the increase despite the rising number of universities across the world especially in Africa and advocated for skills development and competences for both lecturers and students. He informed the conference that ACCESS, began with a network of 7 partners in 2020 which has now expanded to accommodate 101 partners across the world. ACCESS main goal is to promote graduate employability in Africa. This is achieved through its four pillars of Employability Research; Capacity Building; University Business Linkage; and African-German Entrepreneurship Academy.

Major highlights of the opening ceremony were the keynote paper entitled *Cultivating New Frontiers in Employability Research for Skills and Career Enhancement* and a 7- panel discussion on the topic: *Promoting University Graduates Employability*. The opening segment of the event also featured

goodwill messages by the Vice Chancellor, University of Ibadan; Directors - General of Industrial Training Fund (ITF) and National Directorate of Employment (NDE) and the Country Representative of International Labour Organization (ILO). All the goodwill messages expressed worries on the prevailing unemployment rate in Africa despite the rising number of universities and called for a deepened university- industry collaboration and linkage to change the narrative. The Vote of Thanks was given by Prof. Adebola Ekanola of the Board of ACCESS.

COMMUNIQUÉ

We, the participants at the 2023 International Summer School and Conference of the African Centre for Career Enhancement and Skills Support with the theme: *Cultivating New Frontiers in Employability Research for Skills and Career Enhancement*, held at the National Universities Commission, from 31 July - 4 August 2023:

Cultivating New Frontiers in Employability Research for Skills and Career Enhancement -Mr. Smatt- Adewale Oyerinde

Note the

- Rapidly increasing number of universities in Africa as against the very slowly expanding market.
- Worrying level of graduate employability in Africa
- Very high youthful and energetic population in Africa amid the prevailing rate of unemployment of 25-40%
- Instability in academic calendar in most public universities in Nigeria as one of the main causes of the rising graduate unemployment.
- Very prevailing skills mismatch in Africa particularly in Nigeria considering the size of the population.
- Absence of employability research in Africa and dearth of data to aid planning.

Recommend that

- African universities should change the existing narrative on lecture delivery by integrating expectations of the labour market during teaching

- using the coaching model, to reduce the existing socio-economic challenges in the society.
- African universities should be unwaveringly committed to the development of skills and competences for both the faculty and students.
 - There should be a deepened collaboration among universities in Africa and between African universities and their foreign counterparts for the gleaning of ideas and innovations geared towards making them more responsive to the societal challenges.
 - For effective planning towards reducing graduate unemployment in Africa, valid data must be developed through employability research.
 - The university system in Africa should be made flexible to accommodate the study and work model of the western world.
 - African universities should introduce service learning where students are inked with relevant private sector organizations while in school. This is akin to the apprenticeship model (Nwaboy) as practiced by the Igbos in the South-eastern part of Nigeria.

Promoting university graduates' employability- Panel Discussion:

Panelists (Dr.Segun Aina-Chairman, Opolo Global Innovation;Dr. Olufemi Oyenuga, Chief Digital Officer of the Nigerian Exchange Limited; Prof. Dmitri van den Berssellaar, University of Leipzig, Germany; Prof. Rahila Plangan Gowon, DVC Academic University of Jos; Rep. Ministry of Labour and Employment; Mr. Ashafa Ladan, Ag.Director, Skills Development & Entrepreneurship,NUC; and Rep. International Labour Organization)

Note the

- Relevance of 21st Century skills (soft skills) to the promotion of graduate employability in Africa and their near absence in the delivery of university education in Africa.
- Poor exposure to practicals and real time teaching in African universities and its consequences on the acquisition of contemporary skills, knowledge and competences.
- Need for African universities to develop models that would promote work study or student apprenticeship.
- Need for collaboration between Industrial Training Fund (ITF) and Entrepreneurship Development Centres in Nigerian Universities

- Importance of university of ideas and business ideas competitions in the capacity building of Faculty in African universities and of African universities graduates respectively.
- The socio-economic challenges facing Africa are both multi-hydra and multifaceted with graduate employability being the main challenge.
- The prevailing rate of digital literacy among African universities graduates.
- The need to promote the triple helix model in Africa.
- The lack of synergy between the private sector and universities
- The insufficient financial capital investment in entrepreneurship by the relevant authorities
- The inadequate infrastructural support for the blossoming of entrepreneurial education
- Brain drain syndrome pervading the economy of most African countries
- The inability of the private sector to absorb the huge number of graduates being churn out from the universities
- The exiting insecurity in educational institutions.

Recommend that

- The triple helix model should be explored maximally to strengthen existing relationship among the universities, government and the private sector for the overall gain of the society. This would strengthen the town and gown relationship
- There should be knowledge commercialization by African universities through a robust university- industry collaboration and linkages through the creation of a symbiotic and mutually beneficial relationship.
- University of ideas competition should be mainstreamed by all universities in Africa with a view to developing ideas which could be new internship, service learning and start-ups, all geared towards fostering graduate employability.
- Business idea competition should be mainstreamed in curriculum delivery to facilitate the creation of spin –off companies by graduates to reduce the over dependent on the available white collar jobs.
- The mainstreaming of I.T skills and soft skills in the delivery of university education to equip graduates with the requisite technical know-how for the world of work.
- The building of more innovation hubs to encourage entrepreneurship and creativity

- Real time teaching should be encourage for all programmes in universities
- There should be increased fruitful collaboration among the private sector, public institutions, development partners and universities.
- The training and retraining of teachers for improved teaching of entrepreneurship to students
- The increased budget allocation and releases to universities by their proprietors towards the promotion of entrepreneurship
- Engaging student entrepreneurs in the mentoring and coaching of their fellow students accordingly.

Sustainable Private/Public Sector Intervention in University Education Leveraging on Alumni for a Vibrant University-Business Linkage and Graduate Vareer Enhancement – Professors Tayo Adesina and Wale Agunkola

Note

- The importance of Alumni in the promotion of graduate employability as key stakeholders in university development and sustainable national development.
- The need for Africa to create a platform that would promote private sector buy-in into the university system so as to jointly create a seamless idea of human development.
- The need for universities to align their thoughts and actions with current realities when relating to the Alumni.
- The need to equip students with entrepreneurial mind-set that would allow them create the necessary interface with Industry, government, and alumni to become genuine facilitators or catalysts for development.
- That Graduate unemployment in Nigeria according to data from the National Bureau of Statistics (NBS) rose from 3.5% in 2010 to 23.7% in 2016 and to 40.1% in 2020.
- That graduates from African universities lack the requisite skills, knowledge or mind-set to function adequately in a knowledge economy.
- That Alumni is growing exponentially without a commensurate speed in terms of available jobs and job placement.
- The need for collaboration and partnership between the Alumni and their alma mater.
- The need for African universities to engage the Alumni in the mentoring of their students through the sharing useful personal experiences on self-discipline, soft skills, career choices and dignity of labour.
- The need for Alumni to serve as role model to authenticate the quality and effectiveness of teaching, research and services provided by the University.

Recommends that:

- Universities should establish Alumni Offices to enhance the Alumni-Student Linkage Programme for sustainable national development.
- Universities should henceforth accept Alumni as more proactive partner in progress in every aspect including human development rather than perceiving it as fund raising pool.
- Universities should keep track of their former students, generate and constantly update the database of Alumni.
- University Management should learn to value and respect the opinions and strategic recommendations made by the Alumni aimed at solving critical challenges affecting their Alma matter.
- Universities should be encouraged to enhance their visions and missions of teaching, research and community service through collaborations and partnerships with their Alumni.
- Alumni should help universities to adopt an integrated competence model of employability that combines occupational attributes into an integrated concept of micro, macro and meta- competencies.
- Universities should create an endowment fund for the development of infrastructure and skill acquisition for students.
- The Alumni should be more interested in creating products for career progression in a knowledge economy as a deviation from the present norm where Alumni efforts are mostly geared towards infrastructural development.
- Universities should leverage more on the strength of the Alumni in putting an effective data base together.
- The University website should be interactive to promote feedback mechanism in service to the Alumni.
- Alumni should promote ground breaking research in their Alma Mater and the commercialization of research outputs to boast the reputation of the university.

Optimizing e-Teaching, e-Coaching and e-Learning for Soft Skills Development – Mr. Sandy Adam

Note that

- Teachers and learners are no longer limited to physical classroom, as they are increasingly separated by space and time.
- The e-learning processes presents challenges and complexities, since more information needs to be processed faster and new tasks completed.
- The need to explore the full potentials of e-coaching and its application in higher education.
- Innovative concepts, such as e-coaching can help learners and teachers to reduce complexity to manageable levels.
- Various online tools like Zoom, Rotex, Whatsapp, Padlet, Microsoft Teams, Google Slides, Chat GPT, e.t.c. can be used for effective teaching and learning.
- Coaching, as an emerging concept is a process of teaching, guiding an individual or group of people to achieve specific goals, and enhance their skills and potentials in different fields. The four cornerstones of coaching include; trust, dialogue, ownership and co-creation.
- Effective coaching is hinged on increased trust among participants, ownership of ideas and constructive feedback to team members.
- Incorporating e-coaching tools can significantly enhance the coaching process
- Teachers must be professional in their duties order to impart on their students and society effectively.

Recommends that:

- Teachers should be properly trained to enable them effectively transfer knowledge to the students.
- Teachers should explore different e-coaching tools for teaching and learning.
- e-coaching tools for different purposes such as communication, presentation, collaboration, learning management and project management should be used according to their specifications.
- Teachers should explore the use of target groups to enable collaborations, teamwork and resource sharing.

Dynamics of Employability and Strategies for Soft Skills Development *– Professors Dmitri Van Den Bersellaar and Adebola B. Ekanola*

Note that

- There is a significant paradigm shift in the society as attention has moved from the employment of graduates to their employability by private industry.
- Unemployment is no longer defined as a failure of the State, but of individuals who need to become more employable by striving to acquire the necessary skills that will enable them to be easily absorbed by the market.
- There is a high demand for university education especially in Africa due to the realization of its importance to national development.
- There is exponential growth of universities especially the Private universities has added momentum to the advocacy for graduate employability.
- Available data in Tunisia (1975-2018) revealed that the push for literacy and education was accompanied by a rising graduate unemployment.
- The need for soft skills development by students through teaching. Soft skills are skills such as teamwork, empathy, critical thinking, humility and other special skills (cognitive skills) needed to function well on a job, e.g conflict resolution and time management, creativity, collaboration, communication skills (writing and speaking), emotional intelligence, leadership skills, financial management skills (21st Century skills).
- The need for knowledge transfer approaches to the students to be discipline/programme specific.
- Soft skills are applicable to all professions
- Employability is the ability to have an attractive skill (s) desired by employers of labour.

Recommended that

- Universities should produce employability graduates who can adapt to the constantly changing demands on the job market
- Employability should be the underpinning rationale for any programme of study in the university.
- University education should reduce unemployment through the entrenchment of practices that promote jobs creation.
- The faculty should teach and lead students by example to propel them in achieving the desired success at the end of any teaching and learning.
- African graduates should be committed to lifelong learning as a way to make university graduates to remain relevant to themselves and the society.
- Re-skilling and up-skilling should be done as frequently as possible to blend with the changing dynamics and the demand for newer ways of transferring knowledge.
- The relevant Directorates at the Universities concerned with skills development should engage more with the industries so as to expose the students to employable skills even before graduation.
- Tracer study should be a routine practice by university leadership. Each university should create a Tracer Desk to keep abreast with its graduates work life.
- Universities should always embark on labour market observatory survey to identify gaps in the curriculum and work towards bridging them.

Repositioning Universities for Innovation, Research Commercialization and Entrepreneurship – Dr. Femi Kalejaiye

Note that:

- Entrepreneurial ecosystem consists of interconnected determinants and various actors responsible for ensuring the overall benefit of the university.
- The world's most innovative economy is driven by ideas.
- The inadequate capacity on the part of the lecturers and students.
- The poor social infrastructure such as adequate power supply, teaching and learning infrastructure
- The inability of Nigerian Universities to attract international faculty and students due to several factors such as insecurity; unstable academic calendar; poor social amenities etc.
- The notion of faculty members carrying out research only for the purpose of gaining promotion and not necessarily solving societal problems
- The poor quality research conducted by most African universities.
- The abysmal low patronage of university research output by the industry.
- The lack of venture creation in the universities

Recommend the

- Development of new ideas and technologies to address the complex challenges facing all societies around the world.
- Promotion of world-class research by universities in support of the private sector to stay at cutting edge.
- Engaging the public in discussion about research and innovation.
- Nurturing of entrepreneurs through mentoring, coaching, consulting and support services.
- Provision of access to important data, information, tools and infrastructure.
- Fostering of an enabling and competitive environment for doing business through policy and regulatory frameworks.
- Identification and training of faculties and students through workshops, boot camps and vocational skill acquisition activities.
- Opening of Linkages with distribution networks/domestic and international trade opportunities.
- Provision of direct and indirect funding.
- Introduction of fresh and original concepts to the market.
- Keeping an effective tracer system on successful entrepreneurs, models and strategies
- Provision of quality training, expert advice, mentoring, competition and event delivery, news, mentorship, finance, legal advice and proof of concept support to students and non-academic staff
- Strengthening of university- industry relationship and support for new industry-university clusters.

- Provision of support to companies and social enterprises
- Funding of the university system from internal and external sources, including from mission-driven funding streams as part of the R&D Roadmap.
- Interface with research community to address the uncertainty and relevance of innovation activities in the university and the emerging potential opportunities
- Increasing intervention fund to support research in the institutions.
- The expansion of the Technology Transfer Operations and other Innovation promoting activities.
- Effective monitoring and evaluation of research activities and innovation geared towards improving institutional research and entrepreneurship.
- Identification of opportunities inherent in labour mobility to the United States for the advantage of the Nigerian University System and other university systems in Africa
- Investment on sustainable energy for constant supply of power for the blooming of research.

Practices and Approaches Fostering Graduate Employability: Rethinking Ghana's Technical University Practices- Dr. Bernice KorkorGligah, Dr. Samuel Okae-Adjei, Prof. Eugene Okyere-Kwakye

Note:

- The rising unemployment rate in Africa
- That practical oriented training, industry collaborations, internships and career support services are indices that enhance employability.
- The need to make a distinction between employability and unavailability of jobs.
- The need to support early retirement by older persons to create opportunities for the youths to be employed
- The importance of hands-on training, skill- building student activities as employable practices.
- That student internship, while in school, will enhance employability.
- The importance of career counseling in the promotion of graduate employability.

Recommends that:

- Universities should prioritize practical training to better equip students for the evolving needs of the job market, and to empower them to become well-rounded, skilled and adaptable individuals.
- Internship opportunities should be made more available to the students by fostering strong partnerships with industries.
- Students should be provided with comprehensive career help to further boost their readiness for the job market.
- Higher learning Institutions should deliberately be committed to graduate employability during curriculum delivery
- University Management should be more committed to providing resources for practical training.
- The community service function of the university should be improved upon to enhance the connection between the gown and town.
- African leaders to put in place support systems that would encourage early retirement of the older persons to pave way for gainful youth employment as a major milestone to reducing unemployment.

The Impact of Society and its Culture on Soft Skills Development and Presentation – Temitope Faloye

Notes that:

- Soft skills play a crucial role in enhancing the employability of graduates.
- Soft skills can be developed by individuals to explore and reflect their interest.
- The possession of soft skills impacts the selection process and distinguishes graduates during the recruitment process.
- Graduates' deficiencies in soft skills development and presentation can, in part, be attributed to the influence of their societal and cultural perspectives
- Confidence is an essential soft skill, and that female graduates are more prone to a lack of confidence than their male counterparts.
- There is a disparity in the labour market's view of soft skills and societal expectations.

Recommend that:

- Soft skills should be mainstreamed in curriculum delivery by universities
- All stakeholder' should be committed to engendering soft skills among university students
- Attention should be paid more to female students in the area of confidence boosting.

Skills-gap and Employability Promotion in Nigeria - Uzonwanne

Note that

- While education is an important aspect of gaining a good job, especially for young people, inclusive skills development and training are required to keep up with changing labour market needs.
- Nigerian labour market is characterised by skills mismatch between employers and university graduates resulting to the rising unemployment.
- The problem of high unemployment and low employability among young people also stems from supply and demand inadequacies
- The failure to pass on market relevant information and skills to prospective young job seekers and inadequate teacher training are contributing issues to the prevailing graduate unemployment.
- Unemployment in Africa exacerbated by weak and inconsistent economic policies.
- The state of digital and entrepreneurial skills among African graduates is attributed to the poor emphasis on ICT and entrepreneurship in the university curriculum.
- The level of industrialization in Africa is tied to the quality of graduate outputs from African universities.
- The rising misalignment between demand and supply for skills must be addressed to solve graduates employability in Nigeria in particular and in Africa as a whole.

Recommend that

- African universities should focus more on developing graduates' employability skills, including ICT skills, soft skills and cognate skills
- Programmes offered in universities should reflect the needs of contemporary times.
- Employers should closely works with the universities to bridge the skills gap in line with market expectations.
- Science, Technology, Engineering and Mathematics (STEM) education should be promoted by the industry.
- The private sector and professional bodies should be involved in curriculum development process by universities.
- Employers should cultivate the culture of training newly employed staff in their organizations.

- Government should be proactive in the formulation and implementation of economic policies to tackle the prevailing unemployment rate in Africa.
- There should be continuous capacity development of employees to keep them abreast of work place expectations.
- Companies should see universities as partners in progress and must deliberately be committed in their training and development especially in the areas relevant to them.
- The private sector should be involved in university curriculum as a means of sharing their experiences and trainings with the students.

Rethinking Innovator Employability: Triple Helix Factor - Frank Boateng and Florence Anteiwaah Aboh

Note

- The need for the industry must contribute to the development of new programmes in universities through stakeholder engagement.
- That university education delivery must be done in consonance with extant regulations across Africa.
- The need for synergy among higher education regulatory authorities across the continent of Africa
- The need for the academia, industry, and government to collectively show commitment to student innovations.

Recommend

- That universities should develop partnership with financial institutions and innovation off-takers for the benefit of their students.
- The establishment of institutional business incubation hubs and connect with country hub network like the Nigerian University Research and Education Network (NgREN)
- The establishment and efficient deployment of Institutional advancement office in universities
- Regular interface amongst higher education regulatory bodies in Africa.

The Use of Informal Networks in the Ghanaian Labour Market: Good Matches or Limited Choices – Emmanuel Agyemang

Note that

- Prospective workers' choices for different sorts of employment are heterogeneous whereas their desired jobs are diverse in terms of the skills needed amid the non-monetary features.
- Uncertainty and imperfect information about available jobs may result in some hired workers being poorly matched for the jobs they hold; either because the job seeker misjudges the position or the company misinterprets the prospective worker competences and qualifications.
- The use of referral networks in a job search by job seekers and hiring by employers is seen as an effective method for firms and potential workers to improve the matching process leading to higher productivity.
- Referral refers to information dissemination in which employees network members to their employers for job vacancies networks and plays a major role in matching workers to jobs. The network members may be unemployed or employed seeking new opportunities.
- The dearth of reliable labour market surveys in Sub-Saharan Africa could affect referral networks.
- The “good matches” hypothesis interprets referral networks as screening or monitoring mechanisms that increase the quality of the match between work and firm.
- Job mobility decisions depend on comparisons between reservation wages (the smallest wage at which a worker is willing to accept a job) and external offers from firms seeking new employees.

Recommend that

- Academic institutions should, as a matter of policy develop innovation guidelines and institutional policy document that will be accessible to all stakeholders' connected with academia.
- Strategic plans of higher educational institutions must have specific strategic objectives for engaging industry and government for innovation sustainability.
- There must constant engagement among the universities, the industry and government within the context of the triple helix to foster entrepreneurship, innovation, product development and employability.

- University should constitute a critical part of jobs referral networks.
- Universities should take the lead in the generation of quality data on market survey for effective planning purposes towards addressing the prevailing skills mismatch.

Employability Crisis Management among Youths in Nigeria - Akeem Ayofe Akinwale

Noted

- That employability has not received adequate attention in developing countries as there is hardly any attempt to objectively measure the employability of the graduates.
- An insignificant number (4No.) of African universities appeared in the 2022 graduate employability ranking of 205 universities across 44 countries of the world by the Times Higher Education Report of 2022.
- That many university graduates in Africa are taking jobs that are lower than their educational qualifications because they lacked the skills to secure better jobs.
- The expansion of higher educational institutions without corresponding expansion in employment opportunities automatically increases the employment crisis among African youths.

Recommend that

- The Nigerian government should put more efforts in promoting employability of graduates through a re-invigorated entrepreneurship education.
- Higher educational institutions and other stakeholders' in the education sector in Nigeria should intensify efforts in the area of employability skills development.
- African youths should be encouraged to intellectually cultivate the habit of planning for employability by activating their human capacity and social capital in creative ways.
- Youths should develop and exhibit emotional intelligence and soft skills,
- Universities should give room for private sector participation in campus activities to engender start-ups among others.
- Universities should collaborate with big organizations or companies which can provide internship for its students

How can University Employability Promotion be Developed in Collaboration with Partners outside Universities in the Private and Public Sectors - Jean de Dieu Mushimiyimana

Noted:

- The increasing problem of graduate unemployment is linked to the low level of graduate competency and quality of graduates which falls short of employers' expectations.
- That internship is vital enhancing graduate employability due to its significant role of preparing graduates for future employability.

Recommend:

- That internship programme should cover all programmes offered in universities for the overall promotion of employability for graduates of all programmes.
- Supervision team from the universities should make constant follow-up on students on internship.

Challenges facing Street Youth Rehabilitation Programmes in Rwanda: Experience of a Former Street Youth who Graduated from Rehabilitation Centres – Uwitonze Felix

Noted

- That the Rwandan youths rooming the streets were estimated to be about 32,349 as at 2019.
- That youth unemployment, poverty, peer pressure, the 1994 Tutsi genocide, illiteracy, unprepared marriages, unwanted/unexpected pregnancies as well as drug/alcohol abuse accounts for the large number of miscreants in Rwanda.
- The need to rehabilitate idle youths in Africa who now constitutes miscreants in the society.
- The poor economic situation in Africa is responsible for the prevailing poverty which does not support living standards.

Recommend:

- The proper profiling of inmates of the rehabilitation centres in Rwanda for easy identification of areas of remediation.
- That adequate funds should be provided for the recruitment of qualified and more competent staff for rehabilitation centres, and for the purchase of equipment required to properly run these centres.

The Students' Industrial Work Experience Scheme (SIWES) as an Employability Tool in Nigerian Higher Educational System-Adetula, Bolanle Grace

Note that

- SIWES was designed to prepare students for the labour market through promotion of their employability skills;
- SIWES major objectives includes exposing students to basic methods and techniques in handling equipment and machinery that may not be available in their learning institutions and to strengthening employers' involvement in the preparation of students for the labour market;
- The major stakeholders in SIWES implementation are NUC, ITF, universities, industries; organizations and firms, as well as the students;
- The difficulty in getting SIWES placement opportunities by students. This often forces students into irrelevant placements or leaves them without any practical exposure, thus, undermining the purpose of the SIWES programme;
- The lack of students exposure to practicals in most African universities is a factors mitigating against the effectiveness of SIWES programme resulting to the high rate of rejection of students scheduled for SIWES
- Inadequate funding of the SIWES programme and other industrial training initiatives in Africa;
- Poor incentives for SIWES students discourages other students from participating at the programme
- The need to introduce broader structural reforms in Africa in addition to SIWES to possibly bridge the unemployment gap.

Recommend

- To maximize the effectiveness of SIWES, it is crucial to implement strategies that enhance the learning experience and ensure a seamless transition from academia to the professional world. These strategies include:
 - a.) Strengthening industry-academia collaboration;
 - b.) Interconnected responsibility of key stakeholders (The students, Industries and Institutions) and policy around industry acceptability measures;
 - c.) Improving coordination and monitoring mechanisms;
 - d.) Incorporating feedback and evaluation processes into the program design; and
 - e.) Policy Driven Recommendations.
- This paper has employed critical thinking as a framework to examine the underlying social and economic structures that contribute to the program's ineffectiveness with

a goal to cultivating new frontiers for employability research and the strategic role of SIWES program.

Rethinking Philosophy Education for Employability in Nigeria- Peter A.Ikhane & Ademola L.Lawal

Noted:

- The merits of philosophy education is being aware of the WHY and constantly revisiting the WHY.
- Suitability of philosophy education: just about any position requiring training/skills directed at investigating for standards but also questioning supposed standards.
- The Goal of Education include: **Classical Approach** which configure the human person for a flourishing life. Flourishing, or human flourishing, is the complete goodness of humans in terms of the development of their lives, that somehow includes positive psychological social functioning, along with other basic goods.
- **Instrumental Approach:** for some other purposes (driven by capitalist/mercantilist concerns, for example: recall Karl Marx's critique)
- This paper seeks to emphasize the need for ACCESS to avoid running along with the capitalist extreme.
- A balance between the Classical intent and the Employability concern
- The fear of speculation, the ostensible rush from the theoretical to the practical, brings about the same shallowness in action that it does in knowledge. It is by studying a strictly theoretical philosophy that we become most acquainted with Ideas, and only Ideas provide action with vigour and ethical meaning."- Friedrich Wilhelm Joseph Schelling
- The proposal is in two parts, (i) the decolonization (de-centring) of Western content in the philosophy curriculum; and
- (ii) the integration of job-relevant approaches into the philosophy program.
- Decolonization (de-centring): the discipline of philosophy is such that its soft skills are better communicated to students by enabling them to reflect on issues within the student's environment. Hence the need to talk of decolonizing (de-centring Western content) the curriculum of philosophy.
- Integration of job-relevant approaches: by re-designing the philosophy program in Nigerian Universities to provide for students' contact with the various workplaces where their soft skill can be deployed will enable students to discern how what they study in class is relevant to the workplace.

- Shaping the UI's model began with a review of the philosophy curriculum, Introduction of a course PHI 318: Philosophy Practicum and structure and purpose of PHI 318.
- As the current curriculum is, philosophy graduates are left to themselves to discern how their learning may be applied to employability requirements. This, no doubt, can be demanding of students.

Recommendations:

- Through internship and specific professional training, it is expected that students will have a conducive environment to be equipped with the effective mix of critical and work-related skills needed to function in specific roles and jobs.

The Social Development Philosophy of Employability and Enhancement in the Contemporary World: Thinking about the Present Nigeria – Badru, Ronald Olufemi, PhD & Ufondu, Julia Nkolly

Noted:

- *Social development philosophy (SDP)* critically engages with development in human society, focusing on the economic, political, legal, moral, as well as cultural questions, involved in the subject of development. The issue of securing and retaining jobs is one of the basics of human development in society. Thus, it invariably becomes a fundamental area of focus of SDP.
- *Employability:* Employability refers to the essentials required for getting hired, such as having the right mental and physical constitution for a job (right age, sufficient {mental and physical energy}, single-minded interest in getting the job, etc), (ii) being deeply informed {theoretically and practically} about the specific nature of the job being sought, the deep information being authenticated by certification, professional and other necessary skills, (iii) being fully informed about how to rightly prepare the documents needed to get the job, having and updating the job contact details{if applicable}, occasionally doing necessary/relevant {theoretical and practical} rehearsals, concerning the nature of the job being pursued, etc. and (iv) being

preliminarily, sufficiently informed about the nature and the operation of the targeted work environment.

- *Job enhancement* entails two essentials: (i) *Job-knowledge capital* {J-KC} (the value of being appropriately informed, the value of being rightly skilled, and the value of being professionally qualified) and (ii) *Job-morality capital* {J-MC} (also rightly regarded as job enhancement values)the value of goal-setting on the job (that is, being clear about the job-related goal to be achieved), the value of goal-getting on the job (that is, being job-committed to the achievement the goals set); the value of being hard-working, the value of being a team-worker; the value of being positively cooperative; the value of being positively innovative/creative on the job, etc.)
- *Market efficiency/effectiveness*: A systematic harmonization and careful deployment of the theoretical and practical knowledge architecture of the human person, to create socially relevant utilities, leading ultimately to both human and social development.
- The depth of the problem according to a report by Klynveld Peat Marvick Goerdeler (KPMG), a multinational professional services network, published by the *Punch* on 11th April, 2023, unemployment rate in Nigeria is to hit 41% in 2023.
- Aririah (2022) ten reasons Nigerian graduates may not be employable in the labour market as: 1.) Lack of employability skills; 2.) No emphasis on entrepreneurship in the curricular of universities; 3.) Quality of training is not in sync with the extant job situations of the country; 4.) Emphasis on job experience that is longer than many would-be employees could muster; 5.) Lecturers not possessive of current knowledge to navigate the contemporary competitive world; 6.) The apathy (no deep commitment) to education; 7.) No futuristic plan after compulsory One-Year National Service; 8.) Employers more interested in exploiting their employees; 9.) Lack of skillful knowledge; and 10.) Corruption of leaders, preventing them from deploying adequate resources in addressing unemployment.
- Literature research has shown how underdevelopment negates the four pillars of human development: (a) Equality (b) Sustainability (d) Productivity (c) Empowerment

- *Equality*: This has to do with the human persons in society having the same fair opportunities to access social income and wealth, without some classes of people being unjustifiably excluded and resource-marginalized. Unemployment is obviously against equality as a pillar of human development in society. Unemployment hinders a person from both self-realization (for example, s/he is deprived of access to resources for decent living) and social realization (for example, his/her ability to contribute to the accumulation of social wealth and income in society), making the person unable to stand at par with his/her peers, who are gainfully employed, in society.
- *Sustainability*: This emphasizes that environmental resources should not be over-exploited and consumed by the actual/extant/existing population to the detriment of future/potential population. Rather, the resources should be used in such a way that will cater for the interest of the existing population and also factor in the interest of the future population. Thus, the conceptual contents of sustainability align with the three ideal ways of human interaction with the environment, which are environmental preservation (EP), environmental conservation (EC) and environmental restoration (ER). But, the problem of unemployment does not sit well with the explained concept of sustainability. First, an unemployed person without access to the resources of production could have nothing of value to contribute to the promotion of sustainability in society in the sense of creating utilities for the service of either the extant or future population. Second, an unemployed person might even work against the promotion of sustainability in society in the sense of engaging in anti-sustainability activities, such as reckless cutting down of trees to obtain firewood for cooking and warmth, giving no regard to desertification that might result; engaging in water and air pollution through indiscriminate dumping of human body wastes into streams because of denied access to liquidity to obtain good housing facilities, which are specifically designed to take in the human body wastes, etc.
- *Productivity*: This has to do with the human labour or work capabilities being constantly enhanced and up-scaled in order to achieve a high level of efficiency in

society. The point is that an unemployed person would be both economically unproductive (given that s/he is economically denied of the ability to assist in creating income and wealth) and economically inefficient, given that s/he is denied the access to utilize available economic resources effectively. Thus, it is against the principles of participation and distribution in economic justice.

- *Empowerment*: This concerns the social income and wealth of a state being made accessible to the economically and socially disadvantaged people within the state. From this understanding, one could state that unemployment analytically reduces to economic dis-empowerment, making it antipodal to human development within the modern state.

Recommendations:

- There are basic areas of philosophy that could be deployed to train students on employability and job enhancement.
- *Metaphysics of securing and retaining jobs*: Metaphysics critically studies the nature, principles, qualities, etc. of reality, as distinguished from mere appearance. Under this consideration, the following are significant for employability and job enhancement: understanding the vision and the mission of the likely institution(s)/organization(s) being targeted to work with; understanding the nature of the operations of the institution/organization focused; understanding the nature of the job-related skills and abilities specified for the targeted job, etc are basic to employability and job enhancement.
- *Epistemology of securing and retaining jobs*: Epistemology critically studies the nature, principles, qualities, extent of the human knowledge, etc. The following are epistemologically-inclined specifics for employability and job enhancement: adequate knowledge of the kinds of human manpower being recruited by the targeted institution/organization (this helps to inform about your *Job-Consideration-Fit* {JCF}, which is the probability of being considered suitable and invited for interview and, possible, employment; adequate knowledge of the relevant qualifications, skills, and abilities to work effectively with then institution/organization

(this is technically called *Ability-Job-Fit* (AJF). This focuses on the extent and the depth of your qualifications, skills and abilities, relative to the demands of the job in practice.

- *Ethics of securing and retaining jobs*: Ethics studies and prescribes what is right (good), as distinguished from what is wrong (bad). Job-specific ethical/moral values of commitment to duty, punctuality at work, promptness in providing feed backs to superiors at work as well as the virtues of honesty and sincerity in service delivery are strong points in job enhancement and employability.
- *Logic of securing and retaining jobs*: Logic deals with critical thinking. Development of critical thinking is fundamental to employability and job enhancement. First off, a critically-minded job-seeker would be able to objectively examine and critically analyze job challenges; deeply understand the challenges, and creatively address them. There are some basic skills of critical thinking in life, such as the abilities to: make relevant observations; examine beliefs, assumptions, and opinions against facts and, if necessary, challenge them; clearly recognize and carefully define problems; make wise decisions and find valid solutions to life challenges; etc. (see Starkey, 2002:VII). They are skills that may promote the employability and job-enhancement after employment. In fact, employers always look out for them in job-seekers. Thus, a job-seeker than has such skills is better placed to successfully job-hunt than another who does not have them. Lecturers should also practically demonstrate these skills in teaching their students.
- This brief discussion has attempted to expose how philosophically-induced training could help promote and deepen the knowledge of graduates' employability and job enhancement in Nigeria.

Research to Integrate Digital Industry-Driven Capacity Building and Entrepreneurial Career Development at the University Programmes- Glenn K.Gyimah, PhD.

Notes:

- That experiential learning possibilities which includes digital skill are not prioritized at our universities
- Collaboration between universities and industries is crucial for innovation and economic growth, and the state plays a role in promoting and integrating these collaborations.
- The integration of digital industry-driven capacity building and entrepreneurial career development at universities is a topic of increasing interest and importance
- There is a growing need to equip students with the necessary skills and mindset to succeed in the digital workforce and promote entrepreneurial endeavors
- Digital industry is transforming various sectors, including technology, marketing, finance, healthcare, and more. Digital transformation in higher education institutions aligns with technology advancements and requires a renewed business model.
- Digital transformation is a disruptive force that radically alters the whole sectors of the economy and institutions. It requires a focus on both the social and technological domains for successful adaptation.

Recommends

- To prepare students for a digital future, universities should prepare students for the fast evolving digital society. University should provide experiential learning opportunities such as Internships, Industrial projects, and Mentorship programs.
- To improve digital skills, governments, employers, legislators, educators, and students must collaborate in policy formation, formulation and implementation.
- fiscal and monetary authorities should create an enabling resource environment to complement theoretical education with industrial-driven digital experience so that students could fill and bridge industrial gaps in fostering economic growth.
- To ensure that graduates are job-ready, universities should collaborate with digital industry leaders to incorporate industry-driven capacity-building programs

Designing an International Sports Development Graduate Course Online: A Community of Inquiry Perspective- Sandy Adam

Notes:

- Online learning is rapidly growing due to the internet and social media network. It is prevalent in various academic disciplines, including sport management in higher education (SMHE).
- Sport management in higher education has adapted to technological advancements and now prepares students effectively for their future careers in the field of study and practice.
- Online learning offers opportunities for sport management in higher education to cater for diverse learners' needs.
- Online learning allows Higher Education Institutions reach a global audience and tap into new markets.
- Clear communication and various strategies, such as meetings, video messages, and personalisation, can build relationships and foster a comfortable learning environment in sport
- Embracing online learning is crucial for HEIs and faculty to remain competitive and relevant in the educational market in sporting activities.

Recommends that:

- Proper course design for sport management is crucial for enhancing learner interaction, discourse, and critical thinking.
- Universities should embrace online learning in sport to remain competitive and relevant in the educational market.
- Appropriate training and sharing of best practices and knowledge is crucial for sport development.

Innovation-driven Entrepreneurship Education and Graduate Employability in Nigeria – Odumosu, Adefunke A, Binuyo, Adekunle O. & Asikhia Olalekan U.

Notes that:

- The quality of innovation and entrepreneurship skills obtained by graduates determines their ability to solve problems creatively, meet the demands of society, fill existing job vacancies or become employers of labour.
- Higher institutions have the responsibility to equip students with quality and essential skills to enable them secure meaningful employment, create job opportunities, and effectively function within the society.
- Graduates face difficulties competing for the limited job opportunities due to absence of necessary skills/competencies.
- Innovation-driven entrepreneurship fosters creativity, and ultimately enhances employability.
- effectively implementing innovation-driven entrepreneurship education, encompassing educational, entrepreneurship, digital, and agricultural innovation, in the teaching of undergraduates in higher institutions can foster the development of critical, creative, and high-quality skills.
- There is a notable correlation between innovation-driven entrepreneurship education encompassing educational, entrepreneurship, digital, and agricultural innovation and graduate employability in Nigeria.

Recommends that:

- Higher Institutions should focus on equipping graduates with essential skills that will contribute to their overall effectiveness and productivity.
- the teaching of entrepreneurship through innovative approaches should be enhanced.
- The teaching of entrepreneurship education in schools should focus more on vocational and practical classes rather than purely theoretical ones.
- government should actively support institutions through partnerships and collaborations with social entrepreneurs and non-governmental organizations.

Enhancing Soft Skills among Graduates in African Context: Strategies for Academic Service-learning Implementation with Businesses – *Hermie C.Sossouhounto & Utz Dornberger*

Note that

- The need for universities to cultivate soft skills among students.
- Innovative teaching and learning method are critical in skills enhancement among African graduates
- Academic service - learning is an effective pedagogy required for universities to cultivate soft skills development among graduates
- African peculiarities must be taken into consideration in promoting service learning
- Service Learning is an experiential learning education
- Service learning should be integrated into the academic curriculum which will provide structure and time for reflection of activities.

Recommend

- That universities should develop a teaching pedagogy under which students learn and grow the required soft skills through active participation in organized service-learning to garner experiences in the business environment.
- That the industry should partner with universities in the deployment of service learning.
- The deployment of real life situations in curriculum delivery.

Tunisia Over-education and Graduate Unemployment within the Contest of the the Educational Mismatching Problem- *Thouraya Garraoui & Hamadi Tizaoui*

Notes

- Graduate employment has been a topic of discussion in Tunisian society, media and government since 2011 as it is considered as one of the most important factors leading to political to charges in the country.

- Graduate unemployment and its complex structure challenge and affects the social, economic and political spheres of a country
- That graduate unemployment and under-employment results to the accumulation and integration of social crisis this had been a systemic and fundamental concern to Tunisia
- In Tunisia the youth are the most affected in term of unemployment and under-employment, but the female youth are the most affected
- That there is mismatches between the number of graduates and the number of job opening, between existing educational specialties and degrees and the quality of job opportunities, between universities and the labour markets, business approaches, between government, and strategies, either social or economical.

Recommendations

- Government in Tunisia, and that of developing countries should re-engineer the higher education institution's curriculum to enable programmes being taught in the higher education institution fit into the labour market.
- Government should invest in skills development but hard, soft and experiences.
- Effort should be made by relevant stakeholders either government and the organized private sector to create more jobs to accommodate the ever increasing graduates from the institutions
- Investment should be made on social capital, which is basically network as most higher school leavers can fit into this sector.

Demographic Variables, Employment Indices and Employability in Nigeria – Innocent Inalegwu Alifa

Note

- Unemployment is one of the indices of underdevelopment. It is often contrasted with the word employment
- Employability refers to “the ability of an individual to get a job according to his or her educational status
- employability is contrasted with unemployability which is the inability of an individual to gain and manage employment
- Employability refers to “the ability of an individual to get a job according to his or her educational status
- Unemployment leads to poverty, unemployment and poverty are key indices of underemployment

- Unemployment revealed that there is a negative relationship between rates of unemployment and rates of inflation such that when unemployment is high, the rate of increase in money wage is low.
- when demand for labour is low and there is increasing unemployment, employers would be reluctant to increase wage rates
- Increasing unemployment has imbued the unemployed with indices of crime such as armed robbery and cyber-fraud, kidnapping and ritual killing, pipeline vandalism and oil bunkering, child trafficking and prostitution

Recommendation

- Unemployment should not make Nigeria as a Country despair, but should be tackled at all levels but by the government and the organized private sector players.
- Through Project ‘Nigeria’ rebuilding the declining economy of Nigeria by way of improving employability skills for employment purposes across board would revive our country. Through this proactive course of action that potential problems would be nipped in the bud.

Skills Acquisition from Digital Coaching Platforms and the Employability and Unemployment Gap in South West Nigeria – Olusegun A. Ishola

Noted

- The Nigerian Policy on Educational (NPE) was designed to produce high-level knowledgeable and skilled manpower to meet the demands of local and global labour markets to unlock potentials, and capacities, learning skills and expertise of graduates and help them transit and fit seamlessly into the world of work
- The labour market witnessed significant changes, largely driven by economic and non-economic factors. i.e. globalization, demography and technological development
- Higher Education Institutions have maintained a curriculum that does not take account of the dynamic nature of the labour market
- Young graduates are generally found deficient in critical thinking skills, communication skills, information technology-IT skills, effective decision-making skills, interpersonal networking and relationships skills, entrepreneurial mindset and technical and proficiency skills
- Various programs, such as the Graduate Internship Scheme (GIS) in 2012, N-POWER in 2016, and the Graduate Youth Employment Programme

(GYEP) in 2016, have been introduced by successive governments to address the issue of unemployment. Despite these interventions, it seems that they have not met the expected outcomes

- Digital learning platforms have become a tool to improve employability skills especially from the year 2020, this has increased the livelihood opportunities of unemployed graduates who are turning to these platforms to acquire new skills
- Higher Education Institutions can learn to provide interactivity, and practical demonstration, access to resources and personification from facilitators on DCP
- DCP platforms are deemed effective in helping individuals develop job-relevant competencies
- Challenges such as poor network connectivity and exposure to scams, inadequate infrastructure, inadequate equipment for practical experiments have been identified as some of the factors that widen employability gap
- There is a shift from competency and skill-based education to certificate-oriented education

Recommended

- Higher Education Institutions can integrate Digital Coaching Platforms into their programmes and provide guidance and resources to facilitate their effective use
- Addressing challenges such as poor network connectivity through investment in improving internet infrastructure
- Higher Education Institutions should provide training courses and workshops and support to develop digital literacy and IT skills among students and graduates
- Adequate equipment should be provided for practical experiments.

Business School Scholars into Knowledge Transfer with Firms in Ghana – Christopher Bofo

Note

- Despite a huge no of business programmes in Africa, there are only 51 members in the leading Business schools and seven associate's membership as reported in 2011.

- The increased level of internationalization of firms out of and into Africa has been primarily attributed to the role of people-oriented factors as firms rely more on the individual skills and aspirations of entrepreneurs and managers than on organizational structures and capabilities
- Scholars into media engagements tend to have many opportunities to engage with firms, as some academics use the popularity of media engagement as a bridge to engage with industries.
- In-service training students are used as bait to engage with firms, it is a viable channel, but depends on the standard of the students in the industry. They can easily facilitate if they are also well-placed in the industry.
- International development agencies such as foreign partners are essential in linking academic researchers to the local firms to build the internationalization competencies of local firm.
- Relationships and networks are vital in getting you closer to firms, network is vital in getting you closer to the industry. Academics with strong networks can get many industry engagements.
- Person-driven motivation also known as Self-serving mandate reflects individual enhancement incentives with additional source of income, enriching classroom teaching, informing future research activities, as well as boosting your promotion, networking, and value as an academic
- As a business school scholar, your motivation to transfer knowledge is more likely influenced by national, societal, and self-serving mandates
- The knowledge content for firms from business school scholars' knowledge transfer is more likely influenced by the market contexts (i.e., domestic or foreign) in which the knowledge is applied

Recommends

- Business school scholars should consider engaging external network sources such as consultants and advisers for a successful internationalization of firm
- Academics should use the popularity of conventional media as well as social media for engagement to bridge the gap of information dissemination with industries
- Academics should endeavour to build relationships and networks which are vital in getting them closer to firms

Cultivating Work Ethic as an Imperative for Graduate Employability in Africa - Adesanya Oreoluwa Idris

Note:

- Graduate unemployment has been a perennial problem in most African countries over the years
- The cultivation of work ethic and its attendant principles and values are crucial for achieving the employability of university graduates in Africa
- low graduate employability profiles, poor soft-skill development in the universities, poor or inadequate infrastructure and resources for career development, as well as little or no emphasis on the cultivation of work ethic by graduates and employability enhancement programs in African universities amongst others are the factors responsible for youth unemployment
- The values that are often associated with an ideal work ethic include, dependability and responsibility, adaptability, self-motivation, motivation to grow and learn, honesty and integrity, possession of a positive attitude and professionalism
- Work ethic encapsulates several dimensions, such as leisure, work reliance, work centrality and wasted time
- Graduate employability involves the possession of the dynamic capabilities and skills required for job-seeking and job-keeping in the labour market by graduates of higher institutions of learning

Recommend that:

- Employability enhancement training programmes should be promoted in African tertiary Institutions
- The principles of virtue ethics should be cultivated by an ideal employee, who should possess a virtuous and moral character
- Higher institutions of learning in Africa, particularly the universities should specially design courses in soft-skill development and work ethic principles and values
- The incorporation of moral education in the university curriculum

Career Service Innovation for Employability Capacity Building of Students – Dori Alago; Prof Dr. Rainer Alt & Dr. Robert Obuba

Note

- As a matter of reality there is prolonged and sustained unemployment in most African countries.
- The Shrinking job market in most African Countries can now cope with the increasing youthful population estimated as 60%, comprised of 25 years and below.
- That there is mismatch between higher education, labour market and graduate attributes.
- The need for third mission of entrepreneurial universities-community engagement for capacity building.
- There is Mismatch between curriculum and labour market in most Africa countries this calls for career service innovation for employability capacity building of students

Recommends

- Career service should be designed and redesigned by agencies saddled with the responsibility as solution for capacity building for students
- Investment should be made for Technological advancement, and digitization.
- Government should champion activities that facilitate learning such as preparatory workshops, attachments, apprenticeships, internships, workplacements, development of .professional programs to promote and build capacity in student to fit into the work place environment.
- Government should invest on ventures in our institution of higher learning for skills development but hard, soft for employability capacity for students.
- Effort should be made by relevant stakeholders especially the organized private sector to as a matter of responsibility restructure internship and effectively coordinate and with effective supervision of student by the institution.

Towards Effective Graduate Transition into the Work Environment in Nigeria Curriculum: Curriculum Innovation- Drs. Gbadamosi Ochei, Oduntan & Ogundijo

Noted:

- The need to match the African Union Agenda 2063 through its strategic framework for the socio-economic transformation of the continent over the next 50 years, in order to build on and accelerate the implementation of past with existing continental initiatives for growth and sustainable development
- The Lack of mixture of skills by university graduates hinders a sustainable development of any venture embarked upon at any level of entrepreneurship
- A significant proportion of university graduates are deemed unemployable due to a lack of necessary skills
- Introduction of entrepreneurial studies has been a game changer in the way students develop better skills that will make them better exposed and meet the demands on the particular skills the employers are missing in the graduates
- Students trained in entrepreneurial studies still seek employment
- That there is still a deficit in knowledge needed to compete in the job market, the students still lack the industry skills required in the outside world
- That there are deficiencies in the current curriculum which may impact employability of the Nigerian graduates
- That experiential learning has been identified to lead to positive labour market returns, and also aids the acquisition of marketable skills and abilities that are relevant to job performance
- requisite experience leads to success in the workplace
- The future of any country depends on the quality of its educational system, quality of its teachers which can be determined through a significant factor such as training
- The massive depreciation in teaching due to obsolete, inadequate, or non- available materials and equipment leads to the impartation of obsolete knowledge

Recommend

- Conduct a needs assessment of the current curriculum in the selected disciplines
- Identify how the selected departments have been exposing undergraduates to employability skills
- Identify the required employability skills needed in the disciplines

- Devise ways to develop and trial-test a result-oriented curriculum for meaningful transition to the work environment

CONCLUSION

The International Summer and Conference provided an avenue to share best practices, glean successful case studies and evidence-based insights that will enable Africa chart the most effective pathways to promote the employability and career trajectory of its universities graduates. Participants examines an array of topics, ranging from emerging trends, in employability research to the identification of core competencies essential for career advancement and deliberated on strategies for fostering collaboration between the academic and industry. This is to ensure that African universities graduates possess the requisite knowledge, skills and competences that align with the changing dynamics of job market.

RAPPORTEUR GENERAL