



DECLARATION AND ACTION PLAN
of the
1ST AFRICAN HIGHER EDUCATION SUMMIT
ON

REVITALIZING HIGHER EDUCATION FOR AFRICA'S FUTURE

March 10 – 12, 2015, Dakar, Senegal

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Preamble

We, the participants, in the African Higher Education Summit on Revitalizing Higher Education for Africa's Future, gathered in Dakar, Senegal on March 10 -12, 2015, confirm our commitment to the objective of creating a continental multi-stakeholders' platform to identify strategies for transforming the African higher education sector.

Organizers of the Summit

The government of Senegal served as the host of the summit. The summit was organized by several key pan-African organizations: TrustAfrica, African Union Commission (AUC), Council for the Development of Social Science Research in Africa (CODESRIA), United Nations Africa Institute for Development and Economic Planning (IDEP), Association for the Development of Education in Africa (ADEA), Association of African Universities (AAU), and the African Development Bank (AfDB). The Government of Senegal served as the host. The National Research Foundation (NRF) of South Africa joined the summit consortium. Summit international partners are the Carnegie Corporation of New York (CCNY), MasterCard Foundation, and the World Bank.

Structure and Participants

The Summit was highly interactive, allowing exchange of experiences and views among participants. It consisted of plenary and parallel sessions over three consecutive days. It was attended by over 500 participants drawn from the following stakeholders:

1. Governments, including several Presidents, Prime Ministers, and Ministers of Education, Science and Technology, Commerce and Finance.
2. Academics and administrators of higher education institutions
3. Academic and non-academic unions
4. Students associations – such as the All Africa Students Union (AASU)
5. Employers and business leaders from the public and private sectors
6. Donors – foundations, bilateral and multilateral agencies
7. Families and citizens

This draft declaration thereby emerged through years of country policy dialogues, commissioned papers, interactions and consultations with a focus on a prosperous and peaceful Africa.

Objectives of the Summit

The main aim of the summit is to create a continental multi-stakeholders' platform to identify

strategies for transforming the African higher education sector. Objectives include to:

1. Build a constituency for transformation and investment in Africa's higher education;
2. Create a shared vision for the future of African higher education;
3. Harness and highlight best practices and initiatives in African higher education;
4. Harness and build complementarities amongst the various efforts and interventions in African higher education;
5. Spur, share and sustain innovation in African higher education;
6. Create an African higher education movement as part of the continent's integration efforts; and
7. Ensure coordination of the various initiatives, both by African actors and international development organizations, to reposition the sector.

Noting that:

The quintessential modern African university was established to achieve the triple historic and humanistic goals of African nationalism, namely, decolonization, development, and democracy.

The African higher education sector has grown rapidly since independence, facilitated by rising population and growing demand, expansion of African economies and need for skilled labor, and establishment of a private higher education sector. Despite this growth, the sector faces serious challenges manifested in poor quality, inadequate infrastructures, outdated pedagogies, low levels of funding, scholarly productivity, and global competitiveness.

The African higher education sector is characterized by growing diversification and differentiation, although in many countries the various components do not operate as integrated systems. The sector now includes public and private institutions, not-for-profit and for-profit institutions, and comprehensive and specialized institutions. The number of private institutions overtook public institutions in the 1990s, although the latter still claim a larger share of enrolments.

Africa's nearly 2,000 higher education institutions exhibit divergent missions, visions and values, patterns of access, enrolment and equity, systems of management, governance and accountability, financing and budgeting models, quality of teaching and learning pedagogies and infrastructures, levels of training for academic staff and research productivity, and forms of national, regional and international collaborations and partnerships. They also differ in the nature of their relations with the state, practices of institutional autonomy and academic freedom, linkages with society and industry, and ability to produce graduates needed by the economy.

Vision

We unanimously affirm that it is critical to:

- Develop a high quality, massive, vibrant, diverse, differentiated, innovative, autonomous

and socially responsible higher education sector that will be a driving force to achieving the vision outlined in Agenda 2063 by the African Union with commitment to “*A shared strategic framework for inclusive growth and sustainable development and a global strategy to optimize the use of Africa’s resources for the benefit of all Africans*”.

- Produce the human capital required for the continent’s inclusive and sustainable development, democratic citizenship, and repositioning as a major global actor.

Principles

We agree to be guided by the following principles:

1. Provision of high quality, pan-African and globally competitive education
2. Promotion of world class culture of research and innovation
3. Provision of adequate resources
4. Promotion of access, equity, and accountability
5. Promotion of institutional autonomy and academic freedom
6. Pursuit of operational excellence in institutional management
7. Pursuit of the engagement of African academic communities in higher education policymaking
8. Strengthening linkages to society, economy, and employers
9. Building inter-institutional collaborations
10. Pursuing mutually-beneficial internationalization initiatives

Priority Areas

1. We call for an ambitious commitment of various stakeholders **to expand higher education**, including:
 - 1.1 Achieving through concomitant investments in academic staff, infrastructure, and facilities by the state, private sector, and society at large, a higher education enrolment ratio of 50%, which is likely to be the world average by 2063. Currently, the world enrolment ratio is 32%, while for sub-Saharan Africa it is about 8% and for the Arab states (including those outside the continent) it is 26%.
 - 1.2 Aiming to reach gender parity in tertiary enrolments within a decade as well as in postgraduate education in science, engineering and technology fields and among academic staff and senior administrators. Globally gender parity of tertiary enrolments was reached in 2005 and females now slightly outnumber males. For sub-Saharan Africa the female enrolment ratio in 2012 was 37.7%, down from 39.1% in 1999, and for the Arab states it was 50.3% in 2012, up from 39.1% in 1999.
 - 1.3 Attain 100% terminal degrees for faculty within higher education institutions (HEIs) by 2063, with at least 54% of them being women.

1.4 Aim to develop higher education systems that accommodate older learners seeking higher education and provide robust life-learning.

1.5 Identify and develop 200 universities that would constitute a hub of excellence both in knowledge, citizenship and relevance to key needs of African development by 2063; Every African country shall create one hub of excellence to every 3 million people. By 2063 each African country shall have a higher education hub that can create key elements of development with links to publishing, marketing, ICT and various aspects of business.

2. **Promote diversification, differentiation, and harmonization of higher education systems** at the national, institutional and continental/regional levels by African countries to enable consolidation and assure the quality of educational provision against locally, regionally, and internationally agreed benchmarks of excellence.

2.1. The following policy actions, if not yet done, need to be adopted at the national level:

2.1.1. Adopt a legal framework and a higher education act that govern the general operations of higher education systems at the country level in terms of structure, governance, study programs, degrees types and hierarchy as well as diversification and differentiation at the country level.

2.1.2. Develop criteria for categorizing institutions including research universities, comprehensive universities, university colleges and the vocational institutions linked to industry for development of skills for the labour market such as polytechnics and community colleges.

2.1.3. Establish robust national quality and accrediting agencies, including National Councils or Commissions of Higher Education, with powers to sanction institutions for non-compliance, to reinforce the institutional and organizational capacity of differentiated institutions of tertiary education, develop clear criteria for moving from one type to another, and limit 'mission creep' and 'academic drift'.

2.2. At the institutional level, governing councils or boards should ensure that members understand the assigned mission of their higher education institution. The Councils must, therefore, ensure that their institutions:

2.2.1. While addressing the issues of demand and access, ensure the academic core, i.e. the main missions of universities and other higher education institutions is solid, and keep the requirements of the labour market in focus in the design of their programs.

2.2.2. Keep to their missions and limit the deviation from their assigned mission and avoid unnecessary duplication of programs being offered by institutions. This way, temptations to 'emulate' or copy other institutions, which will make them look alike should be minimized or eliminated.

2.2.3. Develop niches for themselves by establishing special programs which are relevant to national requirements as well as needs and interests of students.

2.2.4. HEIs shall embrace pedagogies that emphasise participation, creativity, invention, innovative citizenship and new technologies for teaching and

learning.

- 2.3 At the continental and sub-regional level the African Union and the sub-regional groupings should show similar interest in differentiation and diversification of the continent's higher education system as this would help the development of a continental system for the enhancement of student mobility and also provide the basis for comparison among institutions of higher learning in Africa. In particular:
 - 2.3.1 The AU and sub-regional groupings like ECOWAS and SADC should consider providing guidelines for a harmonized classification of tertiary educational institutions. It is expected that this would enhance mobility of students between 'equivalent' institutions. This will be in accord with current efforts at harmonizing credentials and setting up continent-wide and sub-regional quality assurance mechanisms.
 - 2.3.2 In recent years, there have been continent-wide efforts to support higher education in the areas of graduate training and quality assurance. The African Union (AU), for example, has led the creation of the Pan African University and its centers of excellence in the sub-regions of the continent. The centers of excellence process should contribute to the strengthening of research universities and, where possible, expanded into creating research universities.
 - 2.3.3 A continental agency needs to be tasked with refining and systematizing academic data definitions, collection, monitoring, and measurement on all key aspects of the higher education enterprise. This will allow for meaningful inter-institutional, regional, and international comparisons including ranking mechanisms comparing similar institutions and taking into account the continent's own circumstances that might stimulate competition for institutional excellence.
 - 2.3.4 The African Union Commission and UNESCO should continue to work together in a partnership to advocate the ratification and implementation of the revised Arusha (or the new Addis) Convention for mutual recognition of academic qualifications in African States.
 - 2.3.5 African governments shall facilitate the mobility of students and scholars by minimizing visa requirements or making the issuing of visas much easier.
3. **Increase investment in higher education** to facilitate development, promote stability, enhance access and equity; develop, recruit and retain excellent academic staff and pursue cutting-edge research and provision of high quality teaching. Appropriate investments are required at institutional, national, regional, and international levels.
 - 3.1 Actions required at the national level:
 - 3.1.1 Policy engagement: Sustained efforts must be undertaken led by governments and including all key stakeholders in higher education to situate higher education at the center of the development agenda. Establishing such a priority is a prerequisite to guarantee its funding.
 - 3.1.2 Providing adequate funding: The expansion and provision of quality higher education will require proportionally higher, sustainable, and predictable levels

of public funding.

- 3.1.3 Taxation policies: African governments, working with national councils and institutions of higher education and other stakeholders need to develop creative taxation policies and funding schemes to finance higher education. This might include special tax incentives for private and charitable investments in higher education as is done in North America.
 - 3.1.4 Cost sharing: Effective cost-sharing systems including loan schemes must be established that do not undermine access and equity. This requires adequate funding, extensive planning and consultation, regulatory oversight, and regular reviews.
 - 3.1.5 Granting operational autonomy to higher education institutions is essential for placing African Higher Education practitioners as the lynchpin of effort at revitalizing their sector.
- 3.2 Actions required at the institutional level:
- 3.2.1 Diversifying modes of delivery: In addition to expansion through building brand-new public and private institutions as well as upgrading existing ones, higher education institutions need to deploy high quality distance and online education.
 - 3.2.2 Establishing trust funds, endowments and foundations: Higher education institutions should strive to establish trust funds, endowments, and/or foundations dedicated to expanding their resource base through fundraising from alumni, domestic and foreign foundations, and private donors.
 - 3.2.3 Create incentives for academic staff: While institutions should be allowed to keep what they generate through different activities and initiatives, academics need to receive a fair share of the resources they generate for their institutions as a means of fostering greater engagement and more meaningful forms of fundraising among academics.
 - 3.2.4 Institutional business arms: A few universities in Africa have established robust institutional business arms from which they draw considerable resources. Establishing and running businesses in academic institutions requires meticulous planning, wide consultation, and robust autonomy.
 - 3.2.5 Outsourcing: Redeploying resources that are excessively and disproportionately spent on non-academic support services by outsourcing them in ways that do not negatively impact the quality of student and staff experience.
 - 3.2.6 Improving resource management: Developing effective resource management and budgeting models is as important as the augmentation and mobilization of new resources. Effective resource management is not simply about cutting costs, but also about managing redundancy, monitoring waste, and strategically repurposing existing resources to achieve changing institutional priorities and contexts. Higher education institutions should strive to attract, retain, and train effective budget managers and pursue transparent budgeting processes to ensure

shared institutional understanding of challenges and generating sustainable solutions.

3.3 Actions at the regional and international levels:

- 3.3.1 Regional development communities and their financial institutions as well as private institutions and businesses must be mobilized to make significant investments in higher education. An African Higher Education Research Fund with an initial capitalization of \$5 billion should be established to support collaborative research by scholars from African institutions.
- 3.3.2 Donor support has played a major role in financing African higher education, and should continue to be cultivated. African governments and higher education institutions should encourage greater harmonization of donor support, curtail the development of dependency, and undue donor influence in institutional development and governance.
- 3.3.3 Deploy multinationals and businesses: Increasingly African countries are attracting a wide range of multinational corporations and businesses engaged. Academic institutions should motivate these organizations to take seriously their corporate social responsibility. Moreover, it is important to stress the benefits that may accrue to these organizations in producing high-level expertise at the academic institutions.

4. African higher education institutions shall commit themselves to the **pursuit of excellence** in teaching and learning, research and scholarship, public service and provision of solutions to the development challenges and opportunities facing African peoples across the continent. Key actions are required by all stakeholders and levels to assure quality, relevance, and excellence.

4.1 Actions to be carried out at the institutional level:

- 4.1.1 Develop robust, transparent, and fair systems of assessment to measure student learning outcomes, and performance of academic staff, administrators, and other staff for continuous improvement.
- 4.1.2 Establish partnerships with exemplary public and private universities to share good practices on providing quality education.
- 4.1.3 Improve the quality of instruction by employing academic staff with terminal degrees and providing training and development workshops for every instructor in the most effective pedagogical practices of teaching and learning including effective uses of new information and instructional technologies.
- 4.1.4 Improve the quality and quantity of research by increasing funding, providing adequate and modern research facilities and infrastructure, and rewarding research excellence.
- 4.1.5 Improve public service and engagement by promoting and rewarding engaged scholarship and the translation of research and scholarship for policy makers, civil society organizations, and others.
- 4.1.6 Promote trans-disciplinary teaching, learning, and scholarship, and innovative

integration of social sciences and humanities disciplines, STEM, and professional fields in order to produce liberally educated, scientifically literate, and professionally prepared students capable of understanding and dealing with Africa's complex and interconnected challenges.

4.1.7 By 2063, African countries shall take the lead in using technology to drive education.

4.2 Actions to be carried out by national quality assurance agencies:

4.2.1 Collaborate with other national quality assurance agencies within and outside Africa by establishing partnerships and developing memoranda of understanding for capacity building and resource-sharing.

4.2.2 Ensure effective use of ICT in quality assurance and accreditation processes. Technology, such as video conferencing, can be used to deliver results or conduct meetings, thus saving time and financial resources.

4.2.3 Mobilize African diaspora in quality assurance and accreditation so that they can infuse their overseas experiences into local practice and help with setting up of minimum standards in curriculum development and research.

4.2.4 Establish minimum set of standards for online providers and accreditation of online courses. African QA agencies can borrow from successful practices in other regions such as North America.

4.3 Actions to be carried out by national governments:

4.3.1 The Summit declares that within the next five years, all African countries should have an education sector review that links the different pipelines such as VTE and primary and secondary education in terms of quality and relevance.

4.3.2 Establish a tested and self-certified National Qualification Framework (NQF) developed by competent public authorities in collaboration with a diverse range of stakeholders

4.3.3 Improve investment in universities, especially providing adequate financial resources to improve teaching, learning, research, and staff working conditions.

4.3.4 Engage the support of development partners in the strengthening of QA through capacity building activities and pushing the agenda of quality in universities.

4.3.5 Improve quality at the basic and secondary education levels in order to improve the input into universities.

4.3.6 Judiciously focus attention on national, regional, and international rankings to provide basis for transparency and enhance quality in universities.

4.3.7 Enhance participation of women in quality assurance and accreditation process. Provide greater visibility for participation of women as members of accreditation panels, staff of national QA agencies, head of higher education institutions, and head of national QA agencies.

4.4 Actions to be carried out by regional bodies:

4.4.1 Develop a Regional Qualifications Framework (RQF) to facilitate processes for

credits accumulation and recognition of qualifications across borders.

- 4.4.2 Strengthen centers of excellence to improve research capacity and share in the global scientific outputs. The Pan African University (PAU) is an example of such an endeavor.
- 4.4.3 Encourage regional collaboration to facilitate capacity-building support to less developed universities in areas such as peer review for accreditation.
- 4.5 Actions to be carried out by continental bodies:
 - 4.5.1 Share good research practices, for instance through the African Higher Education and Research Space being proposed by ADEA and AU.
 - 4.5.2 Strengthen AfriQAN through provision of sufficient funding resources by African countries.
 - 4.5.3 Accelerate ratify and signing the Arusha Convention in all AU Member States in order to complete national and regional efforts of creating effective systems of quality assurance, accreditation, and recognition of certifications.
 - 4.5.4 The African Union Commission shall lead the development of a Pan African Quality Assurance and Accreditation Framework in collaboration with continental and regional stakeholders to implement the decision of AU Executive Council for establishing a Continental Accreditation Agency.
 - 4.5.5 Create a Continental Qualifications Framework (CQF) from consultations with a wide range of stakeholders. The CQF should be led by a continental body committed to development of higher education such as the AAU.
 - 4.5.6 Develop a unified qualifications network such as the Licence-Master-Doctorate (LMD) being implemented in Francophone countries.
 - 4.5.7 Develop an African Credit Accumulation and Transfer System (ACTS).
 - 4.5.8 Consolidate under-performing institutions within the continent into central hubs for more effective knowledge production and innovation.
- 4.6 Actions to be carried out by development partners:
 - 4.6.1 Support the transfer of technical assistance on quality assurance experience from other regions of the world to African universities and national quality assurance agencies.
 - 4.6.2 Facilitate partnerships between African universities and high performing universities around the globe.
 - 4.6.3 Provide targeted funding such as funding for quality improvement, funding for sub-regional and national higher educational bodies to develop their efforts in quality assurance.
- 5. Commit to building capacity in **Research, Science, Technology, and Innovation**.

African governments and regional economic communities should develop prescient and deliberate policies that designate some universities as research universities that drive the higher education sector to meet national development objectives, and are considered as

national and continental assets with full operational and administrative autonomy. These research universities will produce the relevant knowledge and skilled labour capacity the continent's key institutions – governance, trade, defence, agriculture, health, finance and energy – need to succeed. Other measures include funding to undertake vital research and requiring all teaching staff to hold a terminal degree (PhD or its equivalent).

By 2063, Africa countries should aim to achieve above world averages in levels of gross domestic expenditure in research and development (GERD). Africa's share of world GERD was a mere 0.9% in 2009, constituting a paltry 0.4% of the continent's GDP, while the continent's share of researchers, publications, and triadic patents were 2.1%, 2.0%, and 0.1%, respectively.

- 5.1 African governments and universities need to vigorously promote African ownership, accountability and sustainability of research, science, technology, and innovation across the continent by implementing strategies and policies adopted at all levels. This includes developing and strengthening national research and STI policies, enhancing monitoring mechanisms and evaluations, adapting internationally compatible policy relevant research and STI indicators, including researchers and scientists in policy dialogue, and boosting research infrastructures and protecting intellectual property.
- 5.2 Currently, Africa has 0.7% PhD enrolments. It should develop a strategy to expand to average levels for emerging economies within 15 years, and to become a global pole of scientific productivity by 2063, with its global share of young PhD graduates and publications proportional to its share of global population demographics, which are projected to be 40%.
- 5.3 It is imperative to promote intra-continental and inter-continental research and STI partnerships and collaborations.
 - 5.3.1 Establish an African Scientific Research and Innovation Council (ASRIC), The ASRIC would embody a multiplicity of roles including a mandate to review, coordinate and enhance collaboration amongst the various STI research and training initiatives, toward a more collective, complementary and coherent continental strategy.
 - 5.3.2 Strengthening disciplinary and interdisciplinary science academic communities, like the African Academies of Sciences, Association of African Universities, African Network of Science and Technology Institutes (ANSTI) and similar others, to better serve as scientific think tanks and academic governing bodies, providing advice and appraisal services on issues stemming from national and regional science and technology initiatives and activities.
 - 5.3.3 Africa is the only habitable continent without a major multidisciplinary scientific instrumentation, like the synchrotron light source, while thousands of African scientists travel to use facilities abroad.
- 5.4 Increase funding for research and STI: Levels of R&D funding in many African countries remain very low and they need to be substantially increased for Africa to develop strong research and STI capacities, and avoid the trap of continuously lagging behind the rest of the world.
 - 5.4.1 African countries should increase their GERD levels to 1% within five years,

and incrementally and consistently attain a minimum of 5% by 2063.

- 5.4.2 Establish an African Business-Higher Education Council (ABHEC), made up of senior African business and philanthropic foundations and higher education executives dedicated to building collaborations on African STI research capacities, and advancing solutions to African higher education and workforce challenges.
 - 5.4.3 Establish national or continental *STI Partnership Board*, to support African governments and institutions on use of science diplomacy to channel international development inflows towards strengthening Africa's STI research and education efforts. While it is imperative that African governments ultimately allocate necessary funding for ownership of their STI initiatives, Africa continues to enjoy goodwill through sizable development aid that unilaterally provides externally developed end solutions to address challenges that derive or persists for the most part from lack of advanced STI competencies and infrastructures – like AIDS, energy, Ebola, etc. This effectively undermines Africa's own efforts at developing its research and training competencies in relevant areas to address same issues, by not being aligned or diverting attention away towards provision of end solutions. An empowered African board will proactively review existing and future international partnership programs and funding, and work with African governments and institutions on aligning incoming funds to support Africa's efforts to assume STI competencies and ownership of solving their own problems.
6. Pursue national development through **business, higher education and graduate employability**: Despite the rapid expansion of higher education enrolments, there are serious concerns about the ability of Africa's universities to produce the kinds of graduates who can drive the continent forward.
 - 6.1 Employers often raise concerns that many graduates from African institutions of higher education do not have the knowledge and skills expected in the workplace. The mismatch between the two is evident in the rising phenomenon of graduate unemployment in many countries.
 - 6.2 Key interventions include curriculum reforms and partnerships with industry, provision for internships, apprenticeships to introduce students to the world of work and enable broader learning experience for students. Other mechanisms for engagement include science centers, innovation hubs, research centers, start-up incubators, and research departments in the private sector.
 - 6.3 The quality of teaching must be improved by encouraging inquiry driven pedagogical approaches and independent learning, early introduction of students to research, the use of technology, and by balancing enrolment growth with existing institutional capacities.
 7. **Nation building and democratic citizenship**: As enshrined in the relevant sections of African Charter on Human and Peoples Rights, 1981 and in the AU's Agenda 2063, the continent seeks to deepen the culture of good governance, democratic values, gender equality, respect for human rights, justice and the rule of law.

- 7.1 Higher education institutions should promote and strengthen these values by deploying their knowledge and competences to promoting national development, human freedom and democratic citizenship within their institutions as well as outside.
 - 7.2 African governments and regional bodies should turn to their Higher education institutions on key issues to drive social transformation (through engagement, policy analysis/development and engaging stakeholders), address issues of social mobility through access to tertiary education, build an entrepreneurial society and contribute towards building a knowledge economy.
8. **Mobilize the Diaspora:** Develop a 10/10 program that sponsors 1,000 scholars in the African diaspora across all disciplines every year, for 10 years, to African universities and colleges for collaboration in research, curriculum development, and graduate student teaching and mentoring.
- 8.1 Actions to be carried by governments:
 - 8.1.1 Commit to a participatory approach to planning and development with university leaders, scholars on the continent, and scholars in the diaspora to build on existing models and to develop new structures of collaboration.
 - 8.1.2 Seek out expertise from governments and institutions who have successfully navigated diaspora engagement to identify models for adaption.
 - 8.1.3 Actively encourage the African academic diaspora's participation in continental and national policy debates by crafting formalized and diverse spaces for the engagement of all African diaspora.
 - 8.1.4 Develop a series of strategic policy agendas focused on greater engagement with international networks and supranational organizations as these institutions seek out pathways for diaspora engagement in strengthening African higher education.
 - 8.1.5 Collaborate with African Association of Universities, AU, CODESRIA, and other relevant multilateral organizations to intensify the continental effort at creating and broadening the scope of research partnerships with universities and organizations both within and outside Africa.
 - 8.1.6 Invest in technological infrastructure to facilitate distance learning and collaborations between African institutions and institutions served by the African academic diaspora.
 - 8.1.7 Promote travel policies that facilitate travel for those in diaspora traveling to the continent for purposes of faculty collaboration and research with African institutions and scholars.
 - 8.1.8 Promote relationships between diplomatic missions and higher education systems in host countries as a means of supporting and enabling formalized diaspora engagement.
 - 8.1.9 Ease import restrictions on research materials and supplies to facilitate collaboration between scholars and their networks.
 - 8.2 Actions to be carried by institutions of higher education:

- 8.2.1 Formalize mutually beneficial relationships between institutions on the continent and those served by the African academic diaspora based on notion of collaborative ownership of processes, scholarship, and curriculum development.
- 8.2.2 Provide increased institutional support for faculty and student exchanges through strategic institutional and organizational partnerships, fellowships, travel stipends, collaborative grant development, course release, and cost sharing.
- 8.2.3 Acknowledge and seek out opportunities of multiple models of diaspora engagement that do not privilege the Atlantic model and to recognize the histories and importance of African diaspora outside of this model and these geographies.
- 8.2.4 Develop and implement strategic academic research plans for faculty that enhance and benefit both the diaspora and continental academic communities and recognize the importance of international academic rankings.
- 8.2.5 Ensure that policies encourage maximum visibility of local and collaborative scholarship between the diaspora and continental scholars.
- 8.2.6 Invest in technological infrastructure to facilitate distance learning and collaborations between institutions.
- 8.2.7 Develop and implement a system of monitoring and evaluation to assess short and long-term impact of partnerships between African universities and African academic diaspora.