Innov**ation** Africa 2019
Africa's Official Ministerial Summit

Official Summit Guide

3-5 December, Accra, Ghana

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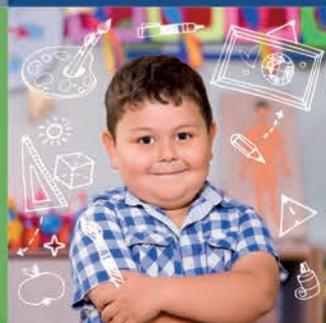
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Pre-Scheduled Meetings

The centrepiece of Innovation Africa 2019 are the pre-scheduled meetings for industry partners to book, in advance, their preferred ministries, countries and organisations to interact with customers and maximise return on time spent participating at the summit.

Within the main conference arena, dedicated meeting tables will be set up for ministries of ICT, education, higher education, science & technology and universities from sub-Saharan African countries. Industry partners obtain access to our online scheduling system allowing them to choose meetings, create their own agenda and specifically target key clients and partners prior to the start of the summit. It is a format that ensures a successful forum for all participants and above all it is what makes Innovation Africa 2019 stand alone as a unique working event for getting business done.

The meetings represent a great opportunity for officials to gain expertise from the market, hear of the latest product and technological developments and, under one roof, engage with private sector operators who can fulfil the demands for education and ICT innovation in their country. Under one roof over two days it allows governments to meet leading industry partners on a one-to-one basis and find out the latest market developments and equally gives industry the opportunity to meet so many officials at one single event.

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Welcome to Innovation Africa 2019

The Government of Ghana and AfricanBrains are delighted to welcome all delegates to Innovation Africa 2019. The event is for government officials, civil society and industry leaders to meet under one roof and engage in opportunities to advance greater public private partnerships in education and ICT innovation.

We would like to offer our warmest gratitude and appreciation to all attending government officials, industry partners, university officers and delegates. This summit is a unique meetings-based event, allowing for valuable one-to-one meetings during the afternoons of 4th & 5th December between government, industry, universities and civil society stakeholders. We are especially grateful to the Government of Ghana, the Steering Committee and all Ghanaian stakeholders who have made this possible under the joint patronage of Hon Matthew Opoku Prempeh and Hon Ursula Owusu-Ekuful, Ministers of Education and Communications respectively.

A special thank you is reserved to all our event partners and delegates without whom such considerable organisation would not be possible. We appreciate the support of everyone who has travelled far and wide to be in Ghana this year and the time you have dedicated to be part of this important meetings based summit.

On the evening of 3rd December there will be a reception for all delegates at the poolside of the Movenpick Hotel. For the 4th & 5th December, these two days are structured around our innovative program of panel discussions in the mornings and then converting to pre-scheduled one-to-one meetings during both afternoons. This includes the Ms. Geek Ghana final during the morning of 5th December. The evening of 4th December sees the gala dinner hosted by the Government of Ghana at the Labadi Beach Hotel. Transport has been arranged and we trust all delegates will join this important social occasion. Please see the separate forum agenda for event timings.

There will be over 50 meeting areas for the event. After lunch on both days, the pre-scheduled meetings will start. Government ministries, universities and other key agencies will be hosting these meeting tables and we kindly ask that all officials and delegates start the meetings promptly after lunch each day. The floor plan of tables is available at the entrance to the conference room. Prior to the start of the summit, partners and delegates will have utilised our online scheduling system to arrange their afternoon meetings. There will also be the opportunity to arrange ad hoc meetings through the course of the event.

We trust this summit can play its own small part in bringing together key decision-makers from both government and industry to build their own relationships and strengthen public-private partnerships. We are grateful for your support and participation and we trust your time at the event is enjoyable, and productive.

Warmest regards,

John Glassey
CEO, AfricanBrains

Download the Innovation Africa 2019 App to your smartphone or tablet now. Available for Android and Apple devices as well as desktops & laptops. Engage with fellow delegates, see the up to date agenda and your meetings diary, see the profiles of corporate, government, university & media partners and view floor plans to find out where exhibitors and meeting tables are.

Scan the QR code or go to **www.innovation-africa.com/app**

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...ce using 1 ⭐ and 4 🔵.   DONE

Distribute the juice evenly between the monsters' glasses   DONE

How much does one 🟠 weigh? [ ] kg.

Fill the container with 4000 litres of paint.   DONE
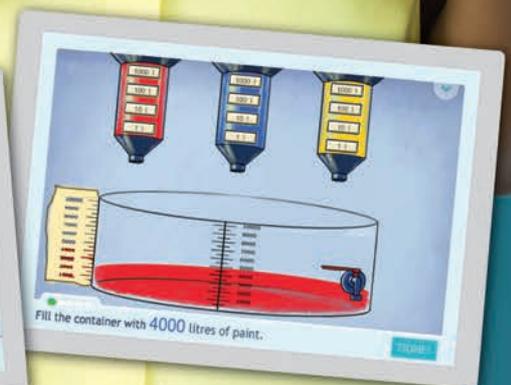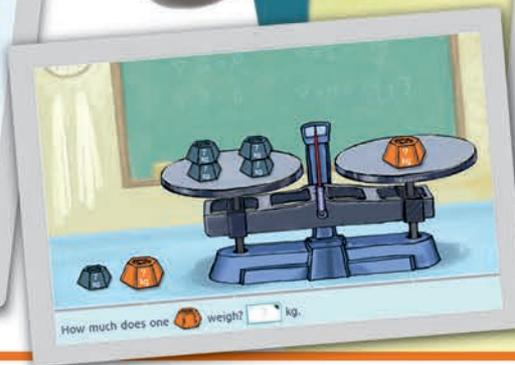
Where education and work meet: The changing challenges for governments

Rt. Hon Charles Clarke

O ur children are growing up in a world of increasingly rapid change. The African Union has excitingly recognised this by setting the year 2063 as the deadline for turning Africa into a "transformed continent". Education systems in Africa have a vital role to play in boosting young people's confidence that they can make a difference to the lives of their communities, countries and continent.

New technologies, in the so-called 'fourth industrial revolution', mean that there is a new world economy with new products, new skills and new work locations.

The advance of artificial intelligence (AI) means that the nature of the work that is done by people will change out of all recognition and poses the real threat that long-established jobs will now be done by machines rather than people.

These changes, and others, mean that our social relationships with others are changing too.

This future holds so many possibilities – the younger generation will be able to work in diverse, flexible and innovative ways, and we need to ensure they are educated in ways that make them as creative, resilient, resourceful and innovative as possible, and so able to take advantage of the opportunities that they will find.

All of these changes are taking place in Africa at a faster pace than ever before and are already finding creative responses across the continent. They have enormous implications for the future of education.

This is a challenge for ministers of education but it also requires ministries of labour, technology, agriculture, fisheries, tourism and heads of national industries to do their best to identify the skills that they are likely to need in the future and to work together with ministries of education to translate those into strong educational outcomes.

Creating education for the future

Education is the best means by which our new generations can equip themselves to handle these enormous challenges and become the beneficiaries of change, rather than its victims.

That defines the task facing all educators, and the governments that support them. It is to create a forward-looking education system which can prepare children for this future, rather than simply looking backwards to achievements of the past.

The challenge extends to the curriculum from which our children learn, the assessment systems which accredit their achievements, the quality of the teaching and learning materials which help them and, most important of all, the quality of their teachers.

In each of these areas the education system has to develop in relation to the modern world of work and the wider society so that they are prepared for the future and not rooted in the past.

Curriculum and assessment

Many core essentials, including reading and writing, mathematics and basic science, must rightly remain at the heart of the curriculum. Students' personal social qualities need to be developed. And creativity and critical thinking are even more important since, as Joseph Aoun's book *Robot-Proof* demonstrates, in the advancing AI world these are the key means by which human beings will maintain their competitive advantage over machines.

And part of the basic curriculum has to be awareness of the wider world. School needs to introduce understanding of the

communities of work and wider society. It cannot simply be a protective shield, keeping out reality.

So governments need to ensure that the creation and development of the school curriculum involves that wider community of work and society which provide the context of children's future life. This is difficult for governments as both student learners and their teachers need stable curricula. But that tricky tightrope has to be walked successfully.

The same is true for the assessment systems which should enable children to learn by helping them properly to understand their strengths and weaknesses. And at the same time they have to provide the accreditation which permits them to move successfully to the next stage of their education, or to work, or both.

Teachers and their teaching and learning materials

Of course teachers are the professionals who are absolutely central to making the process of education work for children. They should be well supported by good training and by their teaching and learning materials.

They themselves need to have forward-looking and open-minded attitudes and characters which embody a future-focused mentality. They need to lead in this direction, and headteachers more than anyone.

These strengths need to be inculcated through both their initial training and continuous professional development throughout their teaching life, including experience of the modern world of work and the wider society.

Teachers need proper support, both in terms of their own status and pay, and with high-quality teaching and learning materials.

Education is the best means by which our new generations can equip themselves to become the beneficiaries of change, rather than its victims.

A future-focused education system

All elements of the modern and forward-looking education system described here require strong and positive engagement with modern working communities. But a particularly important component is a strong offer to students of high-quality Vocational and Technical Education, sometimes specific to particular fields of work and sometimes more general in character. This aspect of education requires particularly close engagement with the demands of the local labour market.

The best service which ministers of education can offer to the children and young people of their countries is to use the levers at their disposal – curriculum, assessment, teachers and teaching and learning materials – to ensure that the education system is future-focused. This will enable these young people to overcome the challenges of change which can sometimes seem overwhelming.

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South African entrepreneur use robotics to transform education

A young South African entrepreneur aims to use a robot to teach children how to build new robots. RD9 Solutions is a start-up company created by Tyrone van Balla. van Balla and his business partner Ridhaa Benefeld aim to build robots and use them as educational tools. Together, they have designed a robot and a curriculum that offers a course in programming and robotics.

"We've always been inspired by technology, and we're dedicated to making it as accessible to others as possible, so that they too may be inspired," van Bala said. RD9 Solutions is a tech innovation company that strives to find answers to everyday challenges by developing creative and cost-effective solutions. The start-up company currently operates in the ed-tech space and offers an accessible and innovative platform through which topics as electronics, programming and robotics can be taught.
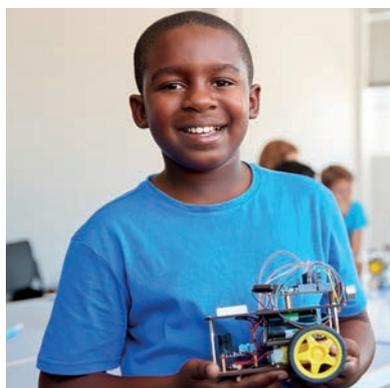
This platform aims to fill the skill gap among South Africa's youth as in today's current society phrases and words such as 'programming,' 'big data' and 'data science' are fast becoming vital skills that are needed in preparation for emerging fields. "We make technology more accessible to the masses. We allow kids to be exposed to and learn about programming from a very young age. We allow the innovators and game-changers of tomorrow to get a head start on their careers today," van Balla comments.

van Balla grew up in Grassy Park, Cape Town, where he developed an interest in computers at a young age. "I remember that while we may not have had much while I was growing up, I was also exposed to many new things and opportunities. While I didn't own one, I had frequent access to a computer from about five years old. This opportunity sparked my love and interest [for] technology and influenced my career choice," van Balla says about his early years.

van Balla joined the Alan Gray Orbis Foundation Fellowship in 2011, which helped support his career. The Fellowship Programme is one of three programmes that the Foundation offers in order to help young entrepreneurs jump-start their careers. The Foundation offers Fellowship recipients funding for their university studies, as well as access to development and support to help the recipients develop an entrepreneurial mindset. These programmes take place throughout the entirety of the academic year in tandem with the Candidate Fellow's university studies.

"At the time I applied for the Fellowship, I was mainly focused on finding a bursary. I knew my parents couldn't afford my university fees, and I had set my mind on studying engineering. I was most intrigued by the idea of being among like-minded individuals with a similar drive for excellence. The Fellowship fosters a solid foundation for your personal growth, while university fosters your academic growth," van Balla says.

van Balla believes that the Fellowship is more than a funding scholarship. He sees it as an opportunity for entrepreneurial and personal growth. "I am proud of the fact that I made the most of the opportunities I was presented with in life. In doing so, I am now in a position to motivate, empower and inspire others to achieve their goals, despite their circumstances or background," van Balla says.

RD9 Solutions has conducted a few pilot programmes with different schools and institutions. The company is currently working to build a platform that will encourage and foster self-learning and self-exploration of the different terms and concepts. "I am passionate about teaching and empowering others. In five years, I see us expanding our offering not only across South Africa, but also throughout Africa. I see us making a lasting contribution to [the] lives of the African youth through our work," van Balla comments.

Edited by Kojo Essah

ITNEWS AFRICA
AFRICA'S TECHNOLOGY NEWS LEADER

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Haier Interactive Classroom Solution

Haier International Smart Education Experience Classroom
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Haier Interactive Classroom Solution does not only break the traditional one-way teaching, but also achieves interaction between teachers and students, through the functions including screen sharing, video streaming, group collaboration, file sharing and digital resting, management and control, etc.

1. Teaching Facilities – Smart Devices
* Digital courseware illustrated on Smart Devices, effectively teaching & learning complex knowledge
* Computer skills enhanced in daily class

2. Teaching Methods – Student-centered
* Interactive & engaging environment empowered by sharing of screen, video, voice, camera, and massage among the teacher and students
* Differentiated teaching realized by 'Group Collaboration'

3. Assessment – In-class Paperless Quiz
* Disseminate quiz & answer sheet to all/ indicated students instantly
* Students directly answer & submit on devices
* System automatically grading, with overall/ comparison analysis

4. Management – Precisely Control
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Remote control students' device (USB, Web, APP, Silence, etc.)
Files dissemination & collection among all devices

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CANON FOR
EDUCATION

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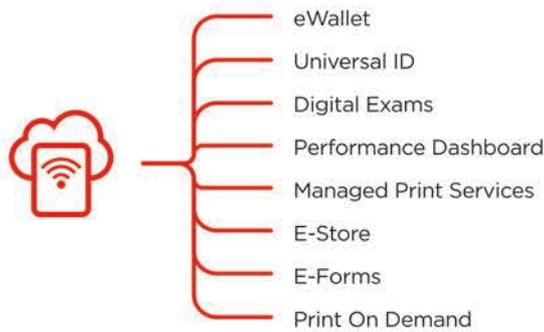
Canon Campus Portal

- eWallet
- Universal ID
- Digital Exams
- Performance Dashboard
- Managed Print Services
- E-Store
- E-Forms
- Print On Demand

Secure Examination Process

Exam Creation → Production → Secure Deliveries → Grading → Publish Results
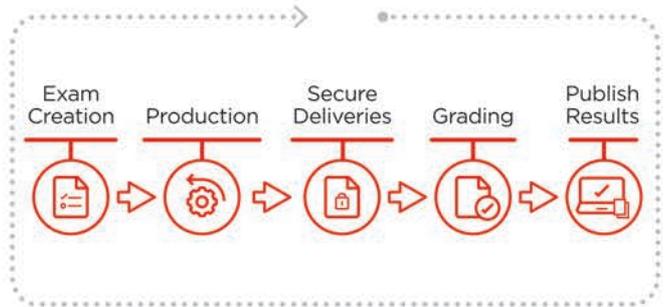
Digital Workflow Automation
Archiving & Automated Grading

- Audit Workflows
- Archive
- Publish Results
- Smart Grading
- Digitize

Data Analytics & Reporting
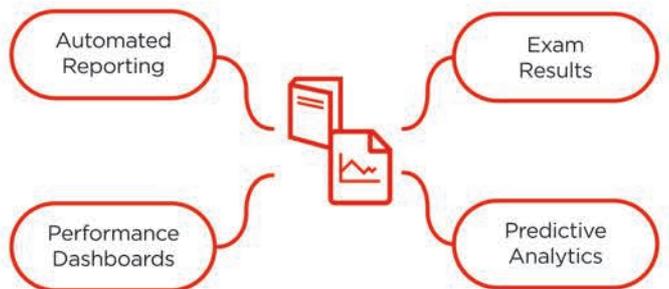
- Automated Reporting
- Exam Results
- Performance Dashboards
- Predictive Analytics

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Our Pan African growth strategy has extended Adapt IT's reach to Ghana, Uganda, Kenya, Namibia, Botswana, Lesotho, Swaziland and Mauritius.

In Ghana, Adapt IT enjoys successful partnerships of almost 30 years. In addition to the University of Ghana Legon, GIMPA and Central University (CUC), we proudly welcome the University Education of Winneba to our list of top tier institutions utilising our leading software, to achieve more.

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Luxolo Rubushe
Divisional Executive: Adapt IT Education

Our product portfolio:

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artena	Artena - A **web-enabled online student life cycle management system** which allows users to track and manage students from their enrolment to graduation.
ICAS	ICAS – **A Student Management System** purpose-built for the private higher education sector and corporate training sector. It is web-based solution and subscription based for cost effectiveness in order to respond to the ever changing needs.
wisenet	Wisenet – **A Learning Relationship Management tool** that meets the needs of all **training organisations** in compliance, learner engagement, automation, documentation, employers and agents and management reporting.
CELCAT	CELCAT – A complete state of the art **Timetabler Solution** for optimising **resource utilisation**, **timetable publication**, **ad-hoc room booking**, **attendance tracking**, and **pay claim management**.

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4. Digitised Attendance - use of biometric and facial recognition to track attendance to campus, class and accommodation infrastructure
5. Student iEnabler - online and mobile platform allowing students to apply, register and pay online, obviating the inconvenience of long queues for students and staff
6. Finance iEnabler - automated workflow for procure to pay processes
7. Payroll iEnabler - online application and approval of leave for staff
8. JasperSoft Reporting - cutting edge reporting platform providing automated and customisable reports

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Education Development Trust is a not-for-profit organisation that transforms lives around the world by improving school systems at scale. Headquartered in the United Kingdom, we have been working with governments and donor agencies to effect and embed sustainable change for over fifty years.

Our specialist knowledge and authoritative research mean we design and deliver effective, far-reaching solutions which are evidence informed. We have supported clients in over 90 countries with needs ranging from rapid technical assistance, through to designing and delivering longer term programmes across a region or country – operating at scale with highly contextualised solutions.

We have worked, and continue to work, in many countries across Africa, including in leadership and improving learning and transition of girls through primary school in Kenya, rebuilding the education system and improving literacy and numeracy in Rwanda, and strengthening systems in Somalia and Ethiopia.

A key priority for Education Development Trust is to continue supporting leaders across the region to move forward and deliver ministry priorities, embracing the potential of technology and innovation in schools, and ensuring impact can be realised system-wide, particularly where resource-poor systems face challenges in capacity and capability.

educationdevelopmenttrust.com
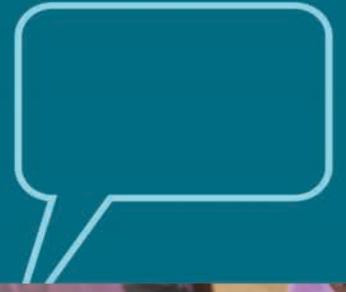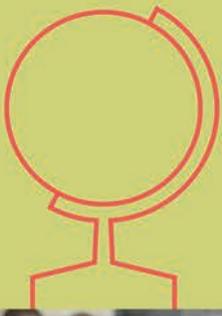
School
improvement
at scale

Leadership
development

Authoritative
research

Inclusive
education

Teacher
development

Africa: US$300m for STEM skills development

The African Development Bank is partnering with the Association for the Development of Education in Africa and the African Union to launch a US$300 million fund to support the development of technical and science education on the continent.

The African Education Fund will finance training in post-secondary education including Technical Vocational Education and Training, STEM and Science, Technology and Innovation skills.

It will be a "unique" Africa-initiated, continental level education fund designed, led and managed by Africans, and will become operational in 2020 according to the fund's coordinator Sydney Tetteh.

"The objective of the AEF is to primarily pool domestic resources mobilised together with Regional Member Countries and complemented by multilateral and bilateral contributors, the private sector and philanthropic foundations to finance projects that would contribute to human capital and skills development across Africa," Tetteh told the PIE News.

According to the official, it will be financed through a mixed model of grants and concessional loans, with grants focused on technical assistance to countries.

The aim is to help increase domestic revenue generation to support education financing, education policy review and development in AEF focus areas, reforming curriculum, and in financing research and knowledge generation.

"Low-cost loans and some grants will focus significantly on infrastructure and equipment financing in identified key areas", Tetteh disclosed.

Besides complimenting other education financing initiatives on the continent, the AEF, Tetteh added, is different in that it focuses exclusively on Africa, and mobilised African resources entrenching local ownership and accountability.

He said it responds to African rather than global educational priorities by earmarking funds for specific purposes to meet Africa's needs, while insulating education and training from effects of "volatile and unpredictable" financing from external partners.

A joint declaration issued last month after an AEF workshop in Abidjan, Ivory Coast by representatives of government and regional economic blocs reinforced its support for the establishment of the fund, with Ivory Coast's minister for Education Kandia K. Camara asking countries to be accountable and to take ownership of Africa's education and training. He encouraged AEF proponents to pay special attention to supporting the vulnerable including girls and people with disabilities in the structure of the fund.

"The African Education Fund is a vision many education stakeholders have had but could not put into practice, it is no longer just a vision – it is a reality," Oley Dibba Wadda, the Bank's director of Human Capital, Youth and Skills Development said at the event.

Maina Waruru is a freelance journalist based in Nairobi, Kenya and specialising in science and higher education reporting. He has over 15 years of experience and has been published by the BBC Online, the New Scientist, the Scientist Thomson Reuters Foundation, University World News and Scidev.net.

THE PIE NEWS

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Smart technology is key to Rwanda's future

Buzzwords such as blockchain, artificial intelligence and robotics are smart technologies changing the face of industrial processes and production globally. The question is, how are African countries positioning themselves to harness the opportunities and benefits of acquiring and adapting new technologies into their production processes?

Rwanda understands the urgency and speed of this technological age, and that the only path to industrial growth is through development and integration of science, technology and innovation into enterprises. This is evidenced in Rwanda's Vision 2050 and the Seven Year Government Programme (2017-24), both national frameworks that aim to establish Rwanda as a globally competitive knowledge-based economy and create 214,000 decent jobs annually.

Made in Rwanda campaign
The Made in Rwanda campaign was set up in 2014 and spearheaded by key stakeholders such as the Rwanda Development Board, the Rwanda Private Sector Federation and the Ministry of Trade and Industry. This initiative is to essentially reduce the country's trade deficit and promote consumption of locally produced goods and services.

This was the first of several strategies to stimulate the domestic market and address issues faced by small and medium enterprises (SMEs), which make up 98% of businesses in the country. Rwanda's formal trade deficit was reduced by 21.7% in 2017, partly due to of strategies such as the Made in Rwanda Campaign.

The campaign has boosted various industries in Rwanda, especially in the garment sector. Nonetheless, there is still a challenging journey ahead if we are to grow local industries and make them competitive.

"The future of work lies in how well we train young innovators to design, prototype and most importantly, dream."
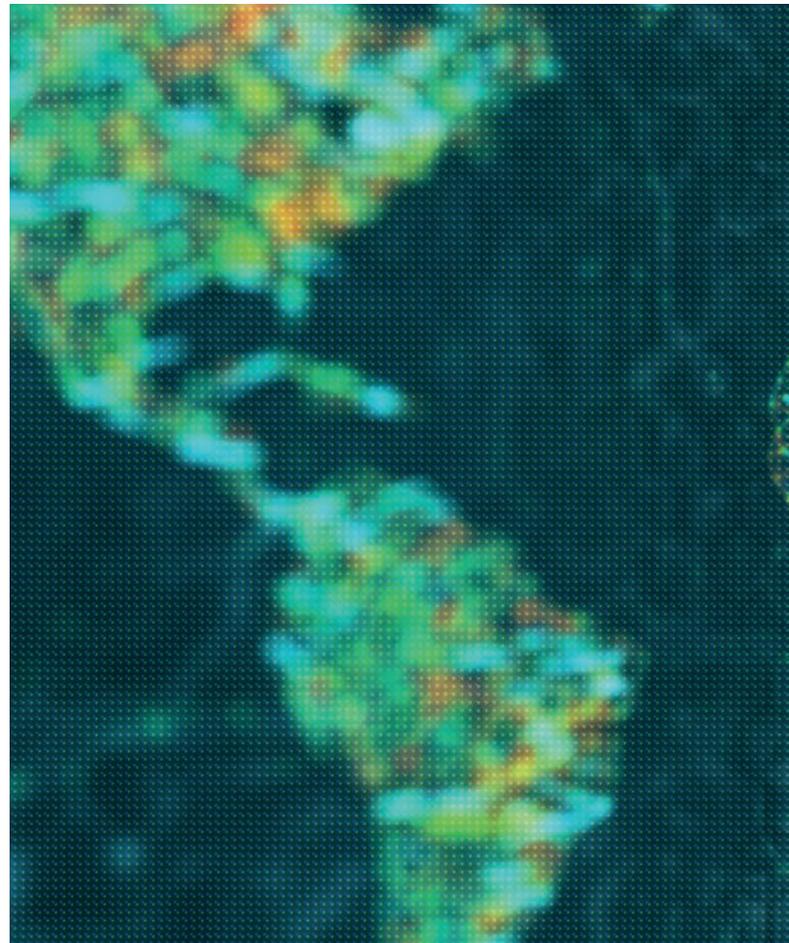
Key industry players in Rwanda are primarily engaged in the production and processing of wood, tobacco, cement, textiles, agro processing, small scale beverages, soap, furniture, shoes, plastic goods, tea and coffee. Others include chemicals, construction, printing, engineering and methane gas.

Among such challenges, many have cited Rwanda's land-locked geographical position; a small private sector; and lack of innovation, amongst other things. However, all this can be changed by smart technologies that drive industries forward as the country positions itself as a regional ICT Hub.

The most obvious solution is to infuse modern technologies into enterprises to boost Rwandan industrial growth.

The future of work lies in how well we train young innovators to design, prototype and most importantly, dream. What better way is there to create sustainable frameworks than by training talented youth as future custodians of smart technologies not only in Rwanda, but across the continent? Fears of "robots replacing humans", misplaced or accurate, have been expressed globally with the common perception of a "jobless future".

Disruptive technologies have always brought with them both positive and negative effects. McKinsey's 2017 report on automation estimates that high percentages of jobs in African countries will be automated – 52% in Kenya, 46% in Nigeria and 50% in Ethiopia. Industry 4.0 does not only lead to job losses due to automation, it also creates unprecedented opportunities for our youth to move into new types of jobs based on problem-solving, creativity and innovation. We need to prepare our youth for those opportunities.

Urgent business

The common thread running through Rwanda's focus on reducing its trade deficit and diversifying its export base is to use smart technologies to develop its nascent industries. This approach is the future, as today's socio-economic fabric is interwoven with technology.

It is urgent that we understand and leverage early adoption of new technologies to increase industrialisation, not forgetting that they must be affordable, sustainable and environmentally friendly. The quicker we do this, the faster Rwanda's vision of becoming a knowledge-based economy will happen.

Kampeta Sayinzoga is director general of Rwanda's National Industrial Research and Development Agency (NIRDA)

Integrating smart technologies

Aware of the low levels of acquisition and adaptation of technology by Rwandan industrial firms, government and the private sector have embarked on the first of many interventions aimed at boosting competitiveness. For instance, the National Industrial Research and Development Agency (NIRDA), will support the acquisition and adaptation of technology for firms through thorough audit systems, and thus reduce the cost of adoption.

The 2018 NIRDA Open Calls Programme aims to equip selected enterprises with technological skills that will increase productivity using appropriate technology. It goes without saying that such an approach is not doable without having government agencies serve the private sector directly, providing training and encouraging innovation.

African BUSINESS

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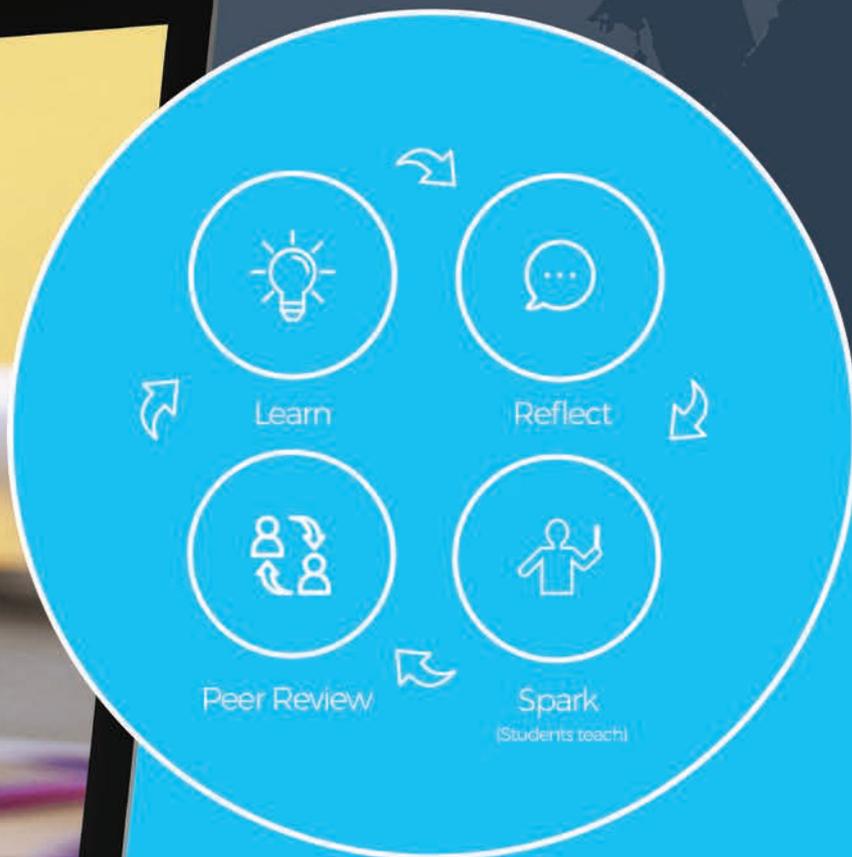
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'Factory of factories' helping start-ups in Kenya

[NAIROBI] Esther Mwangi, a 2014 graduate of economics from Kenyatta University in Kenya who wanted to venture into entrepreneurship but had no clear path, started off selling solar panels in coastal parts of the country as she conducted market research on other possible ventures.

"I was shocked to come across statistics showing that 65 per cent of women in Kenya could not afford sanitary towels in 2016," Mwangi told SciDev.Net. "This really touched me and moved me into thinking of how I can help provide a solution in the country."

One in every ten girls in Sub-Saharan Africa miss school during menstruation and this could affect the goal number four on quality education of the UN's Agenda 2030 on sustainable development, according to the UNESCO.

When Mwangi moved to Nairobi and visited schools in the city's informal settlement areas, her interactions with girls confirmed that majority of them lacked access to sanitary pads.

"Some were even using sponges and other unsafe pieces of clothes. As a result they could skip classes during their menses," Mwangi narrated to SciDev.Net.

Mwangi decided to build a vending machine for providing affordable sanitary pads. While sharing the idea with a friend who worked at iHub in Nairobi, she learnt about Gearbox.

"I went to Gearbox and shared my idea. I wanted this to work. I had no engineering background but I had the passion to move it," she explained. "At Gearbox, an engineer helped me design [the] pads vending machine. Additionally, Gearbox got me a grant through a philanthropist to actualise my design and have vending machines that are available and accessible 24 hours a day."

"The passion and working work really matter in order to be successful in entrepreneurship in the field you are venturing in."

Gearbox is a hardware accelerator venture in Kenya that helps potential inventors such as Mwangi to get space for hardware design, training, mentorship and finally actualise ideas.

Why hardware accelerator was formed

Kenyan engineer Kamau Gachigi realised in 2008 that most of the tech start-ups were in software development. In 2011, Gachigi came up with the idea of setting up a space for hardware incubation in Kenya called Gearbox. At this venture, people including those without formal engineering education with innovative ideas are given access to machines they can use to design and actualise their innovation.

"At the University of Nairobi, I was teaching engineering students who had bright ideas that I knew could contribute to the challenge of industrialisation if they had access to equipment," said Gachigi recalling how access to facilities could enable students to test their ideas.

A holder of US patent for innovation, and an academician, Gachigi set up Gearbox in 2011 to help bridge the gap of inadequate engineers needed for Africa's industrialisation. The space operates like a community that brings like-minded people to work together and create products that meet international standards and customised to Africa to address the problems on the continent.

Addressing the TED Global Conference held in Arusha, Tanzania in 2017, Gachigi said there is a need to create an environment in Africa that allows the few engineering students and graduates to test their ideas and start businesses.

"Most governments in Africa have a plan for economic growth anchored on industrialisation such as the Kenya's Vision 2030," said Gachigi, adding that the world is going through an industrial revolution.

Gachigi, who has a doctorate in solid state science, said that his interactions with Kenyans, especially those who had not accessed formal education, showed that they had good ideas that if turned into products could help transform livelihoods.

Creating affordable innovations through Gearbox

Through her venture called EsVendo, Mwangi has placed sanitary towels vending machines in two slums of Kibera and Kawangware in the outskirts of Nairobi. The venture is an innovative distribution system that operate like ATM machines where one can collect a pad upon payment anytime.

They are placed at strategic points in the slums where girls can easily access them and also in hospitals where adult women can access them. This has increased access to sanitary towels and reduced the stigma of not using them among school girls, according to Mwangi. The girls in the areas can now buy a pad at ten Kenyan shillings (about ten US cents) compared with the price of most pads in the market that go for about 70 US cents.

The story is not different for June Kimani, whose venture, housed at the Gearbox centre, works on popularising existing sewage treatment technologies exported from Japan.

The venture called Usafi Comfort, gives wastewater treatment technologies such as water-saving devices and wastewater recycling solutions to residential and commercial needs across Eastern Africa.

"This holds the promise of a new industry with many jobs, better healthcare outcomes thus stretching universal healthcare further, enabling affordable housing off-the-grid, conserving the environment and fixing a pervasive dignity deficit," Kimani explained.

Although the technologies are still expensive to be used in many settlements in the country, Kimani said that they are working on affordable innovations for Kenyans.

"Gearbox has given us space to rent at affordable rates and they are patient when rent is late as is normal with start-ups. This enables us to survive through tough times," Kimani added.

She explained that Gearbox also provides "an ecosystem from which we get engineering experience that enables us to have an elastic workforce without having to employ a large staff full time".

This involves many engineers from the venture who can be hired on either part-time or short-term basis. "This space attracts many visitors some of whom become our clients and other partners in working to improve technologies," Kimani told SciDev.Net.

According to Kimani, early this year, her venture needed to assemble control panels locally to save on import duty, an exercise that was done successfully thanks to the expertise from Gearbox engineers.

Kenya and other African countries will require more advanced infrastructure for sewage management in buildings, she said, to progressively reduce the volumes of untreated sewage being released into the environment.

Gearbox inventors have created a space of about 25,000 square feet for potential hardware developers to create globally competitive innovations. As of May this year, Gearbox has enabled 22 start-ups to design hardware that they use to address common challenges facing people in Kenya, says William Maluki, head of engineering at Gearbox, Kenya. These include Paygo Energy venture that develops a clean energy distribution service which enables people to pay and access cooking fuel globally.

"Start-ups need space to work, to continue improving their products or ideas, to write emails, and even proposals for funding and that's what Gearbox gives," Maluki explained.

Gearbox led to the formation of Gearbox International Foundation in 2017 as a platform to be used to help others in low and middle-income countries around the world to build similar ventures. The Foundation also shares lessons learnt from the challenges that faced the development of Gearbox in Kenya with new hardware manufacturing space makers to enable them work easily.

'Factory of factories' helping start-ups in Kenya

Solving development challenges

According to the Gearbox Foundation, hardware solutions are required to solve many challenges such as sanitation, food security and access to affordable housing faced by developing countries.

The Foundation says that at least 11 of the 17 UN Sustainable Development Goals including access to clean water and sanitation, and decent work and economic growth will require hardware technology development or the cost-effective adoption of existing hardware technologies.

Phylis Wakiaga, chief executive officer of the Kenya Association of Manufacturers, says that ventures such as Gearbox play a critical role in driving the growth of the economy through employment and wealth creation, adding that start-ups are the future large companies, which will position Kenya and Africa in the global market as a force to reckon with.

"Innovation is critical for the sustainability and competitiveness of local industries in the light of a changing world," Wakiaga tells SciDev.Net. "Providing incentives such as reduced cost of energy, tax incentives, and low cost of raw materials that will reduce the overall cost of production will in turn encourage local industries to increase their production and investment in research and development leading to more innovation in industries."

Plans to reach more innovators

According to Maluki, start-ups could access space at Gearbox through two ways. First, they could become members by registering after paying US$100 a month for daily access or US$40 for two days a week. This enables innovators to access equipment and co-working space. Alternatively, they could rent unused space on the premises.

"Gearbox has given us space to rent at affordable rates and they are patient when rent is late as is normal with start-ups."

"We want to have an ecosystem of like-minded entrepreneurs and innovators who work on hardware products," said Maluki.

Maluki says that local hardware developers were previously not progressing because they had to import almost all the raw materials including design services. "This made hardware development extremely expensive, a gap that Gearbox has largely bridged," said Maluki, explaining that Gearbox gives most of the services, such as design freely.

He adds that hardware development is challenging because it involves a lot of logistics, designing, with some of the products created as a result of importing designs being inappropriate for the local markets and thus not solving the problems facing people.

Gearbox inventors plan to open up satellite spaces in other parts of the country including rural areas to open up space for more people to invest in hardware technology. "This should not leave any innovator behind, even those in remote parts of the country should access services and space provided for by Gearbox," Maluki said.

Currently, Gearbox is working with the Red Cross to establish a satellite hardware innovation space in Lamu County, coastal Kenya.

"There's a growing interest in what we do. Recently, Laikipia County governor requested us to establish mobile classrooms to build the capacity of students from his county," said Maluki. We want more young people to take advantage of equipment here to strengthen especially engineering training which is more practical in an industrial space that we offer. We need more spaces accessible to youth to innovate and create hardware that can help solve challenges facing the common people in Africa."

But for ventures such as Gearbox to expand and trickle down to improve economies, Maluki said that African governments need to support them.

This is because Gearbox is modelled after similar ventures in the United States that require a lot of funds. However, the over-reliance on donor funding threatens its sustainability and could fold up if not properly funded like some in the United States which have closed down.

For example, lack of funding makes the purchase of some of the machines such as Tormac CNC milling machine, Gearbox inventors want to use impossible. Maluki urges governments to support the venture by reducing tax on importation of machines and equipment to be used in the space.

"These machines will be used in building the capacity of our young people and providing opportunities for inventors to create," explained Maluki. "This eventually creates jobs and can help employ a large number of young graduates who are unemployed. Failure by the government to support such ventures as Gearbox is like shooting at its own feet."

Gearbox has attracted many prominent people globally especially technology entrepreneurs who have heaped praise on the venture. For instance, during a tour of Africa in 2016, Facebook's chief executive officer Mark Zuckerberg visited the premises of the venture to meet innovators and was amazed with the technological work being done.

Two years later, British business experts who accompanied the country's Prime Minister Theresa May to Kenya also visited the premises and talked to hardware innovators who pitched their ideas to them.

"This shows the interest in what hardware tech inventors are doing in Kenya and Africa is gaining prominence and many people could invest so long as they are convinced the product is market ready," Maluki said.

Impacts on student trainees

Gearbox also has an academy that trains university students and give them hands-on experience to build their capacity. "We use mastery-based methodology where we expose trainees to material and evaluate them until they master the content," Maluki added.

The academy trains students to master topics such as machine learning, artificial intelligence, programming and human-centred design approaches, among others.

The trainers are drawn from within the workforce of Gearbox and industry experts with knowledge of various fields that subscribe to Gearbox's work.

Last year, engineering students from the University of Nairobi, Jomo Kenyatta University of Agriculture and Technology, Technical University of Kenya and Kenyatta University began attending training sessions at the academy.

The academy also provides avenues for students to collaborate internationally and co-create hardware. For instance, early this year, Nairobi Design Institute hosted an event where students drawn from Kenyan universities who were undergoing training at the Gearbox academy interacted with students from UK universities to co-create hardware technologies. Gearbox also trains students from mid-level colleges and polytechnics and gives them access to equipment to learn practically.

Gachigi challenges young people in Africa to make use of the internet in researching and adding knowledge to understand the ecosystem of the ideas that they have as this would help in developing greater innovations that can improve livelihoods.

"But the passion and working hard really matter in order to be successful in entrepreneurship in the field you are venturing in," he told SciDev.Net.

Gilbert Nakweya

A *learner–driven revolution* in education is unfolding around the world.

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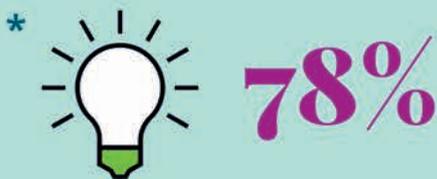
of people believe they need to improve their soft skills to be competitive.

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of people say attending trade school leads to getting a better job than just having a university degree.

P Pearson

2019 Pearson Global Survey with Harris Insights & Analytics

But we shouldn't stop there. We should be building a wider ecosystem to meet the needs of the learners in our study. Innovators and education companies can use technology to make education engaging and accessible, and government can help address ways to make education more affordable and widely available. By embracing learners and listening to their voice, we can all help lead the growth of a new economy.

This is the greatest opportunity in human history to reinvent learning to meet the needs of the new economy.

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John Fallon, CEO Pearson

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Read the full report at **GO.PEARSON. COM/GLOBAL-LEARNER-SURVEY**

Illustration by Kanae Sato

Online HE platform raises $28m to provide tertiary education in Africa

Global literacy project Curious Learning is on a mission to bring 100 million children to fluent literacy by 2025 by utilising mobile technology for learning.

Unicaf, the largest online HE platform in Africa, has raised $28m to expand its university education offering across the continent. The company also provides numerous scholarships for higher education across the UK, US, Africa, and Europe.

New funding will allow Unicaf to grow its enrolment from its current 16,000 students to over 100,000 in the next five years. There are currently approximately 850 universities in Africa, with a total capacity for around 11 million students. However, according to Unicaf, the continent is predicted to need an additional 50 million university places by 2030, as the 18-25 age group increases from 100 million (2010) to 150 million in 2030.

Programmes from Unicaf are designed to provide graduates with essential employment skills, and more than 85% of Unicaf graduates are currently employed.

Jules Frebault, executive director at Goldman Sachs, a major investor in Unicaf's new funding, said: "Unicaf is deploying a tech-enabled solution to African markets for easy and affordable access to quality higher education that is uniquely suited to address the widening university supply-demand gap and skills shortages across the continent."

Unicaf utilises the wide usage of mobile devices in Africa to disseminate its content, and approximately 80% of students currently study online using mobiles. According to the GSM Association, the number of mobile subscribers in sub-Saharan Africa has increased by 18% per year between 2007 and 2012. The penetration rate is forecast to reach 50% by the end of 2023, and 52% by 2025.

However, most sub-Saharan African countries have a limited supply of electricity and internet, meaning resources are made available to download so that students can continue their learning even when they no longer have an internet connection.

Currently, fewer than 10% of potential students in sub-Saharan Africa have access to higher education, making it the most underserved region in the world. In addition to this, access to primary and secondary education in the area is increasing, causing rising demand for tertiary-level education.

More information about Unicaf, its investor and partners, can be found at unicaf.org

"This tech-enabled solution is uniquely suited to address the widening university supply-demand gap and skills shortages."

EDUCATION TECHNOLOGY

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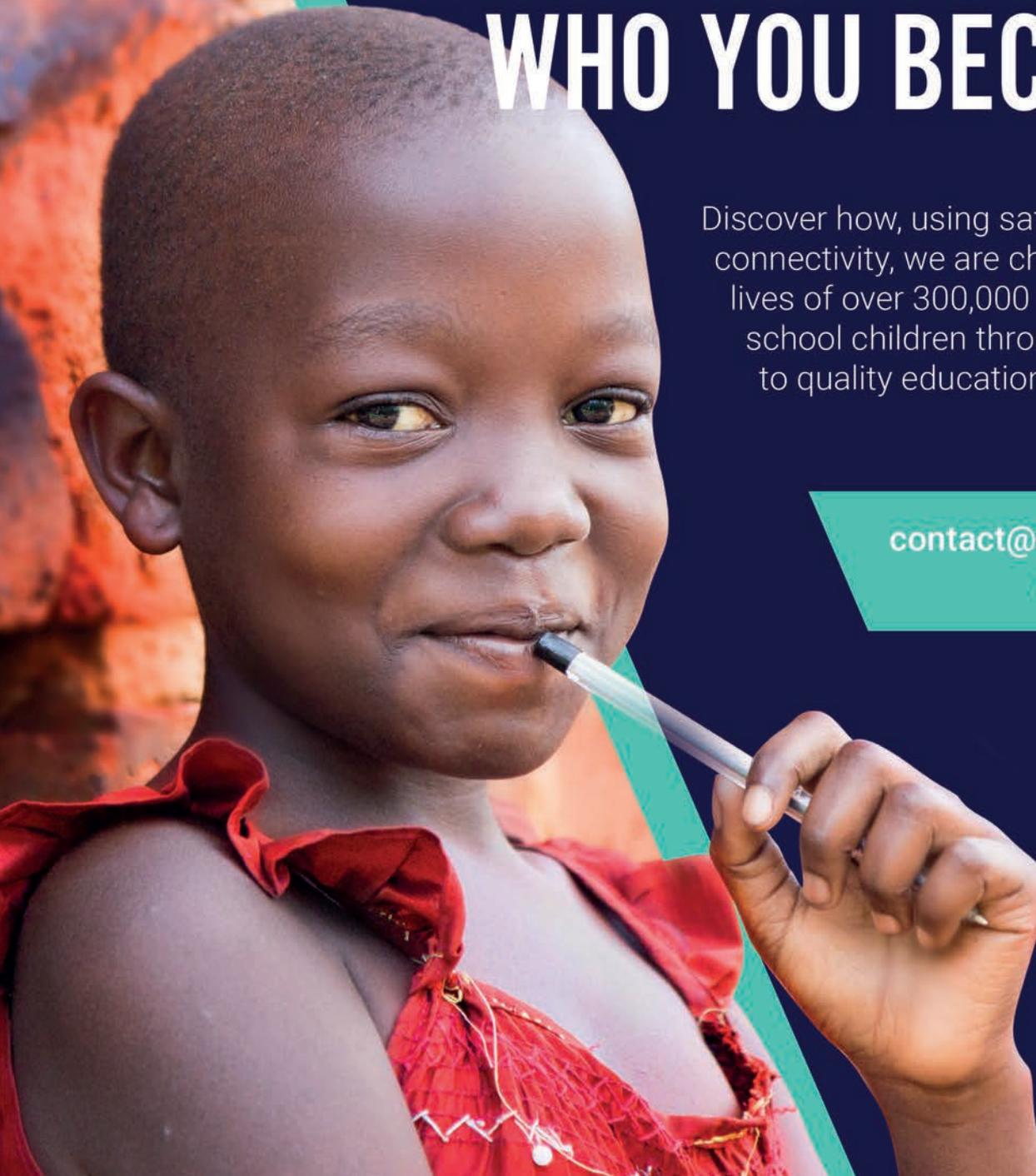
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Vodafone Business (VB), a specialist business unit within Vodafone, serves large, medium and small businesses as well as government agencies in Ghana by providing network based IT and communication solutions. VB supports businesses to make the best investments in communication that will help them connect better with their customers and internally with their staff. VB has, over the years, empowered thousands of businesses in Ghana to grow, cut costs, increase efficiency and improve profits.

www.vodafone.com.gh/business

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Through sharing knowledge and expertise of our Cambridge organisations, we develop local capacity and skills, and create bespoke programmes, qualifications and publications that promote education excellence. Together, we aim to: raise educational attainment; improve education equity and; lead teachers and learners to a lifetime of achievement.

We achieve this by working in partnership with governments and public bodies to: design innovative education programmes; publish high-quality teaching and learning resources; support and develop teachers and school leaders; create and implement new assessments and; provide strategic input to education system development.

We are delighted to support Innovation Africa as a Diamond Partner in 2018 and we look forward to meeting you in Harare in November.

www.cambridge.org/educationreform
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Canon Central & North Africa (CCNA)

Official Imaging & Digital Print Partner

Canon Central and North Africa (CCNA) is a division within Canon Middle East FZ LLC (CME), a subsidiary of Canon Europe. The formation of CCNA within CME in 2015 is a strategic step that aims to enhance Canon's business within the Africa region– by strengthening Canon's in-country presence and focus. CCNA also demonstrates Canon's commitment to operating closer to its customers and meeting their demands in the rapidly evolving African market. Canon has been represented in the Africa continent for more than 15 years through distributors and partners that have successfully built a solid customer base in the region. The fast-growing African market was earlier served through Canon's office in the UAE, established in 1998. Subsequently, Canon Middle East FZ-LLC (CME) was formed as a free zone company, with the remit to expand its presence in Africa.

As part of the geographic expansion, CME added Egypt, as part of its markets in 2000. A representative office was established in Cairo in 2001, followed by the transfer of 21 countries in Maghreb and West Africa to CME in 2005. CME continued to strengthen its presence in Africa with the opening of a local office in Morocco, transferring under its remit the East Africa territory in 2011 and establishing an office in Kenya in 2012. To strengthen its logistics efficiency in Africa, Canon opened up a new shipping distribution hub at Spain in 2014 to serve the Maghreb, West Africa and Libya markets efficiently. This added significant value to the business opportunities of the partners in these countries. By continuously investing in enhancing the supply chain and being closer to customers, Canon has now created a high value proposition with the setting up of Canon Central and North Africa within CME. It will ensure the provision of high quality, technologically advanced products that meet the requirements of Africa's rapidly evolving marketplace.

Canon Central and North Africa will manage sales and marketing activities across 44 countries in Africa, and has more than 100 employees. It will be responsible for all aspects of business in North, East, West and Central Africa meeting customer demands in the region. CCNA will have increased on-ground support from Canon to customers in the region. Canon's corporate philosophy is Kyosei – 'living and working together for the common good'.

www.canon-cna.com

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Education Development Trust is a not-for-profit organisation that transforms lives around the world by improving school systems at scale. Headquartered in the United Kingdom, we have been working with governments and donor agencies to effect and embed sustainable change for over fifty years. Our specialist knowledge and authoritative research mean we design and deliver effective solutions based on evidence. We have supported clients in over 90 countries with needs ranging from rapid technical assistance, through to designing and delivering longer term programmes across a region or country – operating at scale with highly contextualised solutions.

With a longstanding commitment to improving education across the region, Education Development Trust combines regional expertise with extensive international expertise to design sustainable education programmes. Whether it is to address gender inequality, access to education, accountability or the quality of teaching and learning, we work hand in hand with ministries of education and donor agencies to effect long-term change. We have worked, and continue to work, in many countries across Africa, including system leadership and improving learning and transition of girls in Kenya, rebuilding the education system and improving literacy and numeracy in Rwanda, and strengthening systems in Somalia and Ethiopia. In addition we have carried out many rapid-response, research-informed technical contracts across the continent through our team of expert consultants.

This substantial experience gives us a strong understanding of local education systems and the importance of working in a flexible, responsive way from relationships built on trust. We remain committed to supporting the region to achieve better educational outcomes for their young populations. A key priority for Education Development Trust is to continue supporting leaders across the region to move forward and deliver ministry priorities, embracing the potential of technology and innovation in schools, and ensuring impact can be realised system-wide, particularly where resource-poor systems face challenges in capacity and capability.

www.educationdevelopmenttrust.com

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We create and connect content, technology, assessment and services to offer unique learning solutions. We deliver services that can help schools and academic institutions achieve their goals. We've acted as consultants to governments and institutions on education, professional development and curriculum redesign. For more than a decade, we have worked with educators and learners to track learning gains and we hold ourselves accountable for not just the products we make, but also for the results we deliver.

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www.avantiplc.com

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Haier International Smart Education company, holding "To become a global leader in Smart Education Solutions" as the corporate vision, "Make the Education Smarter" as the mission, and "Focus & Open up, Co-Create & Win-Win" as the value, is committed to achieving the equity and quality of global education. Combining education with science and technology, Haier International Smart Education Company has launched HiBook – Smart Hardware solution, HiClass – Smart Class solution, and HiSchool – Smart Campus solution, to build the education industry ecology. HiBook Solution, combining digital resources with teaching hardware, launched a wide range of products including HiBook Cloud, Chromebooks, CMPC, desktop, notebook, all-in-one, tablet PC, VR / AR, e-book, smart pen, etc.; HiClass Solution focus on "hardware + applications + contents", deploy "super blackboard + super desk + super podium" as carrier, implements six smart class solutions: interactive class, flipped class, remote class, maker class, lecture captured class and MOOC.; HiSchool Solution integrates application, service and management for a campus ecology system through the construction of Campus Cloud, Campus Network and Campus Energy.

Under the guidance of "one belt and one road" policy, and in cooperation with Google, Microsoft, Intel, Inspur and other international top resources, Haier International Smart Education company has successfully established industry accelerator, institute, and HiStar charity institution, in order to build a "Co-Create, Win-Win, Sharing" global education ecosystem with the makers and elites all over the world.

www.haier.net/en

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Matific is known for: Proven to raise test scores, reduce maths anxiety, and increase motivation to learn maths; The ideal program to support and enhance investments in ICT; Provides teachers with engaging, enquiry based maths resources and lesson planning; Offers real time student and school performance reporting; Low cost program that runs on existing infrastructure at schools; Works on all devices and offers online and offline capabilities; Supports STEM learning initiatives.

www.matific.com

Positivo BGH

Positivo BGH is a Joint Venture between two industry leaders in Latin America namely Positivo Informática, of Brazil, and BGH, of Argentina. Positivo Informática brings over 40 years of experience in education to the joint venture and own, run, manage and operate a university, various private schools, and Brazil's second largest theatre. Positivo also owns education technology research centers that develop leading edge solutions deployed at educational institutions both private and public across the globe.

BGH one of the most respected companies in Argentina with over 100 years of experience is the undisputed market leader in designing, developing and the manufacturing of consumer electronic goods. Positivo BGH can be seen as the international arm of these two great companies, standing on its own two feet and operating in its own right, with manufacturing facilities in Brazil, Argentina and now recently Rwanda and Kenya.

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www.positivobghwise.com

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www.ablenetinc.com

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We provide technical support to our customers, and constantly observe their objections and behaviors to meet their needs. ACCENT has concluded successful partnerships around the world; the brand is then available in many African and European countries. Our company has been involved in Human Development and Education, by supporting many projects of Moroccan and Senegalese Governments.

www.accent.ma

ACT

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Adapt IT
Evening Reception Sponsor

Adapt IT is a leader in the ICT market through the provision of software solutions to the Education, Manufacturing, Energy, Financial Services, Communications and Hospitality sectors, employing over 1,000 technology professionals and servicing more than 10,000 customers in 53 countries. Adapt IT's South African offices are in Johannesburg, Durban and Cape Town, and international offices in Mauritius, Botswana, Kenya, Ireland, Australia and New Zealand.

www.adaptit.co.za

Amatrol

Amatrol is the world leader in skills-based, interactive technical learning. We produce hands-on training equipment, computer simulation software, and computer-based learning courseware in over 300 technical subjects such as electricity, electronics, mechanical, fluid power, mechatronics, robotics, automation, programmable controllers, industrial communications networks, and process control. Colleges, schools, and industry throughout the world use our learning solutions to build technical skills for maintenance technicians, operators, and engineers. Join us in our mission to transform the global workforce one life at a time.

www.amatrol.com

ApplianSys

appliansys

ApplianSys is the world leading specialist in designing, building and supplying dedicated web cache solutions to schools – in particular to large regional or national education authorities. Founded in 2000, ApplianSys has customers in 150 countries, a network of channel partners around the world and a portfolio of products designed with schools for schools.

Connecting classrooms to the internet can transform education and enable entire nations to leap forward a whole generation. However, the sheer scale of nationwide deployments, the countless number of details that you need to plan and the high cost of reliable internet connectivity present considerable challenges and pitfalls at every step. Web caching is vital for the success of E-learning, ensuring sufficient and affordable bandwidth for all schools and delivering fast classroom content. ApplianSys is the only vendor to offer a fit-for-purpose schools caching appliance, CACHEBOX, which is at the centre of its comprehensive Education Authorities offering. It's EDUGATEBOX multi-function appliance provides caching, filtering, firewall and more, getting remote schools online easily, safely and at best value. Having worked with Education Authorities for over 15 years, ApplianSys can leverage lessons learned at each phase and across the scope of your connected classroom projects, delivering comprehensive insight to ensure successful nationwide deployment.

www.appliansys.com

Christiani

Christiani
Technical Institute for Vocational Training
Since 1931

Work-based learning is a fundamental aspect of technical training – it helps learners to acquire knowledge, skills and competences which are essential in working life since they are close to the needs of industry. With its products and activities Christiani is promoting and implementing this learning model. Christiani has been active in the field of technical vocational training for over 85 years and stands for high-quality, hands-on training and continuing education. With our didactic concepts and teaching materials, Christiani is present at all locations where education takes place.

We accompany people on their lifelong journey of learning: from school, through company based training or university, to continuing training for skilled workers at any age. By means of our know-how and our wide product range, we have clearly developed into a complete supplier in the field of training and education. Our range of teaching materials primarily serves the fields of mechanics, electrical engineering, automation, automotive mechatronics and renewable energies. Whether for vocational institutes, colleges and universities or for small and medium-sized companies and major corporations: We offer to our customers guidance, conception, planning and execution as well as train the trainer courses.

www.christiani-international.com

CVTE

CVTE
Dream·Future

CVTE, is a global pioneer and leader of Education and Corporate collaboration technology. We are dedicated to developing Interactive Touch Screen and other collaboration products to empower Education Collaboration and improve Corporate Communication Efficiency. We provide comprehensive digital classroom solutions including hardware, software and peripherals. SEEWO, our brand in China market, was ranked China No.1 Education Interactive Flat panel for 6 consecutive years. There are more than 1,000,000 classrooms using our Digital Classroom Solution in over 94 countries.

www.cvte.com

De Lorenzo S.p.A.

DE LORENZO
Engineering Training Solutions

De Lorenzo S.p.A., is the leading Italian Company and among the first in the world, specialized in the design, development and production of technical and vocational training equipment. Established in 1951, De Lorenzo produces numerous individual didactic equipment and complete laboratories, which include, but not limited to: Electrical Engineering (e.g. installations, electrical machines laboratories and workshops, electrical power engineering, etc.), Basic Electronics, Power Electronics, Industrial Electronics, Telecommunications, Pneumatics, Hydraulics, Automation, Automotive Technology, Thermotronics, Renewable Energies, Energy Efficiency, Oil and Gas, as well as various other technical disciplines that are studied in technical/vocational Institutes and Universities worldwide.

One Stop Shop (Turn-Key Solutions) – De Lorenzo has the experience in providing a wide range of services such as: project definition, project management, preparation of tender specifications, supply of equipment, teachers' training on site or at its premises, installation, commissioning, technical assistance up to the complete autonomy of the local teaching staff and after sale services. Whether it is for Universities or Technical Colleges, Polytechnics or Technical Schools, teacher training centers or vocational institutes, at De Lorenzo S.p.A., we are devoted to contributing to the consolidation of the technological know-how of Industrialized Countries and to the technical growth of Developing Countries.

www.delorenzoglobal.com

Eagle Scientific

ES Eagle Scientific Ltd

Eagle Scientific are international project contractors, offering consultancy, vocational training, equipment supply and technical support. We have clients in both the public and private sectors, including the World Bank, ADB, Crown Agents, and various UN agencies. We are a leading supplier of medical, research, educational, and vocational training equipment, with more than 30 years' experience throughout the African continent. As well as providing equipment, we have significant experience in the management of turnkey projects, from conception to completion, and on-going technical support. This includes: Consultancy; Facility design; Equipment procurement; Installation and commissioning; Training of facility staff, to internationally recognized standards. Due to established relationships with leading UK academic institutions, we can also help with the development of curriculums and courseware material. Recent examples of projects include: 2010: Communications training laboratories, Algeria. Value $11,200,000; 2011: Supply of medical equipment, Ghana. Value $2,200,000; 2014: Oil and gas training workshops, Nigeria. Value $2,800,000

www.eagle-scientific.co.uk

Edit Microsystems (PTY) Ltd

Edit Microsystems (PTY) Ltd is an award-winning company that has supplied sustainable and affordable technology solutions to educational institutions, corporations and community upliftment projects throughout Africa for over 26 years. The company is devoted to finding alternative and cutting – edge technology for individuals of all abilities. Our focus includes improving curriculum delivery through high speed, functional connectivity as well as providing ongoing support, training and professional development to all stakeholders including teachers, parents, therapists and employees. Our vision is to upskill people, enabling them to acquire employment and make a meaningful contribution towards a better future.

What we do – Personalised for all abilities – We offer advice, products, implementation, training and continuous support for Special Educational Needs, Basic Education and Higher Education. Assistive technology for hearing, visual, communication, mobility, cognition, learning, neurological and neurodevelopmental impairments.

Inclusive Education; Literacy and numeracy software; Educational hardware; Projectors, Interactive whiteboards, Scanning pens; Mobile & distance learning; STEM (Science, Technology, Engineering and Mathematics) and Data logging; Robotics and Early Learning Technology; Document cameras; Virtual laboratories; Welding and automotive simulation; Technology to target entrepreneurial skills; Teenage pregnancy prevention and substance abuse education

Where we are – Edit Microsystems has offices in Cape Town, Durban, Johannesburg and Mpumalanga within South Africa and has been involved in various projects throughout Africa. How we do it – We offer remote consultation, training and support through our unique online video conferencing and collaboration technology. This allows us to link to customers and beneficiaries across vast distances and target specific needs to ensure flexibility and scalability.

www.editmicro.co.za

Epson

About Epson – Epson is a global technology leader dedicated to connecting people, things and information with its original efficient, compact and precision technologies. With a lineup that ranges from inkjet printers and digital printing systems to 3LCD projectors, watches and industrial robots, the company is focused on driving innovations and exceeding customer expectations in inkjet, visual communications, wearables and robotics.

Led by the Japan-based Seiko Epson Corporation, the Epson Group comprises more than 76,000 employees in 87 companies around the world, and is proud of its contributions to the communities in which it operates and its ongoing efforts to reduce environmental impacts.

About Epson Europe – Epson Europe B.V., based in Amsterdam, is the Group's regional headquarters for Europe, Middle-East, Russia, and Africa. With a workforce of 1,750 employees, Epson Europe's sales for fiscal year 2016 were 1.7 billion Euros.

https://global.epson.com

HumanWare EMEA

HumanWares inspirational vision has resulted in a range of highly intuitive and intelligent solutions for blind and visually impaired people. Combining an intelligent device with the simplicity and accessibility of a note taker with the power and efficiency of a modern smartphone or tablet, the BrailleNote Touch is the world's first Google certified braille tablet providing Play Store access.

Smarter and more connected than other low-vision products, the Prodigi Connect 12, is a powerful digital magnifier which opens the window to an intelligent Android world, with free access to over a million apps and is available with a powerful distance camera. The explorē range of portable magnifiers are bursting with exciting features to make life easier. With three explorē to choose from 3, 5 and the new 8 with a touch screen, these powerful magnifiers will go everywhere with you.

Victor Reader Stream provides access to over 36,000 internet radio stations, Wikipedia and Wiktionary. Listen to your favourite books and MP3s wherever you are. Victor Reader Stratus and Stratus M book readers are simple and intuitive to use, Stratus M includes multimedia for downloading from USB or SD. Brailliant Braille Displays available in 32, 40 or 80 cell versions, work brilliantly with Apple IOS devices iPhones, iPods Touch and iPads. The latest addition is the compact Brailliant 14 which is our smallest braille display yet. It is designed for ultimate efficiency without sacrificing ergonomics or comfort, so you can stay on track anytime, anywhere.

www.humanware.com

Impero

As countries across Africa make internet connectivity a requirement and suggest every student should be ICT capable and confident, the introduction to mobile devices and computers into schools begins to increase. Technology is a key driver to enrich education and here at Impero we've been supporting 30% of UK secondary schools, over 700 US school districts and schools in over 70 countries across the world, using technology in their classrooms.

Impero Education Pro consolidates classroom management, network management and student online safety tools to not only create productive classrooms and supported networks but also keep your students safe online. Available on-premise or cloud-hosted, Impero Education Pro helps support any Chrome, Windows, Mac or iOS device.

www.imperosoftware.com/uk

Labtech

Looking for Solutions for creating Employable Skills? Do you wish to exchange ideas on Best Practices for Educational Policy drawn from examples in dozens of countries on six continents? Are you looking for a reliable partner with decades of experience in 75 countries to help build out vocational and technical training systems for rapidly developing countries?

Labtech has been assisting developing countries for over 30 years and has created the largest range of technical training systems in the world that especially suits their needs. Our training systems are used in thousands of schools in over 75 countries and we are able to adapt to your needs to help you achieve your goals. We believe that developing employable skills for both industry and self-employment is a key factor in economic development. Labtech is also a leader in e-learning and Virtual learning for technical education. We have a "Virtual TVET" program which can lower the cost of TVET training by half as compared to traditional approaches. Come talk to us about what we can do together to strengthen and develop your TVET system! Our services: Lab Facilities Design; Curriculum Design; Provision of Lab Equipment; Teacher Training; Educational Development Consulting.

Our range includes seven major technology areas which covers about 50 trade areas. Electronics Technologies; Electrical Technologies; Computer ICT Technician and Networking; Air Conditioning and Refrigeration; Automotive and Heavy Equipment; Renewable Energy; Virtual TVET: 21st Century Skills and 3D Digital Content.

www.labtech.org

LD DIDACTIC

The LD DIDACTIC Group is a leading global manufacturer of high quality science and engineering teaching and training systems for: Schools (secondary schools); Vocational colleges; Technical colleges; On-the-job training; Universities. Our service and product spectrum covers much more than just experiment equipment. We offer consulting for all respects of education projects (e.g. curriculum, financing) as well as training (just technical or comprehensive didactical) in corporation with German vocational training centres or universities. Our focus is on teaching solutions for: Physics; Chemistry; Biology; Photonics; Electrical Engineering; Automotive Technology; Renewable Energy. By collaborating very closely with teachers and instructors, we have developed our training systems and adapted our solutions to their specific curriculum requirements thus ensuring maximum practical relevance, easy use and successful learning. Our wide range of services – such as free software updates, comprehensive training programs, as well as local technical after-sales service – ensure that our educational systems operate smoothly on a daily basis. LD DIDACTIC markets its comprehensive products and solutions under the brand names: LEYBOLD; ELWE Technik and Feedback.

www.ld-didactic.de

Lenovo

Lenovo is a US$45 billion Fortune Global 500 company and a global technology leader in driving Intelligent Transformation through smart devices and infrastructure that create the best user experience. Lenovo manufactures one of the world's widest portfolio of connected products, including smartphones (Motorola), tablets, PCs (ThinkPad, Yoga, Lenovo Legion) and workstations as well as AR/VR devices and smart home/office solutions. Lenovo's data center solutions (ThinkSystem, ThinkAgile) are creating the capacity and computing power for the connections that are changing business and society. Lenovo works to inspire the difference in everyone and build a smarter future where everyone thrives. Follow Lenovo on LinkedIn, Facebook, Twitter, Instagram, Weibo, read about the latest news via our Storyhub, or visit our website.

www.lenovo.com

Lucas-Nülle GmbH

Committed to technology and quality. For more than 40 years, Lucas-Nülle has been developing and producing sophisticated high-quality training systems in Kerpen/Germany. These systems cover the whole field of technical education including: Power Engineering/Renewable Energies; Automotive Technology; Electrical Machines and Drives; Refrigeration System Technology; Automation Technology; Smart Factory / Robotics; Electrical Installation Technology; Lab Systems. Lucas-Nülle training systems are deployed throughout the world where they are seen as the benchmark for quality, efficiency and technology. We are able to provide turn-key solutions including curricula, lab-world layout, installation and training. Ensuring a successful future. Lucas-Nülle GmbH has devoted itself to this challenge. The synchronizing of theory and practical application, the safe and self-explanatory experiment set-ups combined with the positive learning experience that comes from doing experiments on one's own makes learning with our systems fast and more efficient than with any other competing products.

www.lucas-nuelle.com

ODILO

ODILO is the leading provider of intelligent digital libraries and virtual classroom solutions and considered by many as the "Netflix for Education". We work in partnership with government and companies worldwide to achieve UNESCO 2030 Sustainable Development Goals. We are passionate about what we do and strive to: Democratise access to high quality education; Improve literacy levels and critical thinking skills; Promote lifelong learning; Develop powerful insights on learners and content activity.

We are proud to be supported by the European Commission to improve literacy across Europe and founded the ODILO Young Reader Awards – helping countries foster and find the best young readers across their nation. We currently have access to over 140M of readers in 43 countries and are supporting nationwide reading programs in both developed and emerging economies. Our solutions are fully personalised, data-driven, inclusive, work offline and online, multi-device and e-learning focused. We today collaborate with over 5,000 publishers worldwide to offer over 2M titles of high quality ebooks, audiobooks, video, magazines, scorm and others, across over 40 languages.

www.odilo.us

Panworld Education

Panworld Education, headquartered in United Arab Emirates (UAE), is one of the leading providers of content & technology solutions to the K-12, Higher Education, Governments & Ministries and corporate sectors, across Middle East & Africa. The company brings to its customers the best of the solutions of Content, Technology & associated services to support Curriculum content, Reference content, Enrichment content and the associated technologies & services to deliver, disseminate, manage & discover the content.

The company cooperates with some of the leading solution providers & OEM from across the world to provide cutting edge solutions in the region. The company is associated with leading educational institutions, academic consortia, national level initiatives and strategic government projects across the region.

www.panworldeducation.com

PeopleCert

PeopleCert is a global leader in the assessment and certification of professional skills, partnering with multi-national organisations and government bodies to develop and deliver market leading exams. PeopleCert delivers exams across 200 countries, in 25 languages, through its state-of-the-art assessment technology, enabling professionals to reach their full potential and realise their life ambitions through learning.

AXELOS Global Best Practice is responsible for developing, enhancing and promoting best practice methodologies including ITIL® and PRINCE2®, adopted in more than 150 countries and designed to make both individuals and organizations work more effectively.

AXELOS is a joint venture company, created in 2013 by the Cabinet Office on behalf of Her Majesty's Government (HMG) in the United Kingdom and Capita plc, to manage, develop and grow the Global Best Practice portfolio. AXELOS boasts an already enviable track record and an unmatched portfolio of globally-recognized best practice qualifications. PeopleCert is the sole Examination Institute worldwide for the entire portfolio of AXELOS' certifications.

www.peoplecert.org & **www.axelos.com**

PHYWE Systeme GmbH

For 100 years PHYWE has been developing, producing, supplying and installing scientific equipment; complete experiments; curriculum compliant solution systems for science education and scientific research at schools and universities. Modern e-Learning systems, software and a broad spectrum of services including training courses, on-site installation and comprehensive pre-sales consulting complete our offering. Our competence, quality and reliability – made in Germany – has enabled us to become one of the world leading companies for the supply of training and educational equipment for the teaching of Physics, Chemistry, Biology and Applied Sciences.

More than 145,000 customers in over 95 countries (including those in Africa for over 30 years) value our experience and products. PHYWE is your sought-after partner for schools, colleges, universities, private institutes, museums and research institutions worldwide. A member of the Lucas-Nülle Group of companies and together with more than 60 PHYWE authorised International Sales Partners (ISP), we offer you individually tailored solutions from a single source.

www.phywe.com

SMART Technologies Inc.

SMART is a world leader in classroom technology, providing interactive solutions to help every student and teacher discover and develop the greatness within them. A consistent innovator for over 30 years, SMART is the inventor of the SMART Board® and the developer of SMART Notebook®, the world's most popular collaborative learning software, and part of the SMART Learning Suite. With their full range of interconnected displays, software and accessories, used in over 3 million classrooms, SMART helps students and teachers around the world achieve better learning outcomes.

www.smarttech.com

Tarsus Technology Group

Tarsus Technology Group (TTG) is an innovator in Africa's technology supply chain, partnering with the world's leading IT vendors and the continent's top value-added resellers and systems integrators to deliver customer-centric solutions. Over the past decade, TTG has transformed into a value-added distribution group for the digital age. Our young and entrepreneurial team leverages advanced technologies to optimise the supply chain and deliver efficiencies to a growing community of resellers, and helps channel partners to retool their business for the cloud and digital commerce.

Established in 1985, TTG has a rich history in the IT distribution industry. Our companies include Tarsus Distribution, Tarsus On Demand, Tarsus Dispose-IT, Printacom and GAAP. Taken together, these group companies enable channel partners to deliver world-class business solutions to their clients. TTG is focusing on building a more inclusive ICT industry, creating opportunities for previously excluded people to join the mainstream economy, and building a skills base and business ecosystem that will support socioeconomic development in South Africa.

Recognised as a Level 1 broad-based black economic empowerment entity, TTG is the foremost black-empowered technology solutions partner for the channel. The group and subsidiary companies are recognised as black-owned, black female-owned and black designated businesses under the Amended ICT Sector Codes. TTG has an African footprint with branches in Namibia and Botswana and with representation in Zambia, Zimbabwe, Malawi and Mozambique.

www.tarsus.co.za

UC-Wireless

UC-Wireless distributes Integrated Wireless Communication Solutions throughout Africa. Working with local partners through skills transfer, we connect rural and urban education & healthcare facilities via multi-site "mesh" links, extending fiber-optic connectivity. We deploy cloud-managed high performance secure integrated e-learning and Wi-Fi connectivity while also delivering public Wi-Fi resulting in sustainable solutions with ROI including analytics, business intelligence and management reporting.

UC-Wireless is an Africa Distributor of: Rauland, Linkyfi, Nomadix, Spectralink, Sagittar, Omnitronics and UC-Ruckus.com Cloud Managed Ruckus Wi-Fi. We serve multiple markets, but specialise in Education, Healthcare and City Communication & Public Wi-Fi (Smart Cities).

www.uc-wireless.com

Whizz Education

Whizz Education is an innovative education company that partners with Ministries of Education and Donor Organisations to raise standards in learning, with specialism in maths, through the use of online virtual tutoring, teacher-led digital resources and the application of best practices. We believe that every child deserves a learning experience that caters to their individual needs and pace of learning. Our international expertise at large scale regional deployments puts students at the centre of the learning experience, supported by capacity building of teachers to deploy ICT for superior outcomes (as opposed to ICT for the sake of ICT). Through our expertise and collaborations we address issues of marginalisation, the digital divide, as well as the poverty and gender gaps prevalent in many environments. The current Avanti-led Imlango project in Kenya is an example in which Whizz is working with multiple stakeholders for capacity building of teachers in 200 rural communities to deploy digital learning resources in maths and literacy, as well as supporting 100,000 pupils, many of them marginalised, with personalised virtual tutoring in maths.

www.whizz.com

WOWBii Interactive

WOWBii Interactive is Africa's first original equipment manufacturer of interactive touchscreens. Founded in 2015, WOWBii is transforming the way Africa works and learns by redefining meeting room and classroom technologies. WOWBii's interactive and immersive solutions feature integrated computing, cloud-based infrastructure, wireless connectivity and cross-platform compatibility, giving users instant access to information, content and applications.

WOWBii offerings are flexible and adaptable, coming with unparalleled customer support and warranty. Offerings include BUDDRoom™, an interactive meeting room solution that allows meeting participants to meaningfully communicate and collaborate in ways not possible in traditional meeting rooms; and BUDDZone™, a learning area offering educational itinerary designed to enable educators use technology resources to drive interactive learning. As a proudly-African brand focused on providing simple yet durable products, WOWBii aims to be the preferred interactive solutions provider on the continent.

www.wowbii.com

Branded Partners

Benetech

Our work transforms how people with disabilities read and learn, makes it safer for human rights defenders to pursue truth and justice, and connects people to the services they need to live and prosper. We're constantly pursuing the next big social impact. Our mission is to empower communities with software for social good. We achieve our mission by uniting two worlds: the social sector and Silicon Valley. We serve as a bridge between the social sector and Silicon Valley by working closely with both communities to identify needs and software solutions that can drive positive social change. In the area of education, we endeavor to make learning accessible and inclusive to all people, including those with learning differences or disabilities. Through initiatives like Bookshare, the world's largest ebook library for people with blindness, dyslexia, and other reading barriers, we make it easier to read with ebooks in accessible formats and make it possible for people with disabilities to pursue education, gain employment, and enjoy leisure reading.

www.benetech.org

CodeJIKA

CodeJIKA.com is a vocational coding program for high-schools. Our mission is to create awesome experiences, cool online tools and fun curriculum to support the youth of today and leaders of tomorrow. Our vision is for youth to have monetizable digital skills before they leave school. The CodeJIKA Web Development curriculum aligns with industry standards and is rolled out as a non-core subject or elective in high schools. It allows Education Authorities to implement an impactful, practical digital skills program very fast to high schools with functional PC labs.

CodeJIKA Curriculum: Has been created in South Africa; Works offline; Is super fun and engaging – Think emojies; Full version Is FREE for government schools till 2022; All curriculum is digital (Desktop or Mobile), so there is no printing or royalties cost to roll it out; Teachers love it because learners can learn at their own pace; Is vocational focused, adding practical skills for entrepreneurial and employment; Is gender inclusive and purposeful – Girls love making websites that have a purpose. Through focusing narrowly on Front-end Web Development, the course quickly brings learners to a junior-level aptitude. Online mobile learning allows learners to continue to progress with the course or review, even when out of school, but it is not a requirement. The "Automated Grading of Offline Code Projects" feature allows teachers to quickly manage, assess and certify learners progress. CodeJIKA.com is a social impact project driven by Code for Change

www.codeforchange.co.za

Codevision

We believe in education and teaching as one, where technology, people and their experience, act together to foster human development. Codevision delivers digital transformations solutions for Education Management in K12 schools and Educational Data for governments. We have over +500.000 daily users in 400 wonderful schools, spread in 4 continents. eSchooling is an Education Management System to empower the Digital Transformation in K12 schools. Working every day for over 13 years with school management, teachers, students and families we designed the best tools to manage education.

eSchooling gives the best answer you need to run your schools, from admission to graduation. All these features are available via browser or mobile device to all the people that makes education so important for every children's life: administrative (SIS), financial, academic, canteen, access control, cashless payments, asset management and a powerful dashboard and analytical tool. Use technology and data to make better decisions and stay in control of your education systems, while providing better experiences for all your community.

eSkola is Educational Data for Governments. We believe data is the Super-Power that will help countries across Africa to take advantage of their data to overcome education challenges and achieve the transformation in their societies toward the Sustainable Development Goals. eSkola is a pioneer on-line platform is the first to combines data from different sources such as schools, governmental agencies, NGO's and international organizations alongside data collect from field teams to deliver real time data and knowledge about the Educational Landscape in your region.

www.eschooling.eu

Digital Skills Foundation

Digital Skills Foundation, based in France, was established to enable everyone to become digital literate at an affordable cost. Our e-learning program, called the Digital Skills Passport, covers all aspects of digital technology – from basic instruction on how to operate a computer in a practical and safe way through to getting online and accessing social media. Our courses cover the everyday technologies that we use on a daily basis – computers, music, video, images, the internet and social media. If learners wish, they can progress from the Basic Start Modules right through to the Professional Digital Skills Passport Programme which teaches the practitioner level digital skills for the modern workplace – including Word Processing, Presentations, Spreadsheets, Networking, Databases, Productivity and Communications.

The Digital Skills Foundation is committed to ensuring that everybody has access to digital skills training. Our digital skills programmes have accessibility features for dyslexia, cognitive and visual impairment, colour blindness and for those with literacy issues. Our programmes are fun, supportive, confidence building and accessible. Digital Skills Passport is for everyone.

www.digitalskillsfoundation.org

Encyclopaedia Britannica

Encyclopædia Britannica is a global educational publisher with online products that promote knowledge and learning. Now an online resource for schools, colleges and universities throughout the world, Britannica Digital Learning provides timely, relevant, and trustworthy content that can be used in the classroom and from home, with compatibility to any device. We're deeply involved with schools, parents and educators, designing products for the 21st-century classroom and today's home learning environments. We're a pioneer in digital education, and produce resources that support the least-to-most able with specifically designed features that aid EAL learners and students with reading difficulties.

www.britannica.co.uk

GradeMaker Pro

The exam authoring system that transforms the way you create assessments. Exam boards around the world are turning to technology to deliver assessments designed to meet the needs of today's students. GradeMaker Pro's exam authoring system provides: easy-to-use authoring tools that support the creation of professional-looking items and papers; a range of security features and tools providing maximum protection for your high-stakes content; item banking tools to create exams that meet international standards of validity and reliability. If building capacity, driving up quality and delivering world-class assessments are your organisational goals, talk to us about how GradeMakerPro can support you.

GradeMaker Analytics – Harnessing data for targeted, effective school improvement. Are you making the most of your national education and school data? We work with education ministries to provide a tailor-made analytics service, analysing performance trends and patterns at a macro and micro level. You decide what to measure, track and compare, and we create the data portal and reports. GradeMaker Analytics will unlock the power of your education data, allowing governments to monitor the impact of policy, inspectors to identify high performing schools as well as those needing support, and school leaders to become truly effective enablers of the best education for all.

www.grademaker.com

Intel

Since its founding in 1968, Intel Corporation has grown into the world's largest semiconductor company (based on revenue). The company employs nearly 100,000 people across more than 50 countries. Intel's products and technologies are at the heart of computing solutions that have become essential parts of businesses, homes and schools around the world; and are being used to tackle some of the world's most complex problems – in areas that include education, healthcare, economic development, and environmental sustainability. The company's products include microprocessors, chipsets and other semiconductor products that are integral to computers, servers, note – and netbooks, as well as consumer electronics, handheld devices and connected "embedded" products becoming part of cars, shopping kiosks and bank ATMs.

Intel's focus in not solely on the products it delivers. From primary schools to leading universities, Intel is committed to improving the quality of education around the world. Over the past decade alone Intel has invested over USD 1 billion and Intel employees have donated over 2.5 million hours in the last 10 years toward improving education in more than 50 countries. Intel's model for education transformation combines advocacy for policy reform, curriculum standards and assessment, sustained professional development, information and communications technology, and support of research and evaluation. We collaborate with governments, policy makers, and local vendors to make this model viable worldwide. Intel is headquartered in Santa Clara, California (USA).

https://blogs.intel.com

Knowledge E

Established in 2012, Knowledge E's name was fast to become synonymous with collaboration, professionalism and innovation. Head-quartered in Dubai, United Arab Emirates, and supported by a team of highly engaged professionals, Knowledge E works closely with over 100 clients world-wide from various types of organisations and government entities within the research and education sector to support their continued innovation and development. This is achieved by providing leading expertise, information resources and software solutions. Since its inception, Knowledge E has prudently expanded its expertise, services and technology in line with its vision of developing 'a more knowledgeable world'.

Knowledge E's three core offerings are the 3D's; 'Discover', 'Develop' and 'Disseminate'. 'Discover' through the KnE Digital Library Solutions for research literature discovery, as well as tailored content packages; 'Develop' through the KnE Learning Programmes, supporting capacity building and skills development within academia as well as the KnE Consulting Projects, serving universities on their mission to become 'world-class universities'; and 'Disseminate' through the KnE Publishing Services and the platform for Open Access publishing of journals and conference proceedings. Knowledge E also recently launched Zendy, an online platform aiming to provide individuals with the easiest possible access to relevant and trusted academic literature, and make access to paid content affordable. Zendy originates from the notion of building a more knowledgeable world, as there has never been a time where easy, affordable access to content has been more needed. Discoverable, reliable, and trustworthy sources are crucial to learning and ultimately, a better quality of life.

www.knowledgee.com

Kortext

Since 2012 Kortext has established itself as the leading partner for universities and national educational organisations in providing unique personal digital learning content and solutions at a time when content is transitioning from printed textbooks to digital multimedia. The Kortext platform enables students to engage deeply with the multimedia learning content and simultaneously connect with their peers and their teachers to improve their results. Comprehensive analytics provides insights into content usage and utilisation along with student engagement and study patterns, leading to better outcomes.

The Kortext platform aggregates access to all the learning content from over 1,400 of the top global education publishers including Pearson, McGraw Hill Cengage, and Wiley. Today over 100 universities in the UK, and many more overseas, use Kortext to deliver digital learning content directly to students. On the national level projects like the Egyptian Knowledge Bank (EKB) is using Kortext to provide access to digital learning materials to students across an entire country. Kortext partners with key organisations across the learning spectrum to deliver the best learning experience including Microsoft, HP, Samsung, The British Library, OCLC, and EBSCO along with the learning management system providers such as Blackboard, Moodle, Instructure (Canvas) and D2L.

www.kortext.com

LinkedIn Learning

LinkedIn Learning is an online learning platform that combines Lynda.com's unmatched library of more than 14,000+ courses taught by real-world experts, with LinkedIn data and insights drawn from 610M+ member profiles and billions of interactions. These insights give you a unique and real-time view of how jobs, industries, organizations, and skills are evolving, while helping you identify the skills that your organization needs to succeed. These insights also fuel course recommendations that connect learners to the most relevant, applicable learning that is easy to engage with on any device.

www.learning.linkedin.com

MicroMaker

MicroMaker is a joint venture based in Singapore and the UK. This start up specialised in creating STEAM educational resources many of which have been designed around the micro:bit. One of the founders of MicroMaker, David Crellin, worked with the BBC and other companies such as Microsoft and ARM holdings to develop the micro:bit which is a very low cost codable computer. Aimed specifically to encourage all young people and in particular girls to get interested in digital making, coding and electronic design one million micro:bits were given to students aged 11 in the UK in 2016.

In 2017 MicroMaker won a contact in Singapore to distribute 100,000 micro:bits to schools, colleges and community centres around Singapore. This contract forms the basis of the digital maker programme in Singapore which includes a training programme for teachers. Each teacher has the opportunity to learn how to use the micro:bit in the classroom followed by support them in getting into more creative and enterprising activities with their students. The digital maker programme runs up until March 2019.

In addition to the Digital Maker programme, MicroMaker specialises in developing kits for use with the micro:bit. Kits include Destination packs which have guided design outcomes to the Exploration packs for more open-ended creative activities and Investigation packs for exploring science and engineering.

www.micromaker.co.uk

Mirai

Mirai is the Middle East and Africa's first Learning Innovations Group. Mirai provides learning and leadership solutions for school networks, governments, and businesses. The Mirai Team has driven school improvement and innovation in this region and around the world, in four curricula, and at public and fee-paying schools. We know education; we know schools; we know technology; most importantly, we understand the needs of school leaders, teachers, and students. Each of our consultants has an advanced degree in their field and extensive experience. This marriage of theory and practice is critical to our strategic approach. Combined, our consultants have over 70 years of hands-on problem – solving expertise behind them. That's a lot of problems, and even more solutions. A core area of focus for the Mirai team is developing literacy through technology. Mirai provides digital resources and teacher development to efficiently improve reading around the world. We are delighted to present our unique reading solutions including Lexplore, an artificial intelligence-based reading assessment and intervention platform at Innovation Africa.

Lexplore was developed by researchers from Sweden's Karolinska Institute and used 30 years of research, advanced eye tracking, and machine learning to provide a two-minute accurate assessment of a child's reading. Lexplore has been endorsed by the British Dyslexia Association.

www.miraipartners.co

NetDragon

NetDragon Websoft Holdings Limited (Stock Code: 00777. HK) is a global leading creator of internet communities. It has been awarded with the "National Top 30 Cultural Enterprises" for three years in a row and "China's Top 100 Technology Enterprises" issued by China's ministry of industry and information technology for seven years in a row, squeezing itself into the Forbes Global 2000.

NetDragon was established in 1999 and headquartered in Fuzhou, China. As a pioneer of online games, NetDragon built China's top online game portal, 17173.com, and has developed a number of elite online and mobile games, including Eudemons Online, Conquer Online, Heroes Evolved, and Vows of Heroes. In 2013, NetDragon its smart phone app store platform 91 Wireless for $1.9 billion to Baidu. As China's pioneer succeeding in overseas expansion, NetDragon has released products in English, French, Spanish, Arabic and other 11 languages, covering more than 180 countries.

NetDragon also strives to build up a 10-billion level global internet educational enterprise. Through a series of strategic investment in education, NetDragon has delivered its educational services to more than 2 million classrooms, 12 million teachers, and 100 million users in 192 countries worldwide, making a global K-12 educational community network and ecosystem. NetDragon was entrusted by the Government of Fujian to build the China (Fujian) VR Industrial Base and China (Fujian) VR public service platform. With a focus on "Digital Education", NetDragon is building an international digital education town in coastal city Fuzhou to meet future education.

www.netdragon.com

Novabase

Novabase is a global IT company, covering more than 40 countries, 2400 consultants, empowering the education sector in its digital transformation through digital tools: Education Management Solutions – Good management and decision-making are key to enable the Education's purpose when you have many, different schools to manage. It is not easy to have consistent and real time data about students, teachers, staff and overall performance to support decisions over all Education domains. We focus on the design and development of comprehensive and adaptive systems, that are scalable and open to further development to support the management of networks of schools.

Higher Education Intelligent Solutions – Universities struggle with an increasing diversity of processes and data across teaching and research activities and services, supplied by their multiple schools and business areas. Cumbersome administrative processes alongside outdated or disconnected data can be strong inhibitors of efficiency, quality of service and revenue. We aim to improve the excellence of Higher Education institutions by increasing their ability to simplify their daily processes and back-office operations, providing valuable analytics insights, available in a fast, secure, reliable, and efficient way.

Learning eXperience – Fast changing environments are everywhere and organizations are exposed to a high volume of regular changes that impact their businesses. New products, new services and business models are adapted and created every day, hence very hard to follow by a large group of employees on their daily endeavors. That's why we provide learning experiences using new technologies, to empower workers and students and enhance their performance.

www.novabase.com

NTP CENTR

NTP CENTR is a wide known manufacturer of educational equipment for CIS, EU, ASEAN countries, established in 1991 by the team of enthusiasts, thus far the first and leading producer of technical training equipment in Republic of Belarus. With the modern equipment and highly-qualified staff we are able to produce and ship over 1 000 pcs of training systems per year. Our team specializes in the production of all kinds of education providers and is always ready to give complete support of our products: from training seminars and online consultations to commissioning and lifetime service. We supply full-featured laboratories, all you need is giving us the specification and our engineers will develop computer model of the laboratory and then combine all the required equipment to the full featured laboratory. If You hadn't found the equipment that matches your needs, we can develop it specially for You. It is possible to adjust every piece of our training systems upon your request or we can develop it from scratch.

www.ntpcentr.com/en

ScienceScope

ScienceScope Ltd recently relocated to Downside School just south of Bath. As ScienceScope specialises in developing technology for education, this unique arrangement of a high tech company being based in a school offers significant opportunities for us and students to work together on a range of new and exciting projects.

ScienceScope combines leading edge research projects with supply of equipment to schools and universities. Our product development programme is inspired by the research we do. In recent years the key areas of research have been: Developing the only electronic device for measuring Arsenic levels in groundwater; Developing novel air quality monitoring technology which has been widely deployed in Singapore Bangkok and London; We have carried out a series of IOT based development projects both in the UK and Singapore schools. In the UK we won an £800K research grant from Innovate UK to work with 8 schools and three Universities to originate IOT@School. IOT@School which is being further developed in Singapore with the National Institute of Education.

We are an EXPO2020 Live award winner. This project has enabled us to develop the IOT@School concept further. We are working with the GEMS schools in Dubai and students are designing their own big data investigations. Examples include investigating microclimates around the school grounds, weather across the world and air quality in the classroom. We are working closely with the Dyson Foundation to inspire students to become the engineers of the future.

www.sciencescope.uk

Smith & Ouzman

Smith & Ouzman is a global company specilaising in printing and software for secure and sensitive documents, providing the highest standards in quality, reliability and integrity for over 65 years. Any document that holds a financial or intrinsic value is open to attempted forgery and counterfeiting. Whether the document holds a face value, or entitles the bearer to certain privileges, it will be viewed as a document of value and it is our intention to work with Educational and Government Institutions to help combat these attempts thereby protecting the integrity of the documents and the institution itself.

Over the past 20 years, the landscape of the security print industry has changed beyond recognition. Traditional security print markets are increasingly integrated with software and ICT services. Smith & Ouzman have responded to this change. We have developed a range of bespoke software solutions to support you and the protection of secure and sensitive documents, thus helping our partners with digital transformation projects for secure and sensitive documents.

Ecertsecure – A Secure online Certificate Personalisation & Delivery Service. Developed in partnership with Botswana University of the Arts London & Botswana Qualifications Authority: Used for complete certificate management; Integrates into CRM and Courier systems; Incorporates an online validation facility. Epayslipsecure – A Flexible Payslip Generation and Distribution Service. Developed in partnership with Mitie: Now provides pay advice for over 250,000 UK employees; 120,000 digital or app, 130,000 paper; 400 Braille, audio and large print.

www.smith-ouzman.com

Snapplify

Snapplify is at the forefront of edtech solutions in Africa, and specialises in enabling digital learning for individuals and institutions by establishing a marketplace for digital education content, related educational services, and devices. As a pan-African edtech company, Snapplify strives for radical inclusion to level the playing field and equip individuals across emerging markets with the world-class tools they need to collaborate, innovate and thrive. Since its establishment in 2012, the company has grown and expanded into new markets in Africa and the United States, with offices across South Africa, as well as in Nairobi, Amsterdam and New Jersey.

https://solutions.snapplify.com

Stephen Austin

Security Printing and Distribution of National and High-stakes Examinations. A pivotal moment in any candidate's life, academic assessments impact the examination boards and awarding bodies, whilst resonating throughout society and government. Our aim is to help Ministries and Boards deliver examinations that meet the highest international standards in terms of quality, security, accuracy and reliability. Stephen Austin is a leading specialist in secure printing & distribution of high stakes examinations. We have been collaborating with clients for over 60 years. Annually, we deliver more than 90 million examination papers to 300,000 schools in 25 countries. In an era of increasing scrutiny and regulation by governments and stakeholders it is imperative that the printing and delivery of examinations is faultless. Our dedicated team has extensive global experience and will ensure that materials are secure, accurately produced and delivered on time.

www.stephenaustin.co.uk

Televic Education

Televic Education is a Belgian based technology company with many years of experience on the African continent. Customised projects in Africa for school and/or campus including: classroom management (local and/or cloud based); e-learning (on – and off-line); curriculum content (localized and universal); digital exams and assessment (automatic reporting and certification); training and pedagogical methods; full turn-key solutions with local, Belgian and European partners; collaboration with Universities for research. Focus on TVET education, industrial and general. Including financial instruments, grants and funding through Belgian Government and others: concessional, semi-concessional and commercial. In the last decade Televic Education has implemented several projects countrywide and more than 500 schools in Subsahara Africa with their local partners.

www.televic-education.com

Innovation Africa 2019 welcomes the following Government Ministries & Departments

Ghana Ministry of Communication

The Ministry of Communication's and Technology is the government ministry responsible for the development of communication's and technology in Ghana. Its mission is to pursue policies that will lead to the cost-effective creation of information and communications infrastructure and services in order to promote economic competitiveness in line with the policy guidelines of the Medium Term National Development Policy Framework (MTNDPF) developed as the basis of the Ghana Shared Growth and Development Agenda (GSGDA). The Ministry's objectives include: to promote rapid development and deployment of a national ICT infrastructure in Ghana; to strengthen the institutional and regulatory model for managing the ICT sub sector; to increase the use of ICT in all sectors of the economy to increase productivity; and to facilitate the provision of quality meteorological data and forecasts in support of weather-sensitive sectors of the economy.

Ghana Ministry of Education

The Ministry of Education is responsible for all policies on education, including apprenticeships and wider skills acquisition in Ghana. It works to provide education that ensure opportunity is equal for all, no matter what their background or family circumstances.The mission of the Ministry is to provide relevant education to all Ghanaians at all levels to enable them to acquire skills that will assist them to develop their potential in order to be productive, promotion of technology culture at all levels of society to facilitate poverty reduction and to promote socio-economic growth and national development.

Ghana Education Service

The Ghana Education Service (GES) is responsible for the implementation of pre-tertiary educational policies of the Government to ensure that all Ghanaian children of school-going age irrespective of tribe, gender, disability, religious and political affiliations are provided with good quality formal education. Vision: The Ghana Education Service (GES) seeks to create an enabling environment in all educational institutions and management positions that will facilitate effective teaching and learning and efficiency in the management of the attainment of the goals of the service. Mission: To ensure that Ghanaian children of school-going age are provided with quality formal education and training through effective and efficient management of resources to make education delivery relevant to the manpower needs of the nation.

Ghana Ministry of Environment, Science, Technology and Innovation

The Ministry of Environment, Science, Technology and Innovation (MESTI), is currently being headed by Prof. Kwabena Frimpong-Boateng and forms part of government machinery. MESTI exists to promote sustainable development by deepening and strengthening market driven Research and Development (R&D) for sound Environmental Governance, Science, Technology and Innovation through intensive awareness creation, collaboration and partnership. The Ministry of Environment, Science, Technology and Innovation (MESTI) envisages to attain sustainable development through the utilization of Science, Technology and Innovation for wealth creation and sound environmental governance in a modern and competitive economy. MESTI seeks to ensure accelerated socio-economic development of the nation through the formulation of sound policies and a regulatory framework to promote the use of appropriate environmentally friendly, scientific, and technological practices.

Angola Ministry of Education

The Ministry of Education is the government department responsible for defining, coordinating, implementing and evaluating the education system's national policy within pre-school education, primary & secondary education along with extracurricular education. It is also responsible for promoting the country's policies on national education and national vocational training.

Angola Ministry of Higher Education, Science, Technology & Innovation

The Ministry of Higher Education, Science, Technology and Innovation, abbreviated as "MESCTI", is the auxiliary organ of the President of the Republic and Holder of the Executive Power. The mission of the MESCTI is to design, formulate, execute, monitor, supervise and evaluate public policies and Government sector programs in the fields of higher education, science, technology, and innovation.

Benin Ministry of Maternal & Primary Education

The Ministry of Maternal & Primary Education aims to provide quality learning and increase access to education. To reach its goals, in the last years it has expanded access to education in remote areas through various interventions, ensuring that more children go to school and stay in school. The Ministry is currently working on a new program, which includes activities such as improving the curriculum, training teacher in better pedagogical practices and improving teacher colleges. The 2018-2030 education sector plan has clearly identified quality as the priority in the coming years. The mission of the Ministry is to give more and more children in Benin the chance at a good education.

Benin Ministry of Digital & Digitalisation

The Ministry of Digital & Digitalisation recognises the importance of digital skills in promoting career development for young people. Its aim therefore is to raise digital skills in the country, improving internet accessibility and the development of digital use. The mission of the Ministry of Digital Economy & Communications is to make Benin a digital services platform provider for West Africa and to use Information and Communication Technologies (ICT) as a catalyst for economic dynamics and the modernization of Benin towards the acceleration of economic growth and social inclusion.

Botswana Ministry of Basic Education

The Ministry exists to provide foundation through strengthening early childhood development and learning from pre-primary to senior secondary education. The Department of Basic Education interprets Education policies, design, develop evaluate and ensure prompt delivery of quality Education to learners at secondary level. It is a key priority of the Ministry that from an early age child experience quality learning that directs itself to the protection of all children's rights and by extensions the rights of all persons as well and the responsibilities arising from the enjoyment of such rights.

Botswana Ministry of Tertiary Education, Research, Science and Technology

The Ministry was established in October 2016. Its primary mandate is to transform Botswana from a resource based to a knowledge-based economy. The vision of the Ministry is "A knowledge-based society enabling prosperity for all". Its mission is to provide and build knowledge and innovation through the development and implementation of Policy on Tertiary Education, Research, Science and Technology to transform Botswana into a knowledge-based society through effect stakeholder collaboration.

Burkina Faso Ministry of Higher Education, Scientific Research & Innovation

The Burkina Faso Ministry of Secondary and Higher Education ensures the implementation and monitoring of the Government policy in public and private, secondary and higher education. Its responsibilities include: planning management of the establishment of public educational establishments; the development and dissemination of documents, manuals and other teaching materials; the implementation of educational innovations; the development and implementation of the national policy on technical education and training; the organization of high-level meetings for the advancement of culture, science and technology; the organization and promotion of research, teacher-researchers and doctoral students.

Cameroon Ministry of Employment & Vocational Training

The Ministry of Employment and Vocational Training is responsible for the development and implementation of national policy on employment, training and professional insertion. In this capacity it is responsible for the preparation of employment policy; defence and promotion of employment; the orientation and placement of the workforce; the study of employment evolution and the labour market; the study of the job skills change; the design and organization of fast training activities; the definition of organizational learning and standards of qualification and monitoring their compliance systems; organizing & monitoring the professional integration of trained young people and organization of recycling activities or retraining workers who have lost their jobs.

Cape Verde Ministry of Education, Family & Social Inclusion

The Ministry of Education has as its mission to promote new dynamics that contribute to social and economic growth in Cape Verde. This can be achieved by raising the quality of higher education to above international standards, developing a system for scientific research to address internal needs, and appropriating scientific knowledge through innovations in the national development process.

Cote d'Ivoire Ministry of National Education, Technical Education & Vocational Training

Technical Education and Vocational Training is a component of the national education and training system of Côte d'Ivoire. Vocational training enables young people to gain a foothold in the world of work and to ensure succession by training qualified professionals and managers, and therefore has a key role to play in this process. It is indeed an important issue for the private sector because the quality of human resources is a key success factor in the performance of companies. Thus, Technical Education and Vocational Training have the main mission of satisfying effectively the expectations of the population in terms of Vocational Training and meet the needs of qualified staff of companies to improve their performance and competitiveness. The Strategic Action Plan, which is developed around these missions, has the major objective of developing human capital.

Democratic Republic of Congo Ministry of Scientific Research and Technology

The vision of the Ministry is the construction of an inclusive and quality education system that contributes effectively to national development, the promotion of peace and active democratic citizenship by equipping Congolese students with 21st century skills, such as creativity, critical thinking, problem-solving, and the ability to take initiative. In accordance with its vision, the Ministry of Primary and Secondary Education is working collaboratively with the Brookings Institution, through the Optimizing Assessment for All (OAA).

eSwatini Ministry of ICT

The mission Statement of the Ministry of ICT is: "to provide an efficient national Information, Communications and Technology delivery framework for Swazi citizens, the public and private sectors; through converged services and applications, in order to promote Government policies and programmes; preserve public records for posterity; and to encourage knowledge management through universal access to information, and well-developed, efficient, and affordable communications facilities". The Ministry's vision is to be a leader in providing a conducive policy environment for Information, Communications and Technology development, applications, knowledge exploration and exploitation, documented heritage, and quality developmental information to the citizens of the Kingdom of Eswatini, in order to facilitate mainstream socio-economic integration.

Ethiopia Ministry of Education

The vision of the Ministry of Education is to sustainably build an education and training system that ensures quality and equitable education for all citizens and that continuously produces a competent and competitive workforce fuelling the country's economic development. Its mission is to ensure effective, quality and equitable education and training system through building the implementation capacity of the education sector at all levels, design and regulating standards of efficiency, expand standardized education throughout the country, as well as complement and leverage education sector development interventions with strategic communications and public awareness.

Ethiopia Ministry of Science & Higher Education

The Ministry of Science and Higher Education (MoSHE) was established in October 2018. It is responsible to lead the development of science, higher education as well as the technical and vocational education and training (TVET) in Ethiopia. Other responsibilities include the design, implementation, monitoring and evaluation of educational legislation, policies and programs in Ethiopia. The goal of the Ministry is to ensure that high-quality service delivery is maintained, by providing structures, human resources, budget and administrative and management support.

Gambia Ministry of Higher Education, Research, Science and Technology

The Vision of the Ministry is to play a central role in the transformation of The Gambia into a skills-based economy and knowledge society. Consistent with the Vision, the Ministry seeks to establish a tertiary and higher education system of reputable (world-class) institutions and centres of excellence that will produce well-educated and skilled citizens with the requisite competencies to lead fulfilled lives and compete nationally and globally. The goal of the Ministry is to provide equitable access to high-quality and relevant tertiary and higher education that is sustainable and responsive to national and global needs.

Guinea Ministry of National Education & Literacy

The mission of the Ministry of National Education and Literacy is to improve access and learning in basic education and literacy of the country. The main goals of the Ministry include: Improving the quality and relevance of teaching and learning at all levels; developing improved programs and training at technical, vocational, and higher education levels in line with national economic needs; and strengthening governance in the education sector by improving the efficiency of the system's management and reinforcing the decentralization process.

Guinea-Bissau Ministry of National Education and Higher Education

The Guinea–Bissau Ministry of National Education and Higher Education is responsible for national policies and programmes that help Guinean Bissau people access quality and affordable, school education, higher education and academic research. The vision of the Ministry is to enhance Guinean Bissau's reputation as a world leader in education. The Ministry is committed to the policy of 'Education for All' and aims to improve, promote and protect the Education for all Guinean Bissau people. Its goals include: Achieving excellence, providing high level quality of education; ensuring equity, providing equal opportunity and inspiring all children to reach their full potential; promoting well-being; and enhancing public confidence.

Kenya Institute of Curriculum Development

The Kenya Institute of Curriculum Development (KICD) was established by the Government of Kenya in January 2013 to provide key functions, including: administration of college examinations; recommend to the MOE on the award of certificates; serve as a centre for professional activity for teachers, officers of the government and others involved in educational work; promote and cooperate in the provision of conference and in-service courses for teachers and others engaged in educational work. Its vision is 'A world class Centre for dynamic and competitive curricula' and its mission is 'To provide research-based curricula and curriculum support materials responsive to the needs of the society'. Its values include: professionalism; teamwork; innovation and creativity; integrity and trust.

Kenya Ministry of Education

The Mission of the Ministry of Education is to provide, promote and coordinate quality education, training and research; and enhance integration of Science, Technology and Innovation into national production systems for sustainable development. Its Vision is a globally competitive education, training, research and innovation system for sustainable development.

Kenya National Commission for Science, Technology & Innovation (NACOSTI)

Vision: An Innovation-driven economy for prosperity. Mission: To improve the quality of life of Kenyans by integrating science and technology in social and economic development. We Regulate, Assure Quality, Promote, Coordinate and Advise on Science, Technology, Innovation & Research. Quality Policy Statement: The National Commission for Science, Technology and Innovation is committed to providing quality advice, coordination, promotion and regulation of research, science and technology.

Lesotho Ministry of Education & Training

The mission statement of the Ministry of Education & Training is to develop and implement policies which ensure acquisition of functional literacy among all Basotho and the development of a productive, quality human resource base through education and training. Its sector objectives are to improve access, efficiency, equity and quality of education and training at all levels; ensuring curricula and materials are relevant to the needs of Lesotho. To ensure both vocational-technical and non-formal education programs respond to the needs of industry and community; to develop and implement a common system of regular collection and reporting of information on current status, future demand and supply, and on priority educational areas in the country. It aims to progressively achieve the equivalence, harmonization and standardization of the education and training systems nationally, regionally and internationally; participating in regional and international educational sector development initiatives promoting gender equality and ensuring empowerment to disadvantaged groups.

Liberia Ministry of Education

The Ministry of Education is addressing education challenges related to access, quality of instruction, and human and financial resources. The education programs focus on improving the quality of teaching and learning (especially in early grade reading and math) and increasing equitable access to safe learning opportunities for girls. The Ministry of Education has implemented a public-school payroll that will link the payroll and education management information system. The program supports government efforts to implement pre-service primary level certification teacher training programs; strengthen the Rural Teacher Training Institutes; and through school-based teacher training, implement the national plan to ensure all children are reading by the end of Grade 3. The mission of the Ministry of Education is to provide quality education for all and prepare future leaders who can handle the task of nation building, protecting our national heritage and enhancing the socio-economic growth and development for the sustenance of the Liberian state.

Madagascar Ministry of Higher Education & Scientific Research

The Ministry of National Education and Scientific research (MENRS) is responsible for the overall management and accountability of higher education and research in Madagascar. Madagascar's higher education sector includes a number of colleges and universities. The universities and colleges in Madagascar provide higher education to the interested students of the island. The universities and colleges in Madagascar hold an important place in the educational system of Madagascar. The responsibility for formulating the Malagasy research policy lies with ministry responsible for the scientific research, currently the Ministry of Higher Education and Research (MHESR). Eight main research centres and institutes operate under the guidance of the MHESR. The strategic goals of the Malagasy research system are: to participate in the conception and implementation of national research policy for sustainable development; to encourage and contribute to the generation of innovation; to strengthen the adaptation and adoption of outside technologies while developing local knowledge and valorising natural resources; and to transfer and upscale research results to end-users.

Malawi Ministry of Education, Science & Technology

The Ministry of Education, Science and Technology is the custodian of the Malawi's Education Sector as well as all matters relating to Science and Technology. The Ministry is the Government arm that is responsible for providing policy guidance and direction on all education, science and technology issues. The vision for the education sector is to be a catalyst for socio-economic development, industrial growth and instrument for empowering the poor, the weak and voiceless. Education enhances group solidarity, national consciousness and tolerance of diversity. In essence, the sector wishes to ensure better access and equity, relevance and quality, and good governance and management in all institutions from basic education to higher education The mission of Ministry of Education, Science and technology is to provide quality and relevant education to the Malawian nation. Such education should enable people to acquire relevant knowledge, skills, expertise and competencies to perform effectively as citizens, workforce and as leaders of Malawi, thereby reducing poverty amongst the people of Malawi.

Mozambique Ministry of Education & Human Development

The Ministry of Education is the central organ of the State apparatus which, in accordance with the principles, objectives and tasks defined by the Government, plans, coordinates, directs, and develops activities in the field of education, contributing to the raising of patriotic awareness, the strengthening of the national unity of Mozambicans. The responsibilities of the Ministry include: Education policy formulation; Training and qualification of citizens, giving them scientific, technical and cultural knowledge and ensuring increasing access to science and culture; Expansion of access to Education and Vocational Technical Training; Promoting scientific, technological, social and cultural research in educational institutions; Improvement and constant updating of the quality of education, based on the advancement in science and technology.

Mozambique Ministry of Science & Technology, Higher & Technical Professional Education

The Ministry of Science & Technology, Higher & Technical Professional Education is a core part of the central state apparatus which, in accordance with the principles, objectives, policies and plans set by the Government, determine, regulate, plan, coordinate, monitor and evaluate activities within the Science and Technology, Higher, Vocational and Technical Education framework. Its duties include proposing policies and development strategies; regulating inspecting and coordinating activities; defining areas of priority; defining public funding mechanisms; promoting the emergence of institutions; managing Technical & Vocational Education in coordination with other government entities and civil society; promoting intellectual property rights; promoting short duration courses and distance learning.

Namibia Ministry of Education, Arts & Culture

The mission of the Ministry of Education is to realize the overall goals of the nation, such as offering accessible, affordable arts education and services of quality; developing a culture of innovation; encouraging all forms of artistic expression. In partnership with stakeholders, it is committed to providing all Namibian residents with equitable access to quality education programmes to develop the abilities of individuals to acquire the knowledge, understanding, skills, values and attitudes required throughout their lifetimes. The Education Customer Service Charter outlines the standard of service and is based on the Public Service Charter. The MoE will continue to inform about legislation, regulations, and current policy issues pertaining to its activities and programs. MoE Strategic Plans and Annual Reports – Strategic and annual plans and reports provide snapshots of the continuous improvement and development in the Ministry. Important Ministry Goals, Objectives, Performance Targets and Strategies are also outlined.

Niger Ministry of Professional and Technical Education

In accordance with the French-speaking professional training and technical training that took place in Bamako in May 1998, Niger embarked on a process of reorganizing vocational and technical education and training (VET). With this in mind, a workshop on EFPT sectoral policy was organized in 2004 to decide on the creation of a ministerial department in charge of TVET. Thus, the Ministry of Vocational and Technical Training in charge of Youth Employment (MFPT / E) was created in 2005 under the 5th Republic.

Niger Ministry of Secondary Education

Since April 11, 2018, Hon. Mohamed Sanoussi Samro has been Minister of Secondary Education (MES) created in August 2013. This sub-sector comes after the primary education of which it must consolidate and deepen the achievements, before the higher education which begins after the Baccalaureate. It covers two (2) cycles: The basic cycle splits up into two parts and has a duration of four years. It consists of the General Schools of Education (CEG) traditional and French Arab, students from primary education, aged 11 to 13 years. This cycle is sanctioned by the Brevet d'Etudes of the First Cycle (BEPC). The average cycle that welcomes students from colleges, aged 16 to 19, holding BEPC. After a period of three (3) years, it is sanctioned by the Baccalaureate which gives access to various higher studies. So, in a nutshell our mission is to ensure the consolidation of the Basic education achievements and to provide students with scientific, literary and artistic education in preparation for higher education or active life.

Nigeria – Kano State

Kano State was created on May 27, 1967 from part of the Northern Region. It is known as the 'Centre of Commerce' thanks to its daily trade volumes of over N20 Billion. It is the largest industrial centre in Northern Nigeria with major industries including textile, tanning, footwear, cosmetics, plastics, enamelware, pharmaceuticals, ceramics, furniture and other industries. Kano State's mission is to build a learning city, enhancing literacy and youth empowerment for a better and sustainable future. The State envisages providing high-quality and functional education for lifelong learning and self-reliance. The State aims to attain higher literacy rates and qualitative education levels with a proper integration of science and technology into the education curricula via formal and non-formal education.

Nigeria – Kwara State

Kwara State is known as 'The State of Harmony' on account of the peaceful relations that exist among its multicultural and diverse population of about 2.5 million people. With the state's excellent natural resources, good infrastructure and the positive support and encouragement of the state government, the outlook for industrial and commercial investors is very good. The State has a very good education system, with several universities, a teaching hospital, and research institutions maintaining the state's high reputation in this field. Being aware that, for any state to be competitive in the industry, it needs good educational infrastructure, Kwara State constantly seeks to improve the educational system. Therefore, Education represents one of the main sectors for which the State hopes to attract investment.

Nigeria – Lagos State

Lagos, known as 'Centre of Excellence', is a state in the western part of Nigeria and is currently estimated to be the second fastest growing city in Africa (7th fastest in the world). Lagos State sees at education as "the only veritable tool of socio-economic development, and the only legacy worth bequeathing to our children". The Ministry of Education aims to positively influence and reshape the present educational system in the state with a view to improving capacity and performance outcomes by redirecting and optimizing resources, designing effective policies, setting time lines in order to maximize educational excellence and progressively move towards the attainment of the desired quality education standards.

Nigeria – Ondo State

Ondo State is a state in Nigeria created on 3 February 1976 from the former Western State. It originally included what is now Ekiti State, which was split off in 1996. Akure is the state capital. The State recognises that education is "the bedrock of all meaningful and sustainable development". The provision of quality education for all citizens is therefore a matter of great concern to the Government of Ondo State. The mission of the Ondo State Ministry of Education, Science and Technology is to see to the total eradication of illiteracy in the State through formal and non-formal education.

Nigeria – Plateau State

Plateau State is known as "The Home of Peace and Tourism". The State is the twelfth largest state of Nigeria and is roughly located in the centre of the country. It is geographically unique in Nigeria because its boundaries totally surround the Jos Plateau, having the Jos Plateau totally in its central and northern part. Its capital is Jos. The vision is to serve as a catalyst for the development of a quality feeder system, for the sustenance of other relevant levels of education in plateau state. With a mission to deliver an uninterrupted, qualitative and accessible universal basic education to the plateau child, in order to prepare him/her for the purpose of adding value to the society.

Nigeria Federal Ministry of Education

The vision is to become an economic model, delivering sound education for public good. Nigeria's Federal Ministry of Education's mission is to use education for fostering development of all Nigerian Citizens to their full potentials in the promotion of a strong, democratic, egalitarian, prosperous, indivisible and indissoluble sovereign nation under God. The mandate of the Ministry is to formulate and co-ordinate a national policy on education; Collect and collate data for purposes of education Planning and Financing; Prescribe and maintain uniform standard of education throughout the Country; Control and monitor the quality of education in the Country; Harmonize educational policies and procedures of all the States of the Federation through the instrumentality of the National Council on Education (NCE); Effect co-operation in educational matters on an international scale; and Develop curricula and syllabuses at the National Level.

Republic of the Congo Ministry of Posts, Telecommunications and Digital Economy

The Congolese Government, through the Ministry of Posts, Telecommunications and the Digital Economy, has developed a national strategy for the development of the digital economy in line with international recommendations and with the objective of making digital technology a major lever for business competitiveness, Congo's attractiveness in terms of direct investment and economic diversification. It is the implementation of the Head of State's society programme "The march towards development", particularly in the ICT sector, whose vision is "to link Congo to the development of digital technology". This strategy, based on an integrated vision of long-term development, is based on three pillars:

- the e-citizen: services to the general public
- e-government: services to government and public administrations
- e-business: services and content for companies

Republic of the Congo Ministry of Technical and Vocational Education, Qualification and Employment

The mission of the Ministry is to ensure quality education and training for all, offering to everyone the best learning conditions, regardless of their social origin. The Ministry highlights the necessity and the urgency to develop the human capital, set of skills, talents, qualifications, experiences accumulated by an individual and which determine in part their ability to work or produce for oneself or for others. For a good orientation of the learners, the Minister Antoine Thomas Nicéphore Fylla Saint-Eudes suggested to reconcile the desires of employment, the needs of the national economy and the demands of the local companies. He also advised that apprenticeship and work-study programs be integrated into the university education system.

Republic of the Congo Ministry of Scientific Research and Technological Innovation

The Ministry is responsible for advancing scientific research within the Republic of Congo and has been driving the task of evaluating science, technology & innovation indicators (STIIs). Such indicators are now being used to implement improved policies for STEM and inform the panning of the ministry to enhance the Republic of Congo's scientific & technological development. The Ministry is determined to advance entrepreneurship and innovation through developing public-private partnerships with international industry operators.

Rwanda Ministry of Education, Science & Technology

The vision of the Ministry of Education (MINEDUC) is to provide the citizens of Rwanda with equal opportunities to high quality education through world class learning facilities and renowned learning institutions. The general mission of the Ministry of Education shall be to transform the Rwandan citizen into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive values.

Senegal Ministry of Higher Education, Research & Innovation

The Ministry of Higher Education is responsible for defining national policies in higher education and scientific research. It designs and executes the higher education & scientific research strategies based on three main components: access, quality and management. The Ministry's current organizational structure consists of six directorates (Scientific research, Technology research, Biotechnology research, Higher education, Management of student's grants, and Administrative & Support Services Directorate).

Senegal Ministry of National Education

From 2012, the State of Senegal began laying the foundations for a new vision in terms of development, a vision that eventually gave birth to the Plan Sénégal Émergent (PSE), a reference document for the economic and social policy of Senegal. State on the medium and long term. The ambition of the State of Senegal is to promote economic growth with a high impact on human development, the consolidation of achievements, particularly in the area of democratic governance, and the refocusing of priorities with a view to guaranteeing lasting stability. Economic, political and social had become imperative. Moreover, major investment programs in buoyant sectors, capable of stimulating strong and sustained growth dynamics, were to be put in place. Based on the major political options of the State and taking into account the national as well as the global context, the Policy Letter of the Education and Training Sector for the period 2013 – 2025 indicates that the option of the Government is to put in place "a system of education and training in line with the requirements of economic and social development, equitable, effective, efficient, more committed to the care of the excluded and based on inclusive governance, increased accountability of communities and grassroots actors".

Seychelles Ministry of Education & Human Resource Development

The mission of the Seychelles Ministry of Education is to build a coherent and comprehensive system of quality education and training reflecting universal and national values, which will promote the integrated development of the person and empower him/her to participate fully in social and economic development. The vision of the Seychelles Ministry of Education is to empower future citizens to contribute positively to the process of building a sustainable, peaceful and harmonious Seychelles society whilst safeguarding and promoting our unique traditions and cultural values.

Sierra Leone Ministry of Basic and Secondary Education

The mission of the Sierra Leone Ministry of Education is to provide opportunities for children and adults to acquire knowledge and skills, as well as, nurture good attitudes and values for economic growth. The vision of the Sierra Leone Ministry of Education is to have an appropriately educated entrepreneurial and innovative citizenry, tolerant, productive and internationally competitive by 2030.

Sierra Leone Ministry of Information & Communications

The Sierra Leone Ministry of Information and Communications is the public entity charged to disseminate government policies and programmes and to oversee government's ownership interest in the ICT Sector. The overacting vision of the Ministry is to have a digitally inclusive society with synergy between the people and the state. Implementation of the Ministries strategic goals and policy objectives reaffirms the Government's digital inclusion agenda, the AU 2063 aspirations and the UN agenda 2063 Development goals.

Somalia Ministry of Posts, Telecom and Technology

The Ministry of Posts, Communications and Technology is the lead Federal Government body mandated to formulate national policies, laws and regulations related its remit of Posts, Telecommunications, and Information and Communications Technologies (ICTs). Its mandate also include: Setting and overseeing industry standards; development and growth of telecommunication infrastructure and ICT; protecting the interests of consumers; and fostering of knowledge-based economy and information society. The vision of the Ministry is an "affordable, efficient and sustainable communication services for every citizen".

South Africa Ministry of Basic Education

The Department of Basic Education (DBE) was formed when the then National Department of Education was split into the DBE and the Department of Higher Education and Training. The DBE has been tasked with overseeing primary and secondary education in South Africa. Its vision is of a South Africa in which all people have access to lifelong learning as well as education and training which will contribute towards improving the quality of life and build a peaceful, prosperous and democratic country. Its mission is to provide leadership with respect to provinces, districts and schools in the establishment of a South African education system for the 21st century. Its values include people, excellence, teamwork, learning and innovation.

South Africa Ministry of Education – KwaZulu Natal Province

The Ministry's strategic goals are to broaden access to education and provide resources; improve schools' functionality and educational outcomes at all levels; develop human resource and organisational capacity and enhance skills; develop schools into centres of community focus, care and support; ensure good corporate governance, management and an efficient administration; and promote national identity and social cohesion. Its mission is to provide equitable access to quality education for the people of KwaZulu-Natal.

South Africa Ministry of Education – Mpumalanga Province

The Mpumalanga Department of Education is mandated to provide an education of progressively high quality for all learners and so doing lay a strong foundation for the development of all our people talents and capabilities and advance the democratic transformation of society. The mission of the Mpumalanga Department of Education is to commit to work with its stakeholders to promote effective teaching and learning through good governance, capable management and proficient leadership. Its vision is to advance excellence in quality education provision. The Department's values are integrity, consultation, accountability, professionalism and transformation.

South Africa Ministry of Education – Western Cape Province

The Western Cape is one of the nine provinces in the Republic of South Africa (RSA). It is the fourth largest with an area of 129,449 square kilometres, and the third most populous, with an estimated 6.6 million inhabitants (2018). About two-thirds of the population live in the metropolitan area of Cape Town, which is also the provincial capital. The Western Cape was created in 1994 from part of the former Cape Province. The Department of Basic Education (DBE) is the national education department and the Western Cape Education Department (WCED) is one of nine (9) provincial education departments. The WCED as organisation has eight (8) education districts, 1510 schools, 33 000 teachers and 1,1 million learners. Schools are categorised as public ordinary, special and independent schools. The vision of the WCED is: "Quality education for every child in every classroom; in every school in the province".

South Sudan Ministry of General Education & Instruction

The Ministry of General Education and Instruction is a ministry of the Government of South Sudan that is responsible for primary and secondary education, as well as the training of educators, in the Republic of South Sudan. The Ministry's vision is based on empowering the next generation of young people to achieve the core goals including: building an educated and informed nation; building a prosperous, productive and innovative nation; building a free, just, and peaceful nation; building a democratic and accountable nation.

South Sudan Ministry of Higher Education, Science & Technology

Higher Education Institutions [HEIs] are institutions where students are required not only to acquire knowledge but also contribute effectively in producing it as well as developing their critical faculties. There are eight government-sponsored universities in South Sudan. Five are currently operational while three are still at the project level. There are over 35 private tertiary institutions operating in South Sudan. The Ministry intends to regulate the expansion of tertiary institutions by establish the national Council for Higher Education. This quality assurance body will be in charge of strengthening national tertiary institution monitoring, evaluation and developing policy framework. The Government of South Sudan intends to increase spending on research. Research funds will be increase by 5%. Emphasis is given to applied research, particularly those studies that contributing directly to improvement of the life situation of the people of South Sudan.

Tanzania Ministry of Education, Science & Technology

The vision of the Ministry of Education, Science & Technology is "An educated Tanzanian with the requisite knowledge, skills, ability and positive attitude that add value in National development." The Ministry's mission is to put in place and strengthen structures and procedures which will enable a country to get educated and continuous learning Tanzanians that add value in National development."

Togo Ministry of Higher Education & Research

The Ministry of Higher Education and Research (MESR) is responsible for the development, implementation, monitoring and evaluation of State policy in higher education and research. The goals of the Ministry include: The definition, evaluation, monitoring and follow-up of educational programs and their implementation in public and private schools and training institutions of general and technical higher education. The determination of higher education streams, the conditions of access and progression in these fields, the nature of the diplomas and the conditions for their delivery.

Togo Ministry of Technical Education, Training and Professional Integration

The sub-sector of technical education and vocational training in Togo, while being one of the components of the national system of education and qualification for employment, is under the supervision of a ministry which includes: attached structures, institutions and training centres. The system ensures the acquisition of the theoretical knowledge, skills and practical know-how required for the exercise of a trade or a qualified profession. The adaptation of this knowledge, to technological changes, to changes in the characteristics of employment. The main mission of the Ministry is to have more young men and women integrated into the labour market and have adequate employment.

Uganda Ministry of Science, Technology & Innovation

The Ministry of Science, Technology, and Innovation (MOSTI) was established as the Government recognised Science, Technology and Innovation (STI) are the drivers of socio-economic growth and transformation the world over. Science, Technology and Innovation development is an important determinant of progress and transition from pre-industrial to knowledge-based societies. Vision: Science, Technology and Innovation for Sustainable Livelihoods. Mission: To provide leadership, an enabling environment and resources for scientific research and knowledge-based development for industrialization, competitiveness and employment creation leading to a sustainable economy.

Uganda Ministry of ICT and National Guidance

The Ministry of Information and Communications Technology and National Guidance (ICT & NG) is a Government Ministry providing strategic and technical leadership, overall coordination, support and advocacy on all matters of policy, law, regulation and strategy for the ICT sector. The Uganda Ministry of ICT is mandated to: Formulate, Implement Policies of Information and Communications Technology; Sustain, manage and oversee Information and Communications Technology infrastructure in Uganda; Regulate and Quality Assure Information and Communications Technology services; and Negotiate, conclude and implement bilateral and multilateral agreements regarding Information and Communications Technology in Uganda.

Zambia – E-Government Division – SMART Zambia, Office of the President

Zambia's ICT vision is "A Zambia transformed into information and knowledge-based society supported by increased access to ICTs by all citizens by 2030". Achieving this vision will require effective and efficient high-level coordination of ICT interventions across the Public Service.

Zambia Ministry of General Education

The Ministry of General Education is responsible for overseeing Early, Primary and Secondary Education. The vision of Ministry is quality, lifelong education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems. The mission of the Ministry of General Education is to guide the provision of education for all Zambians so that they are able to pursue knowledge and skills, manifest excellence in performance and moral uprightness, defend democratic ideals, and accept and value other persons on the basis of their personal worth and dignity, irrespective of gender, religion, ethnic origin, or any other discriminatory characteristic.

Zambia Ministry of Higher Education

The mandate of the Zambia Ministry of Higher Education is to oversee University Education, Vocational Education and Training as well as Science Technology and innovation. Under the Ministry of Higher Education, currently there are 25 TEVET institutions; six Universities, four science and technology service institutions (NSTC, NTBC, NRSC, NTBC and NBA) and one research and development institution (NISIR). The Ministry also has four education support service institutions (ZAQA, HEA, HELSB, TEVETA), three of which are regulatory institutions (HEA, ZAQA, TEVETA).

Zimbabwe Ministry of Primary and Secondary Education

The vision of the Ministry of Primary & Secondary Education is to be the leading provider of quality education, sport, arts and culture for the development of united, well-educated Zimbabweans who are patriotic, balanced, competitive, and self-reliant with unhu / Ubuntu. The mission of the Ministry of Primary & Secondary Education is to promote and facilitate the provision of high quality, inclusive and relevant Early Childhood Development (ECD) Primary and Secondary Education, Life Long and Continuing Education, Sport, Arts and Culture.

Innovation Africa 2019 welcomes the following Universities & Organisations

Accra Technical University – Ghana

Established in 1949 as a Technical School and commissioned in 1957 as Accra Technical Institute, Accra Technical University then (Accra Technical Institute) became the first Technical University to be established. Since its establishment, it has and continues to offer education in hands-on and competency-based training in diverse fields of engineering and industrial practice. The University is endowed with skilled experts as lecturers and instructors, competent to impart invaluable knowledge and lessons on students. Currently, the University has 5 faculties – Faculty of Engineering, Faculty of Built Environment, Faculty of Applied Sciences, Faculty of Applied Arts, and Faculty of Business – and 16 departments. The vision of Accra Technical University is to be a Technical University of global excellence in competency based and practice-oriented training, applied research and technology transfer. The University aims to continuously produce graduates that are fully equipped for the world of work and the provision of technological solutions through applied research to industry and communities.

Angola's Sovereign Fund

The Angola Sovereign Fund is a sovereign investment fund managed by an autonomous Executive Committee. The Fund's organisational structure ensures that adequate review mechanisms are in place through the adoption of good practice at global level, such as the appointment of independent auditors. The approach of the Angola Sovereign Fund ensures compliance with the laws and regulations that apply to the Fund. The Angola Sovereign Fund is governed by the Santiago Principles, which are voluntary set of practices and values developed by the International Working Group (IWG) of Sovereign Wealth Funds (SWFs) in October 2008. The Fund also actively seeks to achieve a high ranking on the Linaburg-Maduell Index, which categorizes Sovereign Wealth Funds as regards their overall transparency.

Association for the Development of Education in Africa

The Association for the Development of Education in Africa (ADEA) is first and foremost a forum for policy dialogue. Established in 1988 as a framework for better coordination among development agencies, it has evolved into a pan-African institution built on a genuine partnership between African ministries of education and training and their technical and external partners. ADEA is also a network of policy-makers, educators and researchers, and, based on its capacity to foster policy dialogue and pool ideas, experience, lessons learned and knowledge, it acts as a catalyst for educational reform. It is recognized today as being a major actor in the processes of dialogue, sharing and learning for qualitative change in education aimed at promoting Africa's development. One principle underlying ADEA's philosophy is that the responsibility for education rests with the governments of Africa. This is why ADEA is concerned with fostering a process that empowers African ministries of education and makes development agencies more responsive to the concept of national ownership.

Botho University – Botswana

Botho University is Botswana's largest private tertiary education provider, founded in 1997. The institution has grown over time from a single discipline college to a multi-disciplinary university offering quality undergraduate programmes and some graduate studies through five faculties of Business and Accounting, Computing, Hospitality and Sustainable Tourism, Engineering and Applied Sciences, and Health and Education. Programme development draws significantly from industry input to ensure relevance. Some professional programmes are also offered in Accounting. BU also offers a range of short-term corporate training programmes to public and private sector organisations. Botho University has campuses in Botswana, Lesotho, Namibia and Eswatini where it is duly registered and accredited by the relevant higher education regulatory authorities. In addition to the physical campuses, a number of programmes are also available through the Blended and Distance Learning campus. Botho University aspires to be an integral player in building an economically diversified, fast growing, and prosperous Africa built on integrity, excellence, inclusiveness and financial viability; with a mission to produce well-rounded, entrepreneurial, and globally-employable graduates with the knowledge, skills and competencies to create value and drive productivity increases needed to catalyse sustainable economic growth.

British Council

The British Council is the UK's international organisation for cultural relations and educational opportunities. It creates friendly knowledge and understanding between the people of the UK and other countries, by making a positive contribution to the UK and the countries it works with – changing lives by creating opportunities, building connections and engendering trust. The council works with more than 100 countries across the world in the fields of arts and culture, the English language, education and civil society. Last year, it reached more than 80 million people directly and 791 million people overall, including online, through broadcasts and publications.

Cameroon: ICT University

The ICT University operates a purely US-based curriculum to provide quality ICT and Managerial Human Capacity Development specially targeted for Africa, Latin America, the Caribbean and Asia, the ICT University is a vibrant institution which aims at imposing itself as premier destination for research, innovation and training of scholars relevant for the context of developing economies. Founded in 2010, The ICT University (The American curriculum-based university serving developing nations), has multiple campuses of The ICT University Foundation, USA. All ICT University Foundation campuses are based in developing countries. With a plethora of programs at the undergraduate, graduate and doctoral levels, including diploma and certification programs, the ICT University offers a dynamic and flexible learning environment that inspires innovation and creativity and places emphasis on student access. The ICT University prides itself on offering an intimate, cutting edge campus environment disposing of all resources essential for producing tomorrow's leading ICT experts, technopreneurs, renewable energy engineers, and business managers. The university has also created collaborations, partnerships and exchange agreements with leading US, African and other international institutions that further enrich the academic, social and cultural diversity of our campus. "Our students have quite a unique experience with the set of clubs and social activities for recreational purposes and community engagement work, seminars and a whole lot of other activities vital in ICT-U core values assimilation". The ICT University operates within a Board of Trustees governance system.

Cape Coast Technical University – Ghana

Cape Coast Technical University (CCTU) was established in 1962 out of a dire need for highly qualified and skilled manpower in education. The University has three 3 Faculties, thirteen Departments, Directorates, Sections and Units which contribute in the teaching and learning processes in the University. The University now offers Bachelor of Technology programmes (Top-Ups), HND, Professional Diploma and other Diploma Programmes. Cape Coast Technical University (CCTU) is mandated to provide higher education in Engineering, Science and Technology based disciplines, Technical and vocational Education and Training, Applied arts and related disciplines. The aim is to train its students to be academically and technically balanced in order to match the challenges of the new century. Cape Coast University's vision is to become a leading global tertiary institution that offers high quality career-oriented programmes in Engineering, Applied Sciences, Applied Arts, Technical and Vocational Education, Applied Research and Consultancy for national development. The University is committed to imparting technical vocational skills to our students and participants in the pursuit of national development, in the areas of Engineering, Applied Sciences and Applied Arts, Technical and Vocational Education through knowledge transfer and partnership with industry and commerce.

Central University of Technology, Free State – South Africa

In previous years CUT have focused on the Academic Project, in order to improve the relevance and impact and enhance the quality of learning, teaching, research and innovation practices. The 2016 theme was "The Year of Innovation and Entrepreneurship" and in 2017 the theme was "The Year of the Human Project", focusing on staff, students and other stakeholders, and enhancing the human reconciliation drive. Going forward, the following special project for the next five years was approved in September 2017: "Reimagining CUT as a transformative University and 'model' UoT in Africa, impacting on the socio-economic development of the Central region of South Africa and beyond".

Ho Technical University – Ghana

The Ho Technical University was established in 1968 as a Technical Institute with the primary objective of providing pre-technical education. By 1972, the institute had made tremendous progress in upgrading of the courses offered. Consequently, the pre-technical programmes gave way to courses in the Engineering and Vocational fields, such as Basic Engineering, Agricultural and Mechanical Engineering, Building Technology and Business Education. In 1986, the Institute became a Polytechnic. It however continued to operate as second cycle institution, until 1993 when the Polytechnic was upgraded to a fully-fledged tertiary institution and charged with the responsibility of training students in the technical and vocational skills to the Higher National Diploma [HND] level. Subsequently, in 2007, Polytechnics were given the mandate to award their own degrees to the highest level. Since then, the Polytechnic has been running programmes from non-tertiary level to the bachelor's degree level. The vision of Ho Technical University is to become a reputable technological institution contributing actively to national development.Its mission is to train highly competent human resource to highest level possible through career-focused education, skill training and research in partnership with stakeholders.

Koforidua Technical University – Ghana

Koforidua Technical University was established in 1997 with the aim of producing high-level, career-focused and skilled manpower to support the country's industrial growth, has since 1999 turned out graduates with Higher National Diploma (HND) in Accountancy, Marketing, Purchasing and Supply Statistics and Computer Science. The University currently has five faculties and one Institute namely, the Faculty of Business and Management Studies, Faculty of Applied Science, Faculty of Health and Allied Sciences and Technology, Faculty of Built and Natural Environment, Faculty of Engineering and the Institute of Open and Distance Learning (IODL). The University has significantly increased its academic programme offerings a total of twenty Higher National Diploma (HND) programmes and Thirteen Bachelor of Technology (B-Tech) programmes. The University's vision is to be providers of standard science and technology education, a centre of excellence in applied research and a reference point for solution to community problems. Its mission is to provide tertiary level technical education through the development of career-focused skills in collaboration with industry.

Kumasi Technical University – Ghana

Kumasi Technical University was established in 1954 as Kumasi Technical Institute (K. T. I.) to offer craft courses. In 1963, the Institute was converted to a non-tertiary Polytechnic status under the Ghana Education Service to start offering, in addition, technician diploma and sub – professional courses. In 1992, the Polytechnic was elevated to a tertiary institution to provide high calibre skilled manpower with reference to manufacturing, commerce, science and technology to act as a catalyst for technological development. Finally, in 2016, it was converted to the present Kumasi Technical University with the aim of providing higher education in engineering, applied arts, science technology-based disciplines, technical and vocational training. The University's vision is to be a centre of excellence for technological and entrepreneurial development. Its mission is to create a favourable environment for teaching, research, skills development and entrepreneurship training in Engineering, Science, Technology, Applied Social Sciences for industrial and societal development in Ghana, Africa and beyond.

Kwame Nkrumah University of Science & Technology

The mandate of Kwame Nkrumah University of Science & Technology (KNUST) is to provide higher education, undertake research, disseminate knowledge and foster relationships with the outside persons and bodies. The strategic mandate of the University is derived from Science and Technology in its name. The University aims to build on KNUST's leadership as the premier science and technology university in Ghana and to be among the top ten Universities in Africa. The mission of KNUST is to advance knowledge in science and technology through creating an environment for undertaking relevant research, quality teaching, entrepreneurship training and community engagement to improve the quality of life.

Nigeria Progressive Governors Forum

Progressive Governors Forum is a forum comprising all state governors of the All Progressives Congress (APC), the mega party which was born of a merger between the Action Congress of Nigeria (ACN), the All Nigeria Peoples Party (ANPP), the Congress for Progressive Change (CPC), and members from the All Peoples Grand Alliance (APGA), among others. The main goal of the Forum is to implement policies which would develop human capital in their respective states and improve the quality of life through job creation, which would, in turn, eradicate poverty. The objectives of the Forum include: Partnering with other progressive governors in Nigeria, irrespective of whether or not they are members of the APC, in order to promote good governance and deepen the democratic process in the country; Setting a uniform agenda especially with respect to healthcare and education across all APC states, with the aim of establishing and replicating results across board; To support the party, the APC, in engaging other stakeholders with the aim of strengthening democracy and accountability in government.

Sunyani Technical University – Ghana

Sunyani Technical University (STU) was established in 1967 as a Technical Institute. It was subsequently upgraded to a Polytechnic in 1997 and converted to the present Sunyani Technical University in 2016. STU is committed to the provision of career-focused education in engineering, science and technology, technical and vocational, applied arts and related disciplines with hands-on experience and entrepreneurial development to meet the higher and middle level manpower needs of the country. Currently, Sunyani University offers the Bachelor of Technology Degree Programme, Higher National Diploma (HND) and Non-Tertiary Programme in technical and vocational courses. The main objectives of the University are to: Provide tertiary education in the fields of manufacturing, commerce, science technology, applied social science, applied arts and any other field approved by the Minister; and provide opportunities for skills development, applied research and publication of research findings. The University' vision is to become a top-notch Technical University for the provision of career-focused, practically – oriented and entrepreneurially inclined higher and middle level manpower training for the socio-economic development of the Brong Ahafo region and Ghana to contribute to the global sustainable development.

Takoradi Technical University – Ghana

The Takoradi Technical University was established in September 2016, as a result of the government's policy to convert Takoradi Polytechnic, among five other Polytechnics, to the status of Technical University. The University's vision is to be the most preferred engineering and applied sciences university of choice devoted to excellence in teaching and applied industrial research to produce competent world-class human resource for the strategic development of industry in order to achieve an enhanced national and global development. The university aims to provide advanced instructional delivery in engineering and applied sciences and also creative arts, business and technology-based research disciplines in strong collaboration with industry through competency-based teaching approaches, which contribute to the advancement of the Western Region and Ghana as a whole.

UK Department for International Development

Department
for International
Development

The Department for International Development (DFID) leads the UK's work to end extreme poverty. The Department is tackling the global challenges of the current time including poverty and disease, mass migration, insecurity and conflict. Its work is building a safer, healthier, more prosperous world for people in developing countries and in the UK too. The DFID is responsible for: honouring the UK's international commitments and taking action to achieve the United Nations' Global Goals; making British aid more effective by improving transparency, openness and value for money; targeting British international development policy on economic growth and wealth creation; improving the coherence and performance of British international development policy in fragile and conflict-affected countries; improving the lives of girls and women through better education and a greater choice on family planning; preventing violence against girls and women in the developing world; helping to prevent climate change and encouraging adaptation and low-carbon growth in developing countries.

UK Department for International Trade

Endorsing Partner

EDUCATION IS GREAT
BRITAIN & NORTHERN IRELAND

Department for International Trade (DIT) promotes British trade across the world. Its work secures and improves the economic well-being and stability of the UK and helps create tens of thousands of jobs every year. The DIT is responsible for: bringing together policy, promotion and financial expertise to break down barriers to trade and investment, and help businesses succeed; delivering a new trade policy framework for the UK as we leave the EU; promoting British trade and investment across the world; building the global appetite for British goods and services.

University of Cape Coast – Ghana

VERITAS NOBIS LUMEN

The University of Cape Coast is an equal opportunity University uniquely placed to provide quality education through the provision of comprehensive, liberal and professional programmes that challenge learners to be creative, innovative and responsible citizens. It was established in 1962 as a University College. In 1971, the College attained the status of a full and independent University, with the authority to confer its own degrees, diplomas and certificates. The University's original mandate was therefore to train graduate professional teachers for Ghana's second cycle institutions and the Ministry of Education in order to meet the manpower needs of the country's accelerated education programme at the time. Today, with the expansion of some of its Faculties/Schools and the diversification of programmes, the University has the capacity to meet the manpower needs of other ministries and industries in the country, besides that of the Ministry of Education. The vision of the University of Cape Coast is to be a University with a worldwide acclaim that is strongly positioned for innovative teaching, research, outreach and professional development.

University of Ghana

The University of Ghana, the premier university and the largest university in Ghana was founded as the University College of the Gold Coast in 1948 with the aim of providing and promoting university education, learning and research. The University is run on a collegiate system and comprises the following colleges: College of Basic and Applied Sciences College of Education College of Health Sciences College of Humanities. In addition, the University has several research institutions and centres for learning and research, including Noguchi Memorial Institute for Medical Research (NMIMR), Centre for Tropical, Clinical Pharmacology and Therapeutics, Regional Institute for Population Studies, Institute for Environmental and Sanitation Studies and the Institute for Statistical, Social and Economic Research. As the leading university in Ghana, the University aims to produce the next generation of thought leaders to drive national development. Through its research institutes and other centres of learning and research, faculty members are involved in studies that support policy making for national development, often in collaboration with other international institutions. The University's vision is to become a world class research-intensive University over the next decade. Its mission is to create an enabling environment that makes University of Ghana increasingly relevant to national and global development through cutting-edge research as well as high quality teaching and learning.

University of Jos – Nigeria

UNIVERSITY OF JOS
DISCIPLINE AND DEDICATION

The University of Jos has a vision of being a globally rated University providing an excellent educational experience with high impact on society. Its mission is to serve the people of Nigeria and humanity at large by: Encouraging and promoting a culture of excellence and building an innovative university; Delivering an outstanding and inclusive student academic experience as well as promoting good character. Established in 1975 with a focus of being an innovative institution, it has grown to establish 15 Faculties, partnered with organisations such as the Carnegie Cooperation, HP, A.P. Leventis, International Centre for Theoretical Physics (ICTP), CISCO, JICA, National Institute of Health (NIH) and the World Bank sponsoring an Africa Centre for Excellence. Prominent scholars associated with the University are; Ali Mazrui, Helon Habila and Anthony Nyong, a 2007 Nobel Prize winner. Today, the University is committed to promoting partnerships that are relevant and impactful.

University of Nigeria Nsukka

The University of Nigeria Nsukka is a federal university founded in 1955 and formally opened in 1960. UNN operates 102 academic departments across 15 faculties and offers 82 undergraduate programmes and 211 postgraduate programmes for a student population over 36,000. It does so across four campuses: Nsukka; Enugu campus (UNEC); University of Nigeria Teaching Hospital (UNTH), in Ituku-Ozalla and the University of Nigeria Aba campus (UNAC). There is also a UNN Business School. The Nsukka campus houses the faculties of agriculture, arts, biological sciences, education, engineering, pharmaceutical sciences, physical sciences, social sciences, and veterinary medicine. Research activity is undertaken across institutes for African studies, education, developmental studies, postgraduate studies and herbal medicine and drugs research and development. There are also centres established to look at climate change, space science and energy research. The University's vision is to become, through research and innovation, a globally reputed first-rate School of Postgraduate studies. UNN aims to attract, educate, train and transform qualified persons to high level manpower that are thoroughly equipped with adequate and update knowledge and specialized skills in research and innovation and deployable for first-rate development and improvement in all fields of human endeavour.

University of Professional Studies – Ghana

The University of Professional Studies, Accra (UPSA) is a progressive public institution that provides both academic and professional higher education in Ghana. It was established in 1967, but since then it has undergone a lot of restructuring over the years through to where it is today. With over fifty years of experience, UPSA has achieved the reputation as the oldest Ghanaian human resource development institution in professional Accountancy and Management with many of its products in key leadership positions in Ghana and abroad. UPSA remains the only public institution in Ghana with the mandate to offer both academic degrees and provide tuition for business professional qualifications. Combination of scholarship with professionalism is the foundation of UPSA's unique profile. With this background, the University has built systems thereby laying the foundation for a distinctive academic and professional profile somewhat different from the requirements of a purely professional or academic institution. UPSA is fully accredited by the Accreditation Council for Business Schools and Programmes (ACBSP) in USA. UPSA strongly believes that Knowledge represents a basis for development, and it is relevant when shared and used. The University's vision is "to be a world class education provider in both academic and professional disciplines, nationally entrenched, regionally recognized and globally relevant". Its mission is to provide and promote quality higher education and training in management and other related disciplines by leveraging a structured mix of Scholarship with Professionalism in Ghana and beyond.

University of South Africa (UNISA) – South Africa

"As Africa's leading open distance learning institution, we offer international accredited qualifications and have world-class resources that inspire learners to create meaningful futures on their own terms. We are a reputable, comprehensive, flexible and accessible open distance learning institution that is motivating a future generation. Our vision is "towards the African University shaping futures in the service of humanity" drives us to find answers to Africa's educational and developmental problems."

Varkey Foundation – Ghana

The Varkey Foundation exists to improve education for underprivileged children throughout the world. The foundation's main focuses are improving global teacher capacity by training teachers and principals in developing countries; providing access to education via a variety of programmes and projects; and advocating for change in, and conducting research that can help develop, education policies worldwide. The foundation launched several programs to improve educational system in Ghana. Among these, the projects "Train for Tomorrow, Ghana" which aims to improve teaching practice through regular interactive, activity-based training sessions and the "Making Ghanaian Girls Great!"(MGCubed Project) which uses solar-powered and satellite-enabled distance learning infrastructure to deliver interactive learning sessions to students, teachers, communities and government officials.

World Bank

The World Bank is a vital source of financial and technical assistance to developing countries around the world. It is not a bank in the ordinary sense but a unique partnership to reduce poverty and support development. The World Bank Group comprises five institutions managed by their member countries. The World Bank Group's mission is to end extreme poverty by reducing the share of the global population that lives in extreme poverty to 3 percent by 2030; and to promote shared prosperity, by increasing the incomes of the poorest 40 percent of people in every country. The World Bank offers support to developing countries through policy advice, research and analysis, and technical assistance. It also provides services such as low-interest loans, zero to low-interest credits, and grants to developing countries. These support a wide array of investments in such areas as education, health, public administration, infrastructure, financial and private sector development, agriculture, and environmental and natural resource management. Some of our projects are co-financed with governments, other multilateral institutions, commercial banks, export credit agencies, and private sector investors.

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www.amsterdamgroup.net

Academy Today

Academy Today (AT) is a market-leading digital platform reporting on the latest news and opinion from the academy sector, including free schools, Multi-Academy Trusts and University Technical Colleges. AT delivers the latest news and insights from the sector to an opt-in subscriber database of almost 2,000 key decision makers, which includes headteachers, school business managers, finance directors and IT managers. Academy Today reports on key sector topics, including government policy, teaching, and school life.

www.academytoday.co.uk

African Business

African Business is the bestselling pan-African monthly business magazine. Each month, the publication brings the very best business financial reports and features to our readers. African Business is respected for its editorial excellence and award-winning editor. Our readers include decision makers in the private sector, government officials and thought leaders across Africa, Europe and the USA. We have built a unique distribution network including newsstand sales, street vendors and an international subscription base, controlled circulation to business leaders and policy makers, as well as distribution onboard a large number of international airlines and lounges, hotels and major international and industry specific events. For nearly 50 years IC Publications has reported on Africa and built strong relationships with strategic partners like the World Economic Forum, Commonwealth Business Council, Corporate Council on Africa, World Bank, UN, AfDB, and our Media Partners include Bloomberg, CNN, CNBC, Africa N1 and BBC World.

www.africanbusinessmagazine.com

African Business Central

African Business Central ("ABC") is a leading online media company showcasing curated and original news on African Business, primarily, and all things Africa, in general. ABC's rapidly-growing site attracts tens of thousands of visitors every month that read and watch news, analyses, and opinions of business, economic, political, and cultural events in and about Africa. ABC is making its mark around the world telling Africa's success stories and highlighting the continent's swift socio-economic ascent to a rapidly-growing global audience. ABC's core values are based on the notion that business, in general, and entrepreneurship, in particular, is the surest path to Africa's socio-economic progress.

www.africanbusinesscentral.com

Arcadia Foundation

The Arcadia Foundation is a non-profit organization established to promote democracy and combat corruption in governments worldwide. The Foundation strives to raise awareness on the importance of good governance and transparency as they are critical foundations needed to stimulate dialogue, freedom and encourage economic investment confidence on a global scale.We provide the training, the tools and the forum for discussion on values critical to our mission's continued success – civil liberties, the promotion of judicial independence and fair elections, the separation of powers, rule of law, and ultimately the redefining of fundamental human rights, reaching out to a global citizenry yearning to better understand their respective governments.

www.arcadiafoundation.org

Education Technology

Education Technology (ET) is distributed 6 times a year in both print and digital format to an opt-in subscriber database of 10,000 + key ed tech decision makers across the education sector. ET covers the latest news and innovations in technology for the whole education sector (primary, secondary, FE and HE), delivering in-depth features on key tech trends, including cloud computing, coding, 3D printing and MOOCs. ET communicates to its audience via the bi-monthly magazine, website and fortnightly e-newsletter, which has over 6,000 digital subscribers.

www.edtechnology.co.uk

The Foundation for the Development of Africa

The Foundation for the Development of Africa (FDA) (NPC) is a non-membership, private, (NPC) Not-for-profit Company actively involved with initiating and facilitating business and other processes conducive to sustainable development in Africa – with the emphasis on sustainability! We have, since 1999, been linking businesses; promoting business and investment opportunities; showcasing special projects, conferences and events; stimulating joint venture initiatives and motivating support for local trading. Our vision and trademark phrase proclaims: "Less Aid – Let's Trade"!

www.foundation-development-africa.org

Independent Education Today

Independent Education Today (IET) is a market-leading magazine reporting on all aspects of private education. From catering to health and wellbeing, sports to finance, teaching and school life, IET is an unrivalled, highly trusted source for the latest news, appointments and expert opinion across the independent school sector. IET is available in both print and digital formats to an opt-in subscriber database of 8,000 + key decision makers working in the independent school sector, including headteachers, bursars and deputy heads.

www.ie-today.co.uk

IT News Africa

IT News Africa is a dynamic & well established media company that specialises in publishing, events as well as marketing and advertising solutions for the information age. We have a global publishing network and international client base, which we service from offices in Johannesburg (South Africa).

www.ITNewsAfrica.com

The PIE

The PIE is an independent media, recruitment and events company offering a market-leading portfolio of services for Professionals in International Education. Keep up with industry news via www.thepienews.com, read our analysis of hot topics and trends in the quarterly The PIE Review magazine, find new staff or your next move through our jobs board www.thepiejobs.com and specialist executive search consultancy The PIE Talent, and make business connections through The PIE Plus. Sign up to The PIE Weekly newsletter to receive a weekly update on news and jobs in the sector directly to your inbox. The PIEoneer Awards celebrate innovation and achievement in international education each year. The PIE is the only targeted media platform that can boast a truly global audience of senior stakeholders involved in international education from around the world. We reach over 50,000 unique readers per month and 25,000 subscribers receive our PIE Weekly newsletter.

www.thepienews.com

ReConnect Africa

ReConnect Africa is a unique online careers and business website and monthly magazine for African professionals in the Diaspora and around the world. ReConnect Africa features articles and interviews on careers, development and business in Africa as well as information on relocation to Africa, top companies and recruitment agencies for Africa. It offers an ideal platform to advertise job vacancies, products and services to a targeted professional African market in Europe, across Africa and around the world.

www.ReConnectAfrica.com

SciDev.Net

SciDev.Net is a not-for-profit organisation dedicated to providing reliable and authoritative information about science and technology for the developing world. Through our website we give policymakers, researchers, the media and civil society information and a platform to explore how science and technology can reduce poverty, improve health and raise standards of living around the world. We also build developing countries' capacity for communicating science and technology through our regional networks of committed individuals and organisations, practical guidance and specialist workshops. SciDev.Net's vision is to achieve better-informed decisions by individuals and organisations in the developing world on science and technology related issues, and thus the better integration of scientific knowledge and technological innovation into policies, programmes and projects intended to achieve sustainable development at all levels of society.

www.scidev.net

University Business

University Business (UB) is a market-leading magazine for the UK HE sector, reporting on all aspects of the university commercial and management arena. From facilities to finance, to technology and innovation, UB is an unrivalled, highly trusted source for the latest news, appointments and expert opinion across the higher education industry. UB is available in both print and digital formats to an opt-in subscriber database of 7,000 + key decision makers working in UK higher education, including vice chancellors, operation managers, and commercial services directors.

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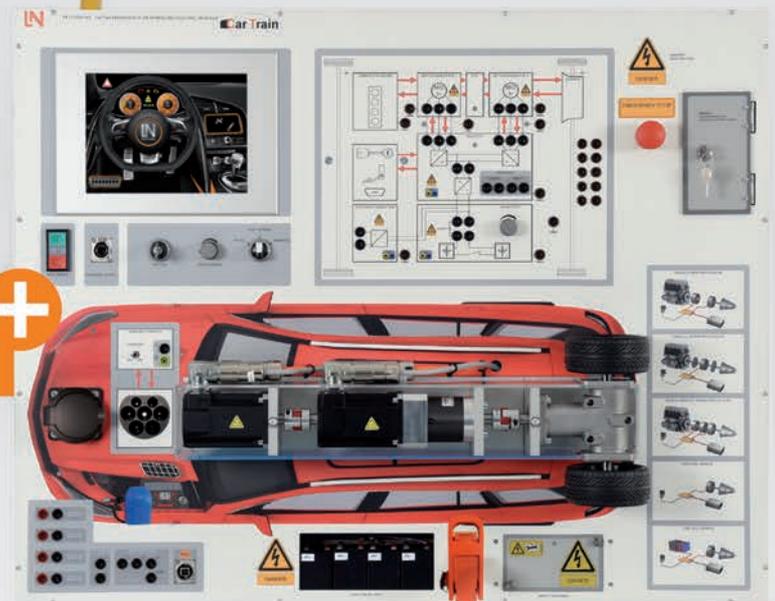
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