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**CANDIDATES FOR THE ELECTION
OF COMMISSIONER FOR EDUCATION,
SCIENCE, TECHNOLOGY AND INNOVATION**

Mr. Molapo QHOBELA
SOUTH AFRICA

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Senior Leadership Position Curriculum Vitae (CV) Template

Position: *(Indicate the title of the position you are applying for)*

Commissioner for Human Resources, Science and Technology (ESTI)

Personal Information:

Name:	Dr Molapo Qhobela
Physical Address:	593 Rudolf Street, Constantia Park, Pretoria, South Africa
E-mail Address:	molapo.qhobela@gmail.com
Phone Number:	+27 82 829 6684
Date of Birth (dd/mm/yy):	10/06/62
Nationality:	South Africa
Citizenship:	South Africa
Gender:	Male

Vision Statement *(In not more than one thousand (1,000) words, outline how you intend to achieve the aspirations set out in Agenda 2063 and address the most pressing issues facing Africa and the Commission in this role)*

MAKING AU AGENDA 2063 AND STISA 2024 A REALITY

The African Union's Agenda 2063 and the Science, Technology and Innovation Strategy for Africa 2024 (STISA-2024) provide a compelling vision of the future of the Continent.

In this regard, both documents provide the direction and expectation of the work of the Commissioner for Human Resources, Science and Technology, by emphasizing the importance of knowledge and human resource development in the advancement of Africa. The vision of Agenda 2063 is thus the vision of the Commissioner for ESTI. The challenge for the Commissioner is however to realize this vision, through strengthening the capacity

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and capability of the AU and its member states in education, science, technology and innovation.

Under the authority of the Chairperson of the AU Commission, as the Commissioner for ESTI, I will endeavor to realize the vision of Agenda 2063 and STISA 2024 by driving the implementation of Education, Science, Technology and Innovation policies, programs, and strategies of the African Union, including the success of the AU flagship projects such as the African Integrated High Speed Network, the Pan-African E & Virtual Universities, greater use of outer space science and technologies, and the strengthening of Continental financial institutions.

To this end, the work of the Commissioner for ESTI contributes significantly to the realization of the seven aspiration of Agenda 2063, in particular the aspirations of a prosperous Africa based on inclusive growth and sustainable Development; an Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children; and an Africa with a strong cultural identity, common heritage, values and ethics.

Similarly, STISA 2024 has identified the need for science, technology and innovation to enable the Continent to respond to critical priorities such as the eradication of hunger and achieving food and natural resource security and the environment; prevention, management and control of diseases; and the building of a prosperous society. All these priorities are consistent with aspirations of Agenda 2063.

All these aspirations, priorities and projects require strong Continental capacity and capabilities in education, science, technology and innovation.

A key enabler of realizing the aspirations and programmes of Agenda 2063 and the priority areas identified in STISA 2024 is strong and productive partnerships. Beyond providing leadership in quality and mutually beneficial engagement with the AU Member States, RECs and strategic partners, it will be important to leverage on the capabilities of individual African professionals, intellectuals, business leaders and institutions on the Continent and in the diaspora. This will be key in ensuring effective and efficient delivery of the AUC priorities.

It is in this context that I present my strategic approach for the office of the Commissioner for ESTI. In this regard, my approach will be informed by the need to strengthen the office to have influence and impact in the delivery of its mandate and in particular, to realise the aspirations of Agenda 2063 and the priorities of STISA 2024. The office must be productive, efficient and effective in executing its mandate and in supporting the Chairperson of the AU Commission and the AUC more generally.

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The office must also have unwavering commitment to Pan-Africanism; Service Culture, Excellence; Good Governance and Accountability to the Member States, RECs and partners, while building and nurturing strong partnerships, being results driven and exercising astute and refined diplomacy. These are some of the principles and commitments which will inform and shape my leadership as Commissioner for ESTI.

It is important to state that this approach is not assuming that the office of the Commissioner for ESTI is broken but rather that I will be building on a legacy of previous Commissioners while introducing innovation in strategic focus, in *inter alia*, resource mobilisation and leading and engaging with Member States in order to pursue the Commissions work, with particular emphasis on domesticating the AU Agenda 2063 and STISA 2024 at the national level by Member States.

The African Union Commission is a highly respected institution continentally and globally, with the office of the Commissioner for ESTI providing leadership to the continental education, science, and technology and innovation system. It is imperative for office of the Commissioner for ESTI to continue to enhance its reputation by effectively and efficiently fulfilling its mandate to ensure that the aspirations of Agenda 2063 and the goals of STISA 2024 become a reality.

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Executive Profile: *(In not more than three hundred (300) words, provide a summary and highlights of your relevant skills, experience, goals and accomplishments)*

I have over 29 years of professional experience in higher education, research, science and technology. This experience includes my current position and previous academic experience and as a senior executive in Government and higher education.

My knowledge of the South African, African and International higher education and research system is thus deep and extensive as well as my ability to lead and manage large and complex organizations with dexterity and diplomacy. Beyond my strong management and leadership, I have equally strong governance credentials having served and led governing Boards, as the previous Chairperson of the Board of the South African Agricultural Research Council, and currently chairperson the Global Research Councils.

I have also established an extensive network of contacts and partnerships locally and internationally in the knowledge industry. I thus have strong connections with a range of pan African institutions and initiatives such as the African Academies of Sciences, the Council for the Development of Social Sciences in Africa (CODESRIA), the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM), the African Open Science Platform (OASP) and the Science Granting Council Initiative (SGCI) in Sub-Saharan Africa. Internationally, I have strong ties with the International Science Council (ISC) and UNESCO.

During my professional career, I have attended numerous informal courses on a range of programmes including finance, sustainability, communications, labour relations, performance management and leadership. I have subsequently given workshops and seminars on some of these topics including governance. In addition, I have excellent interpersonal skills, including refined diplomacy and communications. I am a seasoned executive at the peak of my productivity. As a results driven individual, committed to the development of our Continent, I believe my knowledge, experience and capability can be of value to the African Union Commission in realizing Agenda 2063 and STISA 2024.

Membership in Professional Societies *(List of professional bodies in which you are a member, specify position where applicable)*

1. **Chairperson** – Board of the Global Research Councils. 2020 – Present.
2. **Chairperson** – Committee of Heads of Research and Technology Institutions (COHORT). 2019 – Present.
3. **Director** – International Crops Research Institute for the Semi-Arid Tropics (ICRISAT) 2008 to 2014.
4. **Chairperson** - The Board of the Agricultural Research Council (ARC). 1997-1999.

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5. **Chairperson** – Board of the Tertiary Education Network of South Africa (TENET). 2017 – Present.
6. **Member** – Council on Higher Education (CHE), 2007 - present.
7. **Member** – Board of the South African Qualifications Authority (SAQA). 2005 – 2010.
8. **Chairperson** - The Association of Black Scientists, Engineers and Technologists. 1995-1999.
9. **Director** - The South African Actuaries Development Programme. 2005 –2016.
10. **Trustee** – The Cradle of Humankind World Heritage Trust, 2011 to 2012

Academic and Professional Qualifications (Indicate your academic and professional qualifications, beginning with the highest qualification)			
Name of Institution	Address of institution (Postal address, Telephone numbers and Website)	Qualification Received	Year Obtained
University of Zimbabwe	630 Churchill Avenue, Harare, Zimbabwe Tel: +263 4 303 211 www.uz.ac.zw	Bachelor of Science (BSc)	1983
Kansas State University	Manhattan, KS 66506, United States Tel: +1 785-532-6011 www.k-state.edu	Doctor of Philosophy (PhD)	1990

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Other Relevant Training (Indicate other certified trainings/courses you have attended that are relevant to this role)

Course Title	Certifying Body or Institution	Address of institution (Postal address, Telephone numbers and Website)	Year Attended
During my professional career, I have attended numerous informal courses on a range of programmes including finance, sustainability, communications, labour relations, performance management and leadership.			

Work Experience (Indicate your work experience beginning with most current or most previous one. Give a comprehensive work history and include/edit table accordingly to capture your work experience)

Name of Organisation/Employer:

National Research Foundation of South Africa

Address of Organisation/Employer ((Postal address, Telephone numbers and Website):

PO Box 2600, Pretoria, South Africa, +27 12 481 4137 www.nrf.ac.za

Position Held (Title of the role)	Chief Executive Officer
Duration (Start Date to End Date)	2016 to date
Number of People Supervised	The NRF has a staff complement of just over 1200 professional and administrative staff, and a budget of R4.5 billion. Direct reports of 6 Deputy CEOs or Group Executives and the Corporate Secretary
Responsibilities	I performed the role similar to all chief executives, of providing leadership in strategy formulation and execution, effective and efficient financial and human resource management and effective stakeholder relations and advocacy.
Achievements	During my tenure at the NRF, I led the fundamental re-imagination of the organization, culminating in the development and approval by the Board of a 10 year vision and strategy, together with the reformulation of the mission and macro structure and design of the organization.

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	<p>A number of strategic initiatives and projects were initiated and or completed during my tenure, which included:</p> <ul style="list-style-type: none"> • A new approach for resourcing the mandate of the NRF • A new approach for science engagement for the SA science system • A new research agenda for the NRF which can inform the development of a national research agenda • A new approach and policy for supporting postgraduate students and early career researchers • A new Enterprise Resource Planning System was introduced across the organisation • Completed the erection and commissioning of the MeerKAT radio telescope, the precursor to the SKA • Created the South African Isotope Facility (SAIF). SAIF will revolutionise the landscape of accelerator-based physics research in South Africa and the African continent
Name of Organisation/Employer: The University of South Africa	
Address of Organisation/Employer (Postal address, Telephone numbers and Website): 1 Preller Street, Muckleneuk, Pretoria, South Africa, +27 12 429 2550, www.unisa.ac.za	
<i>Position Held (Title of the role)</i>	Vice Principal – Institutional Development
<i>Duration (Start Date to End Date)</i>	2011 - 2015
<i>Number of People Supervised</i>	UNISA is the largest university in Africa and one of the mega universities of the world, with a complement of just under 7000 permanent and fixed term staff and 381000 registered students. I had 4 direct reports of Executive Directors
<i>Responsibilities</i>	The VP institutional development provided strategic managerial leadership regarding the environment within which, the collaborative development of, and the corporate strategy that UNISA should follow to ensure a competitive advantage in open distance education in South Africa and internationally.
<i>Achievements</i>	Examples of some notable deliverables included the following

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	<ul style="list-style-type: none"> • Brokered a formal agreement to support the African Union in Human Resources, Science and Technology • Established the Thabo Mbeki Presidential Library together with the Thabo Mbeki Foundation • Introduced student enrolment management and use of student analytics in decision making
Name of Organisation/Employer:	
Government of South Africa – Department of Science and Technology	
Address of Organisation/Employer (Postal address, Telephone numbers and Website):	
Department of Science and Technology, 627 Meiring Naude Road, Brummeria, Pretoria; +27 12 843 6815	
<i>Position Held (Title of the role)</i>	Deputy Director General – Human Capital and Knowledge Systems
<i>Duration (Start Date to End Date)</i>	2010 – 2011
<i>Number of People Supervised</i>	I had 3 direct reports of Chief Directors
<i>Responsibilities</i>	I was responsible for policy, regulation and funding of research and postgraduate studies at all 23 universities, directing an annual budget of approximately R2 billion and have an oversight responsibility for the National Research Foundation (NRF), the Academy of Science (ASSAf), and the South African Council for Natural and Scientific Professions.
<i>Achievements</i>	<p>Some notable deliverables included the following:</p> <ul style="list-style-type: none"> • Raised an additional R500m from the National Treasury, to my budget, which was managed by the NRF to specifically increase national investment in research infrastructure and human capacity development. • Increased investment in cyber infrastructure at universities. The SANReN project, which is managed by the CSIR has resulted in all universities, science councils, and other public knowledge organizations including the SKA project being connected to high speed broadband connectivity for higher education and research studies. • Developed the National Palaeosciences Strategy of South Africa

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Name of Organisation/Employer:	
Government of South Africa – Department of Education (Higher Education and Training)	
Address of Organisation/Employer (Postal address, Telephone numbers and Website):	
123 Francis Baard Street, Private Bag X174, Pretoria, +27 312 6214, www.dhet.gov.za	
<i>Position Held (Title of the role)</i>	Deputy Director General - Higher Education – and Acting Director General
<i>Duration (Start Date to End Date)</i>	2007 – 2009
<i>Number of People Supervised</i>	I had 3 direct reports of Chief Directors
<i>Responsibilities</i>	<p>As the acting Director General of the newly created Department of Higher Education and Training, I was responsible for the operational establishment of the new department in terms of the Presidential Proclamation and criteria for National Macro Organisation of State.</p> <p>As Deputy Director General for higher education, I was responsible for the policy, planning, funding and regulation of the university system, including the private higher education sector; managing a total annual budget of approximately R20 billion. In addition to the 23 universities and the numerous private higher education institutions, I also had oversight responsibility for following statutory bodies:</p> <ul style="list-style-type: none"> • National Student Financial Aid Scheme (NSFAS) • The Council in Higher Education and its Standing Committee –The HEQC • The South African Qualifications Authority
<i>Achievements</i>	<p>During my tenure as the DDG for Higher Education, I have achieved the following significant outputs.</p> <ul style="list-style-type: none"> • Managed the largest public investment in infrastructure in the university system, with an annual budget of R1.4 billion. • Led the review of the National Student Financial Aid Scheme, which was concluded and published in 2010. This resulted in the current increased investment in the NSFAS. • Successfully led and managed the first cycle of enrolment planning of all 23 universities, to assure for the managed growth and graduate output efficiency of the university system.

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	<ul style="list-style-type: none"> • Successfully led and managed a dedicated programme together with the Department of Health and the National Treasury in strategic investment and growth of enrolments and graduate output in clinical health disciplines. • Concluded the 7 year review of the National Qualifications Framework, with the promulgation of the NQF Act in 2009. • Concluded the process of institutional restructuring of the higher education landscape. • Established the governance and management of the National Institutes of Higher Education in Mpumalanga and Northern Cape. • Initiated the review of the regulation of private higher education institutions to simplify the procedures and enhance effectiveness of regulation. • Developed the draft policy on distance education in higher education. • Restored good governance at a number of universities.
Name of Organisation/Employer:	
Government of South Africa – Department of Education	
Address of Organisation/Employer (Postal address, Telephone numbers and Website):	
123 Francis Baard Street, Private Bag X174, Pretoria, +27 312 6214, www.dhet.gov.za	
<i>Position Held (Title of the role)</i>	Chief Director – Higher Education Policy and Development
<i>Duration (Start Date to End Date)</i>	1998 – 2007
<i>Number of People Supervised</i>	I had 3 direct reports of Directors
<i>Responsibilities</i>	I provided strategic leadership in the development of higher education policy and implementation in such areas such as academic policy, qualification systems, quality assurance and research policy; support to higher education constituencies, including the co-ordination of constituency participation in policy development; and provide professional and strategic support to the registrar of private higher education institutions.
<i>Achievements</i>	During my tenure I led and contributed to the development of a large number of initiatives that have shaped our higher education system. Examples include the following:

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	<ul style="list-style-type: none"> • The development of the regulations for the registration of private higher education institutions. Prior to this, private HE institutions were not regulated. • The development of the entry requirements into higher education requiring the National Senior Certificate and the National Certificate Vocational – Level 4. • The establishment of a programme to develop and support university councils to improve institutional governance. • Improved student leadership and governance at universities, which led to the establishment of the South African Union of Students (SAUS). • Initiated the review of the implementation of the National Qualifications Framework (NQF). • The development of the National Plan for Higher Education. • The development of the new funding formula for universities. • The development of the quality assurance and promotion system for higher education. • The development of the reporting requirements for universities as these institutions are not subject the Public Finance Management Act.
Name of Organisation/Employer:	
University of Cape Town	
Address of Organisation/Employer (Postal address, Telephone numbers and Website):	
Private Bag, Rondebosch, Cape Town, South Africa, +27 21 650 2032, www.uct.ac.za	
<i>Position Held (Title of the role)</i>	Lecturer in Microbiology - Department of Microbiology
<i>Duration (Start Date to End Date)</i>	1993 – 1998
<i>Number of People Supervised</i>	Not applicable
<i>Responsibilities</i>	As an academic, I taught undergraduate students in microbiology and also supervised postgraduate students at honours, masters and doctoral levels. I left academia with an NRF Y rating.
<i>Achievements</i>	Many of my former students have gone on to become successful professionals in academia and industry.

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Name of Organisation/Employer:	
Rhodes University	
Address of Organisation/Employer (Postal address, Telephone numbers and Website):	
PO Box 94, Makhanda (formerly Grahamstown), South Africa, +27 46 603 8339, www.ru.ac.za	
<i>Position Held (Title of the role)</i>	Lecturer in Microbiology - Department of Microbiology & Biochemistry
<i>Duration (Start Date to End Date)</i>	1991 – 1993
<i>Number of People Supervised</i>	Not applicable
<i>Responsibilities</i>	As an academic, I taught undergraduate students in microbiology and pharmacy and also supervised postgraduate students at honours, masters and doctoral levels.
<i>Achievements</i>	Many of my former students have gone on to become successful professionals in academia and industry.

Skills and Competencies (In not more than five hundred (500) words, demonstrate how your experience and qualifications match the skills and competences outlined in the role profile of the position you are applying for)

I am a seasoned Executive with over 29 years of professional experience in higher education, research and science and technology. This experience includes my current position as Chief Executive Officer of the National Research Foundation of South Africa and previous academic experience and as a senior executive in the South African Government and higher education institutions.

I not only familiar with the work of the Commission, but have worked with previous Commissioners on key projects such as the Pan African University, and more recently on the Open Science under the leadership of the Commission and UNESCO. I have strong connections with other pan African institutions and initiatives such as the African Academies of Sciences, the Council for the Development of Social Sciences in Africa (CODESRIA), the African Open Science Platform and the Science Granting Council Initiative in Sub-Saharan Africa.

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My knowledge of the South African, African and global higher education and research system is thus deep and extensive as well as my ability to lead and manage large and complex organizations with dexterity and diplomacy. Beyond my strong management and leadership, I have equally strong governance credentials having served and led governing Boards, as the previous chairperson of the Board of the South African Agricultural Research Council, and currently chairperson the Global Research Councils. I have also established an extensive network of contacts and partnerships locally and internationally in education, science and technology industry. In addition, I have excellent interpersonal skills, including refined diplomacy and communications. Needless to say, I am highly computer literate.

These and other skills and competencies will ensure that I am able to fulfil the functions and responsibilities of the office of the Commissioner for Human Resources, Science and Technology.

Achievements/Accomplishments: *(In not more than five hundred (500) words, indicate any other achievements besides those under work experience you would like to highlight)*

I have a deep commitment to the value, importance and potential impact of education, science and technology to transform lives and societies. It is for this reason that I have spent the majority of my professional career in the public sector advancing the cause of STI. During the last 5 years, I have spent significant time and resources building STI capacity in Sub Saharan Africa, through the Science Granting Councils Initiative. This is a multi-funder initiative that aims to strengthen the capacities of 15 science granting councils in Sub-Saharan Africa in order to support research and evidence-based policies that will contribute to economic and social development. The SGCI contributes to strengthening the ability of science granting councils to:

- Manage research
- Design and monitoring of research programmes based on the use of robust science, technology and innovation (STI) indicators
- Support knowledge exchange with the private sector
- Strengthen partnerships between Science Granting Councils and other science system actors.

Through this initiative, African Science has gained a bigger and stronger voice internationally through organisations such as the International Science Council and the Global Research Councils. Funding has recently been leveraged to allocate 10 research chairs at universities on the Continent at a value of US \$ 250,000 per annum. This is a five year investment with the initiative named after an esteemed African leader, Mr Oliver R. Tambo.

My senior academic qualification was in plant microbiology, and I have continued my keen interest in agricultural research and development. It is for this reason that I was appointed to the Board of ICRISAT and build a strong relationship with RUFORUM. During my tenure, ICRISAT strengthened its capacity and capabilities in Kenya, Tanzania, Mali and Zimbabwe. Food security is critical aspect of the stability and wellbeing of nations; as important as resource security, health and wellbeing and the education and training of individuals and future generations of Africans.

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Publications (if any): (Provide list of publications you have authored or co-authored, provide links to access the publications if online)

As a public servant, it was not possible to publish personal articles, but I have led the development of a significant number of policy, strategy and regulatory documents, which have shaped the nature and operations of the South African university, research and education system.

As an academic, I am an author and co-author of a number of research and technical publications. I have also presented my research at local and international conferences. These are cited below.

Full Articles, Reports or Abstracts

1. Mkhize, S B., and Qhobela, M. 1985. Lesotho's Proposed Pesticide Control Bill. Agricultural research and Technical Bulletin RD-B-37. Ministry of Agriculture and Marketing, Lesotho.
1. Qhobela, M., M. Ramasike, & T. Lephaena. 1985. A guide to the safe use and handling of pesticides. Agricultural Research and Technical Information Handbook. RD-H-2. Agricultural Research Division, Ministry of Agriculture and Marketing, P.O. Box 829 Maseru 100, Lesotho
2. Woods, S., Qhobela, M., and Holland, D. 1986 Pest Control for Vegetable Crops in Lesotho. Cost and Relative Information. Agricultural Research and Technical Bulletin RD-R-62. Ministry of Agriculture and Marketing, Lesotho.
3. Qhobela, M., M. Ramasike, & T. Lephaena. 1986. A guide to the Common Pests and Diseases of Lesotho Food Crops. Agricultural Research and Technical Information Handbook. RD-H-2. Agricultural Research Division, Ministry of Agriculture and Marketing, P.O. Box 829 Maseru 100, Lesotho
4. Qhobela, M., and Claflin L E,. 1988. Characterisation of *Xanthomonas Campestris* pv. *pennamricanum* pv. nov., Causal Agent of Bacterial Leaf Streak of Pearl Millet. Int. J. Syst. Bacteriol. 38: 362-366.
5. Qhobela, M. and L.E. Claflin. 1988. Identification of the causal Agent of Bacterial Leaf Steak of Pearl Millet (*Pennisetum Americanum* (L.) Leeke). Phytopathology 77: 1767. (Abst).
6. Qhobela, M. and L.E. Claflin. 1988 The taxonomic position of *Xanthomonas capestris* pv. *holcicola* (Elliot 1930) and *Xanthomonas campestris* pv. *vasculorum* (Cobb 1893) Dye 1978. Phytopathology 77: 1766 (Abst).
7. Qhobela, M. 1990. "Characterisation of *Xanthomonas campestris* pathovas affecting Pearl Millet, Maize, Sorghum and Sugar Cane." A dissertation in partial fulfilment of

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the requirements for PhD degree of the Department of Plant Pathology, Kansas State University, Manhattan Kansas (Supervisor Professor L.E. Claflin).

8. Qhobela, M., L. E. Claflin and D. C. Nowell. 1990. Evidence that *Xanthomonas campestris* pv. *zeae* can be distinguished from other pathovars capable of infecting maize by restriction fragment length polymorphism of genomic DNA. Can. J. Plant Pathol. 12: 183-186.
9. Qhobela, M., J. E. Leach, L. E. Claflin and D.L. Pearson. 1991. Characterisation of strains of *Xanthomonas campestris* pv. *holcicola* by polyacrylamide gel electrophoresis of membrane proteins, restriction endonuclease analysis, and restriction fragment length polymorphism of genomic DNA. Plant Disease. 75 (1) 32-36.
10. Qhobela, M., and Claflin, L E., 1992. Eastern and Southern African strains of *Xanthomonas Campestris* pv. *vasculorum* are distinguishable by polyacrylamide gel eletrophoresis of membrane proteins and restriction fragment length polymorphism of genomic DNA. Plant Pathology. 41, 113-212.
11. Qhobela, M., Claflin, L E., and Nowell, D C. 1992 Comparison of techniques useful in the characterisation of *Xanthomonas campestris* pv. *zeae*, the causal agent of bacterial leaf streak of maize. Proceeding, 9th South African Maize Breeding Symposium.
12. Qhobela, M., Claflin, L E. and Ramundo, B A. 1992. Bacterial Disease of Sorghum, pages 135-151. In Sorghum and millet diseases: A Second World Review. (de Milliano, W A., Fredericksen, R A, and Bengston, G D. eds) Pantancheru, A.P. 502 324, India. IRISAT Press. .
13. Qhobela, M. 1993. Sugar Cane Gummosis, A disease Complex? Phytophylactica. (Abst).
14. Downing, T, G., M. Crampton, M. Qhobela and R. Kirby, 1993. Generation and Characterization of *Xanthomonas Campestris* pv *zeae* mutants showing altered pathogenicity. Phytophylactica (Abst).
15. Qhobela, M., Ofir, Z., Webster J. and Wingfield M J. 1995 Technical visits to the countries in Southern Africa: A report to the UNESCO Biotechnology Action Council.
16. Qhobela, M. 1996. Identification of sorghum disease nursery cultivars by random amplified polymorphic DNA markers. Pages 211-218; In Drought-tolerant crops for Southern Africa: Proceedings of SADC/ICRIST Regional Sorghum and Pearl Millet Workshop. Pantacheru 502 324, Andra Pradesh, India
17. Claflin, L. E., B. A. Ramudo., J. E. Leach., and M. Qhobela. 1992. Bacterial Diseases of Sorghum. In: Proceedings, Second Global Review of Sorghum and Millet Diseases. Harare, Zimbabwe. ICRISAT Press.

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Conference Papers

1. Qhobela, M., and Claflin L.E.. 1988 Identification of the causal agent of Bacterial Leaf Streak of Pearl Millet (*Pennisetum americanum* (L) Leeke. Annual Meeting of the American Phytopathological Society. Cincinnati, Ohio, USA
2. Qhobela, M and Claflin L E, 1988. The taxonomic position of *Xanthomonas capestis* pv *holcicola* (Elliot 1930) and *Xanthomonas campestris* pv. *vasculorum* Cobb 1893) Dye 1978. Annual meeting of American Phytopathological Society. Cincinnati, Ohio, USA.
3. Claflin, L E., Ramundo B A., Leach J E., and Qhobela M. 1988. Bacterial Diseases of Sorghum, Second global review of sorghum and millet diseases. Harare, Zimbabwe.
4. Qhobela, M., and Claflin L E., 1989. *Xanthomonas officinarum* sp. nov. A new pathogen of sugar cane. Annual meeting of the American Phytopathological Society. Richmond, Virginia USA.
5. Ansari, A. K., M. Qhobela and M. H. Maepe. 1990. Strengthening Plant Protection Services in the SADCC countries: Country proposal of the Kingdom of Lesotho
6. Van der Wulp, H., and M. Qhobela . 1991. Pesticide management in the SADCC countries: Country report of the Kingdom of Lesotho.
7. Qhobela, M., L. E. Claflin and D. C. Novell. 1992 Comparison of techniques useful in the Characterisation of *Xanthomonas campestris* pv. *zeae*, the causal agent of bacterial leaf streak of maize. In: Proceedings, 9th South African Maize breeding Symposium.
8. Claflin, L. E., B. A. Ramundo., J. E. Leach., and M. Qhobela. 1992. Bacterial Diseases of Sorghum. In: Proceedings, Second Global Review of Sorghum and Millet Diseases. Harare, Zimbabwe. ICRISAT Press.
9. Qhobela, M., Claflin L E., and Nowell D C. 1990 Comparison of techniques useful in the characterisation of *Xanthomonas campestris* pv. *zeae*, the causal agent of bacterial leaf streak of maize. 9th South African Maize Breeding Symposium.
10. Qhobela, M. 1993. Sugar cane gummosis, a disease Complex? 31st Congress of the South African Society for Plant Pathology. Langebaan, South Africa.
11. Downing T G., Crampton, M., Qhobela, M., and Kirby, R., 1993. Generation and characterisation of *Xanthomonas campestris* pv *zeae* mutants showing altered pathogenicity. 31st Congress of the South African Society for Plant Pathology. Langebaan, South Africa.

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12. Downing, T G, Qhobela, M., and Mildenhall J P. 1994. Behaviour of a range of plasmid vectors in *Xanthomonas campestris* pv. *zeae*. 32nd Congress of the South African Society for Plant Pathology. Christiana, South Africa.
13. Crampton, M C., Qhobela, M., and Mildenhall, J P.,. 1994 Isolation and characterisation of outer membrane proteins of *Erwinia chrysanthemi*. 32nd Congress of the South African Society for Plant Pathology. Christina, South Africa.
14. Qhobela, M. 1994 Characterisation of a new bacterial disease of sugar cane, 8th Biennial Congress of the South African Society for Microbiology. Grahamstown, South Africa.
15. Qhobela, M. 1994 Finger printing of sorghum disease nursery cultivars by random amplified polymorphic DNA markers. SADC/ICRISAT regional sorghum and pearl millet workshop. Gaborone Botswana.
16. Crampton, M C., and Qhobela, M. 1995 Cloning, sequencing and comparative analysis of a possible osmo-sensor gene in *Erwinia chrysanthemi*. 33rd Congress of the South African Society for Plant Pathology. Thaba-Nchu, South Africa.
17. Kariem, N., Laing, M., Singer, E., Vancanneyt M., Janssen, P., and Qhobela, M. 1995. Characterisation of the causal agent of chocolate spot disease of *Brassica oleracea* var. *capitata*. 33rd Congress of the Southern African Society for Plant Pathology. Thaba-Nchu. South Africa.
18. Laing, M D., and Qhobela M. 1995 Chocolate spot: A new bacterial disease of crucifer seedlings in South Africa. 33rd Congress of the Southern African Society for Plant Pathology. Thaba 'Nchu, South Africa.
19. Petersen, Y., and Qhobela, M., 1996 Chocolate disease of cabbage: a possible bacterial- viral infection. 34th Congress of the Southern African Society for Plant Pathology. Stellenbosch, South Africa.
20. Crampton, M., and Qhobela, M. 1996. Isolation and characterisation of the outer membrane proteins of *Erwinia Chrysanthemi*. 9th Biennial Congress of the South African Society for Microbiology. Pretoria, South Africa
21. Adams, C., Crampton, M., and Qhobela, M. 1996. Evidence for a two component osmoregulation system in *Erwinia chrysanthemi*. 9th Biennial Congress of the South African Society for Microbiology. Pretoria, South Africa.

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Working Languages (Indicate your speaking, reading and writing proficiency levels for the AU languages below. Examples of proficiency levels: Excellent, Good, Fair or Poor)

Working Languages	Speaking	Reading	Writing
English	Excellent	Excellent	Excellent
French	Rudimentary		

Referees (Indicate three persons as your referees with the details below. One referee should be a professional referee and one be a personal/character referee)

Name	Position and Organisation	Email Address	Telephone Number
Professor Mamokgethi Phakeng	Vice Chancellor – University of Cape Town	mamokgethi.phakeng@uct.ac.za	+27 21 650 2032 +27 82 5558664
Professor Loyiso Nongxa	Retired Vice Chancellor of the University of the Witwatersrand; former Chair of the Board of the National Research Foundation and current Deputy Chair of the International Mathematical Union	loyiso.nongxa@gmail.com loyiso.nongxa@wits.ac.za	+27 76 150 6735
Professor Ernest Aryeetey	Retired Vice Chancellor of the University of Ghana and current Secretary General of the African Research Universities Alliance (ARUA)	aryeetey@ug.edu.gh	+233 54 433 8133

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Certification

I, the undersigned, certify that this information correctly describes me, my qualifications and my experience.

Name	Dr Molapo Qhobela
Signature	
Date	30 July 2020

Mrs. Hirut WOLDEMARIAM
ETHIOPIA

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Senior Leadership Position Curriculum Vitae (CV) Template

Position:

Commissioner, Education, Science, Technology and Innovation (ESTI)

Personal Information:

Name:	Hirut Woldemariam (Prof.)
Physical Address:	Addis Ababa, Ethiopia
E-mail Address:	hiruteketel@gmail.com , hirut.woldemariam.ethernet.edu.et
Phone Number:	+251986894598
Date of Birth (dd/mm/yy):	05/06/68
Nationality:	Ethiopian
Citizenship:	Ethiopian
Gender:	Female

Vision Statement:

To achieve the aspirations, set out in Agenda 2063, which is Africa's blueprint and master plan for transforming Africa into a global powerhouse of the future and address most pressing issues facing Africa and the Commission in this role, the following are the key actions that I propose. This requires efforts to synergize the continent's human, economic, social and political capitals to effect change. Nearly 41% Africa's population is under 18 years that shows critical actions to take. Achieving the objectives of Continental Education Strategy for Africa (CESA-2025) and Science, Technology and Innovation Strategy for Africa (STISA-2024) requires aligning education, research and innovation with long-term socioeconomic objectives.



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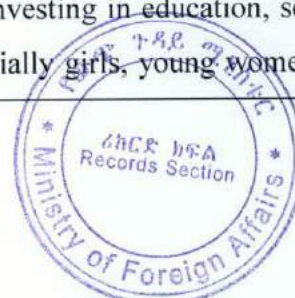
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Promoting inclusive and equitable quality education: Promoting inclusive and equitable quality education and lifelong learning opportunities for all will be one of the priorities that I will tirelessly work on. Increased opportunities will be availed to join the technical, and vocational training programmes for African youth who do not proceed to universities. Private and community entities will be supported to expand access to education. Guidelines and policies shall be prepared and ratified to guide the system. Technological tools will be explored to leap frog teaching and learning process. Students will be encouraged to engage more with self-learning. New methods for tracking and recognizing student learning will be developed and implemented.

Nurturing quality and relevance in Education:

There is a dire need of creating job opportunities through education that boosts social, psychological, spiritual, vocational, cognitive, and physical competences that make the youth fit for social and economic demands of the continent, and make them competitive in global business and social arenas. It is my vision to set up and strengthen harmonized guidelines and standards to gauge quality of education and to determine qualification; developing a system of Pan-African education and training accreditation to leverage universities and training institutes to provide quality and relevant education; and encouraging educational institutions to work in tandem with ministries, professional associations, private enterprises, and development agencies to develop quality and relevance frameworks. I will strive to transform the underperforming education systems to serve the talent and energy of Africa's youth.

Reforming African universities: Bringing universities in line with STISA-2024 and CESA-2025 will be one of the most challenging tasks in Africa's technological transformation. The policy agenda recommends allocating 1% of each country's GDP to research and development (R&D). I will focus on practical strategies and follow-through. Investing in education, science, technology and skills development in Africa for our youth, especially girls, young women, and



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those living in disadvantaged or vulnerable environments is critical. Strategies should be set to increase access to knowledge and skills for the youth.

Leap forging the integration of education, research, and innovation: I will emphasis creating specialized institutions focusing on research, innovation and commercialization of research outputs that can advance sustainable and inclusive development. Moreover, any development lies on setting appropriate curricula. I will give due attention to the development, review, and evaluation of curricula that bind together indigenous knowledge with 21st century science, innovation and technological advancements. Curricula will be designed to enable the youth to be entrepreneurial, so as to alleviate poverty and inequality. Africa's plan to transform the Continent into the global heart of the future can be achieved through reformed educational provisions at various levels of education. While promoting STI as key means for the implementation of UN's Sustainable Development Goals, I will also forge R&D on critical targets of SDGs.

I will bring universities, renowned professionals, professional associations, CBOs, private institutions together to work collaboratively to produce graduates endowed with critical thinking, creativity and innovation competences. Africa can only be competitive in science, technology, innovation and economic development when quality graduates fill positions within industries and the economy.

Curricula should be designed to enable the youth to be entrepreneurial, so as to alleviate poverty and inequality.

Inculcating Pan Africanism: Ossifying Pan Africanism through education, science, and technology can be achieved by competent manpower that works for an economically integrated, politically united, and socially transformed Africa based on the ideals of Pan Africanism and the vision of African Renaissance. Much has to be done to make the curricula flexible to inculcate values and ideals of Pan Africanism so that the youth develops a strong cultural identity and sense of industriousness. Being the driving force for the progress and advancement of Africa,



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Human Capital Development is the centre of development that requires resource to develop African brains.

I wish to have a special scholarly based institute, where best performers of high school completed students (one male and one female), two from each counties of Africa to be admitted annually in this particular institute. A system of talent identification shall be in place, and thus students would be ready as future scientists, Ambassadors of Africa. The education system should enable them on African history, culture, diplomacy, technology and innovation.

Forging equity: Beyond rhetoric, the time is ripe for acting on gender equity. The education system must promote parity and equitable for all. Throughout career paths, equal pay for equal work must be honoured for both women and men. The income disparity must be narrowed between the haves and have nots.

Over the last two years women empowerment has recorded remarkable progress in Ethiopia. Our Prime Minister Dr. Abiy Ahmed, gained global recognition for filling 50% of his ministerial cabinet posts by women. I am one of them. Africa should benefit from the talents of both women and men to reach its full potential. I am a self-motivated leader capable of leading organizations even under stress. I will successfully lead the Commission if I join and deliver results by prioritizing workloads and meeting deadlines. I believe I am a solid candidate who is interested in this position to contribute to the objectives of the esteemed Commission by bringing my expertise, competencies, experience, passion, skill and vision to serve my Africa through this position. Through the Commission, it is my purpose to serve as a golden link for the African Union to make Africa a **Strong, United, Resilient and Influential Global Player and Partner.**

Executive Profile:

I have served in three ministries as Minister positions, namely Ministry of Culture and Tourism, Ministry of Labor and Social Affairs, and Ministry of Science and Higher Education consecutively. Prior to that, I had an impeccable record of excellence in my professional career. My 25-year service at Addis Ababa University started with my appointment as a lecturer,



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progressively and quickly promoted to Associate and ultimately to full Professorship. My leadership quality were recognized when I was elected as a Department Head and then appointed as a Vice-President of the nation's oldest and premier institution of higher learning. As a consummate scholar, I am credited with publication of over 30 peer-reviewed articles in reputable journals, as well as a book.

As a founding Minister, I have tirelessly built the Ministry of Science and Higher Education from the ground up. I have led an initiative of reforming the sector. One area of the reform was curriculum review. In order to enhance the quality of education, a package of common courses was introduced on skills development and knowledge enhancement both required for today's (21st century) job market. Segments of the curriculum include critical thinking, emerging technologies, entrepreneurship, inclusiveness, etc. By incorporating such cutting-edge global concepts into the curriculum, it is possible to ensure quality and relevance and meet the demands of the industry. Also, for the first time in the educational history of higher education in Ethiopia, the 46 public universities have been designated into three categories: Research, Applied Science, and Comprehensive Universities. Each university has its own centre of excellence with focus on local comparative advantages. Other key reform strategies introduced include: Science Policy, Higher Education Internationalization Policy, Public-Private Partnership in Higher Education, Education and Training Institutions, Research institutions and Industry Linkage Policy Regulation Directions and Guidelines. University-Industry Linkage Regulation, implementation of an East African Skills for Transformation and Regional Integration Project (EASTRIP), which aims at improving quality TVET programs and support regional integration.

Membership in Professional Societies:

List of national and international professional bodies that I have membership are presented below:

- Member of the Advisory Board, The Centre for Multilingualism and Diversities



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Research at the University of the Western Cape, South Africa (CMDR)

- Collaborating member, Center for Multilingualism in Societies Across the Lifespan, University of Oslo
- Member of the Review of Panel for Volkswagen Foundation, African Initiative Project, Germany, 2013
- Member of the Editorial Board, International Journal of Linguistic Landscape, Tel Aviv, Israel, since 2013
- Member, "Documentation of Bayso and Haro", a project funded by Volkswagen Foundation, Germany. With Prof. Micheal Reh, University of Hamburg and Dr. Graziano Sava. 2012 to present
- Member, "Documentation of Oyda: An endangered language in Ethiopia", A project funded by Volkswagen Foundation, Germany Ethiopian side Project partner, with Prof Voßen Rainer, Johann Wolfgang Goethe-Universität, Germany; Dr. Azeb Amha, Department of African Languages and Culture, Leiden University, The Netherlands. 2011-2013
- Member, "Network on Multilingualism in Society across the Lifespan" University of Oslo, a project funded by the Research Council of Norway
- Project Initiator and Coordinator from Ethiopian Side, East African Summer School in Language Documentation: Funded by the Volkswagen Foundation with Prof. Gerrit Dimmendaal, Chair, African Studies, University of Cologne, Germany; Prof. Felix Ameka, Leiden University, The Netherlands
- Member of the Governing Council for International Centre of Insect Physiology and Ecology
- Fellow member, the Ethiopian Science Academy

Membership in examining boards for PhD Dissertations in international universities



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- PhD in Sociolinguistics, University of Western Cape, South Africa, March 2016
- PhD in Linguistics, University of Oslo, Norway, February 2013
- PhD in Linguistics, University of Leiden, the Netherlands, October 2008
- MA in Linguistics, Moi University, Kenya, July 2009

Community and public services

- Member of the Public Diplomacy of Ethiopia
- Member of the National Council for Grand Ethiopian Renaissance Dam.
- Member of the Steering Committee of the National Green Legacy
- Member of the 50th Anniversary of the OAU/African Union 50th Anniversary
- Former Member of the Executive Committee, Academy of Ethiopian Languages
- Associate Member, Ethiopian National Association for the Deaf (ENAD)

Academic and Professional Qualifications:

Name of Institution	Address of institution (Postal address, Telephone numbers and Website)	Qualification Received	Year Obtained
University of Oslo	https://www.uio.no/english/ , Problemveien 7, 0315 Oslo, studentombudet@uio.no . Phone: (+47) 452 98 992, Norway (ceremony postpone due to COVID 19)	Honorary Doctorate Degree	2020
Alexander Humboldt	https://www.humboldt-foundation.de/pls/web/pub_hn_query.humboldtianer_details?p_lang=en&p_externe_id=2727809	Research Award for Senior Scientists	March 2016 - 2017
Addis Ababa University	http://www.aau.edu.et , http://www.aau.edu.et/chls/hirut-woldemariam/ , info.external@aaau.edu.et , https://www.facebook.com/Addis-Ababa-University-496255483792611/ Phone: +25111 123 9705, Department of Linguistics	Professor	January 2020



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	and Philology, Addis Ababa University		
University of Cologne, Germany	www.uni-koeln.de E-mail: elke.schaeferwiso.uni-koeln.de , Phone: +49 (0)221 / 470 – 5660, Fax: +49 (0)221 / 470 – 7883, IBW-Gebäude room 3.12, 3th floor, Institute of African Studies, University of Cologne, Germany	PhD in Linguistics	2004
Addis Ababa University	http://www.aau.edu.et , http://www.aau.edu.et/chls/hirut-woldemariam/ , info.external@aau.edu.et , https://www.facebook.com/Addis-Ababa-University-496255483792611/ , Phone: +25111 123 9705, School of Graduate Studies, Addis Ababa University, Ethiopia	MA in LINGUISTICS	1993
Addis Ababa University	http://www.aau.edu.et , http://www.aau.edu.et/chls/hirut-woldemariam/ , info.external@aau.edu.et , https://www.facebook.com/Addis-Ababa-University-496255483792611/ ILS, Addis Ababa University, Ethiopia	BA in Linguistics	1988

Other Relevant Training:

Course Title	Certifying Body or Institution	Address of institution (Postal address, Telephone numbers and Website)	Year Attended
Harvard University Ministerial training program	Harvard Ministerial Leadership Forum for Education, Harvard University	https://ministerialleadership.harvard.edu	2019
Korea Economic Development Strategies and Lessons for	KOICA (Korea International Cooperation Agency) Seoul, Republic of Korea	www.koica.go.kr	2011
Leadership, Team building and Strategic Management	Reed Learning, London	https://www.reed.co.uk/courses/	2008



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Managing Successful Projects	Reed Learning, London	https://www.reed.co.uk/courses/	2008
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Work Experience:**Name of Organisation/Employer:** Ministry of Science and Higher Education**Address of Organisation/Employer ((Postal address, Telephone numbers and Website):**

www.moshe.gov.et, info@ethernet.edu.et, <https://www.facebook.com/SHE.Ethio>,
<https://t.me/MinistryoSHE>, https://twitter.com/she_ethiopia, ☎ +251 11 8548738
✉ :- 23976 CODE 1000,

Position Held (Title of the role)	Minister
Duration (Start Date to End Date)	Oct. 16, 2018 to present
Number of People Supervised	<ul style="list-style-type: none"> • Four State Ministers ((More than 600) • 4 Agency and Institute Executive Directors • 45 Public University Board Chairs and Presidents (More than 35 thousand academic staffs) • 250 Private Higher Education Institutions, Presidents • 1672 Technical and Vocational Education and Training (TVET) institutions, Heads • 27 STEM Centres, Heads • East Africa Skills for Transformation and Regional Integration Project (EASTRIP) coordinator
Responsibilities	<ul style="list-style-type: none"> • Develop policy and strategy for the management of technical, vocational, • Direct and manage higher education expansion and development; Develop strategy for higher education in line with national development policy • Develop means for implementation and management of



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	<p>science and research; education and training;</p> <ul style="list-style-type: none">• Develop and implement strategy to strengthen higher education and TVET and sectors development;• Create conducive environment for coordination and link between HEIs, TVET institutions in basic sciences and research capacity;• Monitor the quality and relevance of education and training offered by HEIs• Develop means for implementation and management of science and research;• Develop standards for HEIs and TVET institutions;• Develop curriculum framework for HE; institution and industry for research and technology development; Ensure equity in admission and placement of students to public HEIs.• Oversees the performance of public HEIs, and and TVETs;
Achievements	<ul style="list-style-type: none">• Developed the first Strategic Plan of the sector: 10 years Strategic Plan of the National Science, Higher Education and TVET (Technical and Vocational Education and Training)• Reformed Higher Education and TVET sector following the Road Map for Education and Training• Differentiated higher education Institutions• Developed curriculum framework and revised curriculum of the higher education• New common courses that fills the skill and knowledge





	<p>gap of graduates have been introduced in intention of promoting nation building, critical thinking, 21st century skills...etc</p> <ul style="list-style-type: none"> • Online Education directives • Regulation on Education & Training, Research Institutions and Industry linkages, a legal framework in which institutions engage in a collaborative and mutually beneficial manner to foster a significant role in the growth and development of the economy of the country • Merit based leadership system • 27 STEM Centres established • Ten years Digital Skill Country Action Plan (DSCAP) 2020-2030 • National Higher Education and Training ICT Policy • National ICT Higher Education and training strategies • Higher Education Internationalization Strategy • Higher Education Public Private Partnership • Science Policy • Grants secured from different partners, eg. ESTRIP (World Bank) • Improved girls/women empowerment in higher education. Girl's participation in higher education has increased from 32% to 38% (for the first time 43% of annual intake in 2019/2020), 30% to 50% in Skill Development (TVET) and Women top leadership in Higher Education has increased from 14% to 31%. Female board members from 14% to 31%.
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Name of Organisation/Employer: Ministry of Labour and Social Affairs, Federal Republic of Ethiopia, Federal Republic of Ethiopia

Address of Organisation/Employer (Postal address, Telephone numbers and Website):

molsa@molsa.gov.et, <https://www.facebook.com/Ministry-of-Labor-and-Social-Affairs-1598163177127676/>, Phone +251-11-551-7080 / +251-11-551-5249, Fax +251-11-551-8396 / +251-11-551-5316 / +251-11-550-1220

<i>Position Held (Title of)</i>	Minister
<i>Duration (Start Date to End Date)</i>	April to October 16, 2018
<i>Number of People Supervised</i>	Two State Ministers and Two Agency Executive Directors
<i>Responsibilities</i>	<ul style="list-style-type: none"> • Ensure and follow up the proper enforcement of labor laws and administrative rules; • Establish a labour administration system around the labor relation that enables the proper transition of the informal economy to the formal economy; • Enhance the accessibility of efficient and equitable employment services; • Set a mechanism to minimize occurrence of labor disputes and establish efficient system for settlement of same • Establish national labour sector information system and realize its implementation; establish and put into operation a national labor market information system; • Strengthen the social protection system to improve and ensure the social and economic wellbeing of citizens; • Prevent social and economic problems and provide the necessary services to segments of the society under



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	<p>difficult circumstances particularly the elderly and people with disabilities;</p> <ul style="list-style-type: none"> Establish a system to prevent occupational accidents and occupational diseases; issue occupational health and safety standards and supervise their implementation;
<i>Achievements</i>	<ul style="list-style-type: none"> Introduced new reform to that promote efficiency of the employees
Name of Organisation/Employer: Ministry of Culture and Tourism, Federal Republic of Ethiopia	
Address of Organisation/Employer (Postal address, Telephone numbers and Website)	
+251115538260 http://www.mocf.gov.et/index.php/en/	
<i>Position Held (Title of)</i>	Minister
<i>Duration (Start Date to End Date)</i>	2016-2018
<i>Number of People</i>	Two State Ministers and 4 Executive Directors of Agencies
<i>Responsibilities</i>	<ul style="list-style-type: none"> Researching, preserving, developing, and promoting the culture and tourist attractions of Ethiopia and its peoples, both inside the country and internationally. Cause the study of the various languages in Ethiopia and the advancement and promotion of their literatures; Design and implement a strategy to enhance the growth of the tourism sector Cause the study and preservation of history, cultural heritages and values of the various peoples in Ethiopia; Create conducive environment for expansion of international and domestic tourism; Promote creativity in handicraft, artistic works and fine art; create conducive environment for the development of



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	<p>the country's film industry and theatrical arts;</p> <ul style="list-style-type: none"> • Build the capacity of the culture and tourism Sector through the provision of human resource training and consultancy supports
<i>Achievements</i>	<ul style="list-style-type: none"> • Getting the OROMO GEDA SYSTEM one of the cultural • Setting up a project on conservation and renovation of the Lalibela Heritage. • Rebranding Ethiopian Tourism • Introducing the new Ethiopian Film Policy • Returning of Ethiopian cultural heritage from abroad • Developing the first national language policy of Ethiopia.
Name of Organisation/Employer: Addis Ababa University-Ethiopia	
Address of Organisation/Employer (Postal address, Telephone numbers and Website):	
http://www.aau.edu.et , http://www.aau.edu.et/chls/hirut-woldemariam/ , info.external@aau.edu.et , https://www.facebook.com/Addis-Ababa-University-	
<i>Position Held (Title of)</i>	Vice President for Institutional Development
<i>Duration (Start Date to End Date)</i>	2012-2015
<i>Number of People</i>	Three Directors
<i>Responsibilities</i>	<ul style="list-style-type: none"> • Initiate and follow up the international relations of the University; • Led implementation of institutional development strategies of the university; • Develop Strategies of Community Services, consultancy services, training programs of the university; • Plan and follow up implementation of the infrastructure development projects of the university



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	<ul style="list-style-type: none"> • Strengthen University-Industry Linkage • Coordinate SIDA Block Grant for Graduate Program
<i>Achievements</i>	<ul style="list-style-type: none"> • Enhanced International Relations and Partnerships, established Addis Ababa University Enterprise, Ensured proper implementation • Funding secured from Side, Norway, World Bank and other institutions; Community Service programs in place; University-Industry linkage strengthened, developed infrastructure (buildings, libraries, dormitories, etc)
Name of Organisation/Employer: Addis Ababa – Ethiopia	
Address of Organisation/Employer (Postal address, Telephone numbers and Website): http://www.aau.edu.et , http://www.aau.edu.et/chls/hirut-woldemariam/ , info.external@aau.edu.et , https://www.facebook.com/Addis-Ababa-University-496255483792611/ , Phone: +25111 123 9705	
<i>Position Held (Title of)</i>	Vice President for External Relations, Strategic Planning
<i>Duration (Start Date to End Date)</i>	2010-2012
<i>Number of People</i>	Two Directors
<i>Responsibilities</i>	<ul style="list-style-type: none"> • Design External Relations, Strategic Planning and Partnership strategies and follow up the implementation • Develop the 5 years Strategic Plan of the University • Initiating and following up various the National and International affairs of the university
<i>Achievements</i>	<ul style="list-style-type: none"> • 5 years strategic plans of the university • Enhanced External and International Relations • Funding secured from different donors and organizations



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Name of Organisation/Employer: Addis Ababa – Ethiopia	
Address of Organisation/Employer (Postal address, Telephone numbers and Website): http://www.aau.edu.et , +25111 123 1088	
<i>Position Held (Title of</i>	Associate Vice President for Academic Affairs
<i>Duration (Start Date to End Date)</i>	2008-2010
<i>Number of People</i>	Three Directors
<i>Responsibilities</i>	<ul style="list-style-type: none"> • Curriculum Issues • Quality Assurance • Staff Development and Promotion • Student Affairs
<i>Achievements</i>	<ul style="list-style-type: none"> • Academic staff promotion regulation revised, promotion cases of many academic staff have been processed and granted • Various students' issues showing irregularities have been addressed • Measures have been taken on students with discipline problems.
Name of Organisation/Employer: Addis Ababa University	
Address of Organisation/Employer (Postal address, Telephone numbers and Website): http://www.aau.edu.et , http://www.aau.edu.et/chls/hirut-woldemariam/ , info.external@aaau.edu.et , https://www.facebook.com/Addis-Ababa-University-496255483792611/ , Phone: +25111 123 9705	
<i>Position Held (Title of</i>	Head, Department of Linguistics, Faculty of Humanities,
<i>Duration (Start Date to End Date)</i>	2006-2008
<i>Number of People</i>	30



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<i>Responsibilities</i>	<ul style="list-style-type: none"> • Plan, organize and monitor curriculum development, review, course offerings, teaching effectiveness assessment, research projects in the department • Undertake academic administration activities in the department • Manage staff appraisal
<i>Achievements</i>	<ul style="list-style-type: none"> • New MA programs on Sign Language and Deaf Culture started, PhD program on Philology, Documentary Linguistics, Applied Linguistics, International Conferences on World Congress on African Languages

Skills and Competencies:

My leadership experience with strategic vision and proven skills in managing complex organizations at the national, regional or international level will enable me to discharge my tasks in the role that I am applying for. In my various positions at Addis Ababa University, as well as in the three ministerial positions I have assumed, I have demonstrated intellectual and effective leadership, thinking out of the box, creativity and proven ability to propose new ideas and lead on new ways of working across silos in a complementary and synergistic way for a prosperous and peaceful Africa. Additionally, I have a demonstrated record of setting clear standards for accountability, probity, value for money and risk management and zero tolerance to fraud and corruption; for ensuring sound and transparent financial management; and delivering continuous improvement, impact, efficiency and effectiveness.

I have proven track record of change management and accomplishments at the national and international level with strong resource mobilization, political and diplomatic skills. As a public diplomat I have proven effective communication and peace building skills. Moreover, in my professional experience I have been demonstrating the ability to work harmoniously in a diverse team and establish harmonious and effective working relationships both within and outside the



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organizations I have been working. I have a proven ability to motivate, inspire, encourage, build trust and confidence and build consensus, stimulate effective campaigns and drive collective action among a broad spectrum of people and organization.

I have also a good track record and experience of effective communication. I have been teaching, giving several public speeches in international and regional conferences, delivering keynote speeches, motivational speeches, impromptu speeches, organizing conferences, and events, leading meetings that will enable me deliver well in the position. Writing and publishing over 30 articles and a book, I have demonstrated organizing ideas and writing skills.

I usually accomplish targeted results by setting clear expectations and working collaboratively with various stakeholders to exceed expectations and objectives. The above-mentioned skills and competencies will support me to perform the duties in the position that I am applying for.

Achievements/Accomplishments:

A. SCIENTIFIC RECOGNITIONS

- The Ethiopian Academy of Sciences has recognized me as a Fellow of the Academy
- Alexander Humboldt, Research Award for Senior Scientists, March 2016 -2017 (postponed due to government appointments)
- DAAD, Research Visit, University of Cologne, October-November 2014
- Research Visit University of Georgetown, July-September 2013.
- DAAD, Research Visit, University of Cologne, Germany, July 2003.
- University of Oslo, Norway, Research Visit, January 2003.
- University of Oslo, Norway, Research Visit, October 2006.
- Solidarity Award, Association International de Linguistique Appliquée (AILA), for the conference in Madison, USA July 24-29, 2005.
- OSSREA (Organization for Social Science and Research for Africa), the 17th Social Science Research Competition for Young Scholars, 2003.



**B. AWARDS**

- Doctor *Philosophiae causa* for 2020, University of Oslo (ceremony postponed due to COVID 19).

C. PUBLIC DIPLOMACY

- Served as a member of Ethiopian Public Diplomacy
- Played an important role presenting Ethiopia's Renaissance Dam case representing the group to the President of Egypt three times: twice in Cairo and once in Addis Ababa
- Gave an interview to a Cairo Today TV representing the Ethiopian Public Diplomacy group
- Published an article "The great diplomatic victory of our time" In: DIPLOMACIACHIN A Magazine in Amharic, Ministry of Foreign Affairs, January 2016

D. GENDER RELATED CONTRIBUTIONS

- Gave a plenary speech on Ethiopian women in higher education leadership: Challenges and biases in an International Conference on Women and Leadership at the Centre for Multilingualism across the society in Lifespan at the University of Oslo, Oslo. October 25, 2019.
- Initiated and developed with other colleagues the Gender Policy of Addis Ababa University
- Gave Motivational Speech to female academic staff at Addis Ababa University, Bahar Dar University, Ambo University, 2014-2015
- Formed a Network for Women in Leadership of Ethiopian Higher Education Institutions, 2014.



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- Published an article on “What does it take to raise women leadership in Ethiopian Higher Education Institutions? A special Issue, Ethiopian Business Review, No. 25. Addis Ababa, April 2015.

Publications:

A-PUBLICATIONS

1. Elizabeth Lanza Hirut **Woldemariam**. 2017. Linguistic Landscape of Ethiopia. In M. Aronoff (Ed.), **Oxford Research Encyclopedia of Linguistics**. New York, NY: Oxford University Press. doi: 10.1093/acrefore/9780199384655.013.230.
2. **Hirut Woldemariam** 2016. Linguistic Landscape as standing historical testimony of the struggle against colonization in Ethiopia. *Linguistic Landscape* 2:3. **John Benjamins Publishing Company**. 275-290.
3. **Hirut Woldemariam**. 2016. Language Planning Challenged by Identity Contestation in a Multilingual Setting: The Case of Gamo Multilingual Ethiopia: Linguistic Challenges and Capacity Building Efforts. **OSLa, Oslo Studies in Language**. Volume 8 (1). Binyam Sisay Mendisu & Janne Bondi Johannessen (eds.). pp 295-318. University of Oslo. ISSN 1890-9639
4. **Hirut Woldemariam**. 2015. *A Grammar of Haro*. Languages of the World 505. LINCOM Publishers, GmbH, München
5. **Hirut Woldemariam** and E. Lanza . 2015. “*Imagined Community: The linguistic Landscape in a Diaspora*”. **Journal of Linguistics Landscape**. Vol. 1 No 1/ 2. John Benjamin Publishing Company. Amsterdam/Philadelphia
6. E. Lanza and **Hirut Woldemariam**. 2014. “*Multilingualism and Local Literacy Practices in Ethiopia: Language contact in regulated and unregulated spaces*”. **Multilingual Margins – Journal of Multilingualism from the periphery**. Volume 1. Edited by





- Christopher Straud and Quintin Williams. Center for Multilingualism and Diversity Research, University of the Western Cape. 55-76
7. E. Lanza and **Hirut Woldemariam**. 2014. "*English in Ethiopia: Making space for the individual in language policy*". **Challenges for Language Education and Policy: making Space for People**, edited by Bernard Spolsky, Ofra Inbar and Michal Tannenbaum. Routledge Taylor & Francis Group. New York.
 8. **Hirut Woldemariam**. 2009. "*Participant Marking in Haro*". In: Studies in Language Companion (SLCS) Volume 110. **Coding participant marking: Construction Types in Twelve African Languages**. Gerrit Dimmendaal (ed.). Amsterdam-Philadelphia: John Benjamins Publishing Company. Amsterdam/Philadelphia. ISSN 0165-7763. INBN 978 90 272 0577 3 (978 90 272 8961 2)
 9. **Hirut Woldemariam**. 2013. "*Revisiting Gamo - a dialect with its own dialects: Towards a better internal classification of the North Ometo subgroup*". **International Journal of Sociology and Anthropology**. Volume 5 (9), pp. 373-388, DOI: 10.5897/IJSA2013.0471. ISSN 2006-988x. Academic Journals. <http://www.academicjournals.org/IJSA>.
 10. **Hirut Woldemariam** and E. Lanza. 2014. "*Language contact, agency and power in the linguistic Landscape of two regional capitals of Ethiopia*". In: **International Journal of the Sociology of Languages. Special issue on Linguistic Landscape, Signs in context: multilingual texts in semiotic space**, edited by A. Zabrodska and T. Milani. 79-103
 11. **Hirut Woldemariam** and E. Lanza. 2012. "*Religious War in the Linguistic Landscape of an African Capital*". In: **Sprache, Mehrsprachigkeit und sozialer Wandel (SMSW)**, Volume. 16. Linguistic Landscape, Multilingualism and Social Change. C. Helot, M. Barni, R. Janssens and C. Bagna (eds.) PETERLANG. pp. 169-186. ISSN 1610-143X. ISBN 978-3-631-61716-8
 12. A. Raga and **Hirut Woldemariam**. 2011. "*Gender bias ideology as manifested in the grammar of Afan Oromo*". **Journal of Language and Culture**. Volume. 12 (10) pp 162-





173. Article Number - CE8346F2264. ISSN 2141-6540. DOI: 10.5897/JLC.
jlc@academicjournals.org
13. E. Lanza & **Hirut Woldemariam**. 2013. *Indexing modernity: Branding in the linguistic landscape of an African capital*. In: International Journal of Bilingualism. Volume 11, Number 3. First: 1 – 16. Special issue on "Mobility and Linguistic Landscape".
14. E. Lanza and **Hirut Woldemariam**. 2011. "Colonial Languages in an African Country without a Colonial Past". In: **Pluralité des langues, pluralité des cultures regards sur l'Afrique et au-delà**. Volume 137 (CXXXVII). Novous Press, Oslo. ISBN: 978-82-7099-602-5.
15. E. Lanza and **Hirut Woldemariam**. 2008. *Language ideology and linguistic landscape: Language policy and globalization in a regional capital of Ethiopia*. In: Elana Shohamy and Durk Gorter (eds.), **Linguistic Landscape. Expanding the Scenery**. Edited by Elana Shohamy and Durk Gorter, 189 - 205. Routledge.
16. **Hirut Woldemariam**. 2007. "Historical notes on third person singular pronouns in the Ometo languages". **Omoti and Cushitic Language Studies**. Papers from the Fourth International Conference. A. Amha, M. Mous and G. Sava (eds.) Cologne: Rudiger Koppe Verlag. ISBN 978-3-89645-482-9
17. A. Raga and **Hirut Woldemariam**. 2014. "Linguistic sexism as religious offense among the Oromo". **International Journal of Sociology and Anthropology**. Vol.5 (1) , pp. 1-8 , April 2014. DOI: 10.5897/JLC 2013.0232, ISSN 2141-6540
18. **Hirut Woldemariam**. 2014. "Writing both difference and similarity: Towards a more complete phonemic orthography for Wolaitta, Gamo, Gofa, and Dawuro". **Journal of Languages and Culture**. Vol. 5 (3) pp 44-53. Article Number: JLC/28.06.13/0235, ISSN 2141-6540. DOI: 10.5897/ JLC. jlc@academicjournals.org. Academic Journals. <http://www.academicjournals.org/>





19. **Hirut Woldemariam.** 2013. "Re-examining the position of Ganta within the Ometo Linguistic Clusters". **International Journal of Sociology and Anthropology**. Volume 5 (9), pp. 409-415, 2013. DOI: 10.5897/IJSA2013.0471. ISSN 2006-988x. Academic Journals. <http://www.academicjournals.org/>
20. **Hirut Woldemariam.** 2004. The Grammar of Haro with comparative notes on the Ometo Linguistic Group (<http://www.worldcat.org/title/grammar-of-haro-with-comparative-notes-on-the-ometo-linguistic-group/oclc/741919560>), <http://hdl.handle.net/123456789/632>
21. **Hirut Woldemariam.** 2005. "GAMO: a dialect variant or a group with its own Dialects?" **Cushitic-Omotc Studies**. Yoichi TSUGE (ed). Kanazawa University, JAPAN. PP. 67-78.
22. **Hirut Woldemariam.** 2005 "*Notes on the North Ometo Dialects: Mutual Intelligibility tests and structural variation*". **Cushitic – Omotic Studies**. Yoichi TSUGE (ed). Kanazawa University. JAPAN. pp. 79-112.
23. **Hirut Woldemariam.** 2005. "*The Orthography of Wolaitta, Gamo, Gofa and Dawuro: Problems and Recommendations*". **ELRC Working Papers in Linguistics**, Volume 1. No 2.
24. **Hirut Woldemariam.** 1995. "Verb formation in Yam". In: **Journal of Ethiopian Languages and Literature**, Volume 6. Addis Ababa University.
25. **Hirut Woldemariam.** 2007. "The Challenges of Mother tongue education in Ethiopia". *Language Matters*. Vol. 38(2), 210-235. L.A Barnes (ed). UNISA (University of South Africa).
26. **Hirut Woldemariam.** 2007. "Some aspects of the phonology and morphology of Dawuro". **Folia Orientalia**. Volume. 42. Polish Academy of Sciences, Cracow.





27. **Hirut Woldemariam.** "Historical notes on numerals in Ometo: The obsolete quinary system". **Journal of Ethiopian Studies.** Volume. 38, 131-149. Addis Ababa University.
28. **Hirut Woldemariam.** 2007. "Deictics in Gamo". **Proceedings of the conference on Deictics, copula and focus in the Ethiopian convergence area,** Mainz. Cologne: Rudiger Köppe Verlag, 129-138.
29. **Hirut Woldemariam.** 2005. "Aspects of grammatical properties that distinguish the East Ometo group from the North Ometo group and the position of Ganta". **LISSAN: Journal of African Languages and Linguistics,** Vol. 19. No.2.
30. **Hirut Woldemariam** "Oyda". 2010. **Encyclopaedia Aethiopica** volume 4. Hamburg.
31. **Hirut Woldemariam.** 2001. "*Demonstratives in Dawuro*". **Afrikanistische Arbeitspapiere.** Special issue on North-East Africa linguistic and literary studies. Volume 65: 157-167
32. **Hirut Woldemariam.** 2001. "*Number Marking in Tirma*". In Marianne Bechhaus- Gerst et al. (eds.), **Afrikanistische Arbeitspapiere.** Vol. 63. pp 93-101.
33. **Hirut Woldemariam.** 1999. "*An Autosegmental approach to the Geez-based Amharic plurals*". **Journal of Ethiopian languages and Literature.** Vol. 8. Addis Ababa University.
34. **Hirut Woldemariam.** 1999. "*Causativization in Yam*". 1999. **Proceedings of the 9th ILS Conference.** Addis Ababa University.

B-PAPERS PRESENTED IN INTERNATIONAL CONFERENCES

1. **Inclusive and Balanced Education World Summit III.** Speaker at the Plenary Session. "Sharing African experience". Djibouti, January 29, 2020.
2. **The Education World Forum.** Speaker at the Plenary Session on "*How best should we maintain vision, respond to changing circumstances and implement plans as we seek to*





transform education". January 19-23, 2020. London

3. **United Nations Technology Bank for Least Developed countries strengthening National Academes of Science in the LDC's in Support of the 2030 Agenda.** Panelist on the Ethiopian case. September 2-3, 2019. Kampala Uganda
4. "The Role of Partnership for development" **Norhed conference**, June 5 and 6, 2016. Olso
5. "What shall be done to increase engagement of women in Science and Innovation?", A Regional Conference on Inspiring and empowering women scientists/scholars for active engagement in their professional career, Organized by Ethiopian Academy of Sciences and Alexander von Humboldt Foundation.
6. "Linguistic Landscape as a Standing Historical testimony: The Case of Ethiopia", The 7th *Conference on Linguistic Landscape*, UC Berkley, California, **United States of America**, May 7-9, 2015
7. "Diversity in political and ethno-linguistic identities in the Ethiopian Diaspora in Washington, DC", Annual *Symposium of the Research Centre for Languages and Cultures (RCLC) on Diversities, Affinities and Diaspora*, University of South Australia, Adelaide, **Australia**, August 18, 2014
8. "Language Ideology and language policy: Challenges of multilingualism: The case of Ethiopia", *AILA World Congress 2014*, Brisbane, **Australia**, August 10-15, 2014
9. "Language Ideology and language policy: Challenges of mother tongue education in Ethiopia - The case of "North Omo Zone"" , **Paris, France**, June 11-14, 2014
10. "Imagined community? The linguistic landscapes of "Little Ethiopia" in Washington, DC", presented with Elizabeth Lanza at the *Conference on the 6th Linguistic Landscape*, Cape Town, **South Africa**, April 2013
11. "Language ideology and local literacy practices in Ethiopia", presented with Elizabeth Lanza at the *Conference on Mobility Language Literacy*, Cape Town, South Africa,





January 2011

12. "Language ideology and local literacy practices in Ethiopia", presented with Elizabeth Lanza at the conference on Mobility Language Literacy. *Cape Town January 2011*
13. "Religious Wars in the Linguistic Landscape of Addis Ababa" presented with Elizabeth Lanza, a Workshop on the *2nd Linguistic Landscape*, Strasbourg, **France**, May 2010
14. "Indexing modernity: Branding in the linguistic landscape of an African capital", presented with Elizabeth Lanza at the *Conference on the 4th Linguistic Landscape*, Addis **Ababa University, Ethiopia**, 2012
15. "Religious Wars in the Linguistic Landscape of Addis Ababa Linguistic Landscape", with Elizabeth Lanza, a *Workshop on 2nd Linguistic Landscape*, **Strasbourg, France**, May 2010
16. "Revisiting Gamo: Towards A better International Classification of the Omoto Group". *The 6th World Congress on African Languages*, **Cologne, Germany**, August 2009. 678
17. "Language Contact in the Linguistic Landscape: The Case of Ethiopia". A Paper Jointly Presented with Elizabeth Lanza. *The Linguistic Landscape Workshop*, **Siena, Italy**, January 2009.
18. "Gender Syncretism in Nominative Case Markers: An Isogloss Distinguishing the East Omoto Branch Apart from the Rest of Omoto", The *5th International Conference on Cushitic Omotic Languages*, **Paris, France**, April 16-18, 2008.
19. "Language Ideology and Linguistic Landscape: Language Policy and Globalization in a Regional Capital of Ethiopia". A Paper Jointly Presented with Elizabeth Lanza. *The 1st International Conference on Linguistic Landscape*, **Tel Aviv, Israel**, May 2007.
20. "Aspects of Grammatical Properties That Distinguish the East Omoto Group from the North Omoto Group and the Position of Ganta". The 15th International Conference on Ethiopian Studies, Trondheim, Norway 2007.
21. "Revisiting Gamo: Towards a Better Internal Classification of the Omoto Group". The 34th North American Conference on Afro-Asiatic Linguistics, **Seattle, USA**, March 18-



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- 20, 2006.
22. "Haro: A disappearing Language of Ethiopia. GURT 2006. A Paper Presented at Georgetown University Round Table on Endangered and Minority Languages and Language Varieties, Washington DC, USA, March 3-5, 2006.
23. "Kunama: An Endangered Language in Ethiopia". A Joint Paper with Elizabeth Lanza GURT 2006, A Paper Presented at Round Table on Endangered and Minority Languages and Language Varieties, Georgetown University, Washington DC, USA, March 3-5, 2006.
24. "Ideological Challenges of Mother Tongue Education in Ethiopia: The Case of Gamos, A Conference on Languages and Education in Africa, Oslo, Norway, June 2006.
25. "Language Ideology and Linguistic Landscape in Tigray, Ethiopia". A Joint Paper Given with Elizabeth Lanza, AILA (Association Internationale de Linguistique Appliquée). The 14th World Congress of Applied Linguistics, Madison, Wisconsin, USA, July 24-29, 2005.
26. "The Contribution of Italian Scholars to Linguistics", Ethio-Italian Dialogues: Bilateral and Multidisciplinary Symposium on Ethio-Italian Research, Italian Cultural Institute. November 27-29, 2006.
27. "The Linguistic Features of Old Amharic as Appearing in Earliest Manuscripts". A Joint Paper Given with Moges Yigezu, at the *2nd International Symposium in Ethiopian Philology*, **Addis Ababa**, January 16-18, 2006.
28. "Towards Neutralization in Gender Distinction: A Historical Development in the System of Case Marking in the East Omoto subgroup". *The 33rd North American Conference on Afro-Asiatic Linguistics*. **Philadelphia, USA**, March 18-20, 2005.
29. "Comparative Notes on the Third Person Singular Pronouns in the Omoto Group" *A Conference on Cushitic and Omotic languages*. **Leiden, the Netherlands**, 2003.
30. "Focus-Marking in Haro". A Paper Presented in a *Pioneer Workshop on Contrast in Discourse*, **Nijmegen, the Netherlands**, 2003.



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31. "Notes on the Archaic System of Definite Marking in the Omoto Languages. *The Fourth International Conference on Cushitic and Omotic Languages*. **Leiden, the Netherlands**, 2001.
32. "The Obsolete Quinary Numeral System in Omoto". A Paper Presented in a *Colloquium on African Languages*, **Leiden, the Netherlands**, 2001.
33. "Causativization in Yam". A Paper Presented at the *9th Institute of Language Studies Annual Conference*, **Addis Ababa University**, 1996.
34. "Change in the Vocabulary of Amharic". *8th ILS Annual conference*, **Addis Ababa University**, 1995.
35. "Number System in Tirma". *Annual Conference of Kotobe Teachers Training College*, **Addis Ababa**, 1994.
36. "Reduplication in Yam", A Paper presented at the *Second National Conference of Ethiopian Studies*, **Addis Ababa**, 1992.

Working Languages:

Working Languages	Speaking	Reading	Writing
Arabic			
English	Excellent	Excellent	Excellent
French	Fair	Fair	Fair
Portuguese			

Referees:

Name	Position and Organisation	Email Address	Telephone Number
H.E. PM Dr Abiy	Prime Minister	info@pmo.gov.et	+251111226767



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Ahmed			
H.E. President Sahlework Zewde	President	info@thepresidency.gov.et	+251115518677

Certification:

I, the undersigned, certify that this information correctly describes me, my qualifications and my experience.

Name	Prof. Hirut Woldemariam
Signature	
Date	August 18, 2020



Mrs. Rita BISSOONAUTH
MAURITIUS



Senior Leadership Position Curriculum Vitae (CV) Template

Position: *(Indicate the title of the position you are applying for)*

Commissioner, Education, Science, Technology and Innovation (ESTI)

Personal Information:

Name:	Dr. Rita BISSOONAUTH
Physical Address:	c/o AU/CIEFFA, Rue Marrakech, Ouagadougou, Burkina Faso
E-mail Address:	ritabissoo19@gmail.com ; Bissoonauthr@africa-union.org
Phone Number:	+226-55110125
Date of Birth (dd/mm/yy):	19/05/1968
Nationality:	Mauritian
Citizenship:	Citizen of the Republic of Mauritius
Gender:	Female

Vision Statement *(In not more than one thousand (1,000) words, outline how you intend to achieve the aspirations set out in Agenda 2063 and address the most pressing issues facing Africa and the Commission in this role)*

Agenda 2063, based on a set of seven aspirations, each with its own set of goals, is the driver for the attainment of the realization of the African Union's (AU) vision of "An integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the international arena".

Education, Science, Technology and Innovation (ESTI) is one of the keys to unlock the potential of the continent by equipping the African people with the necessary knowledge, skills, values and attitudes to be able to achieve this vision. The knowledge generated, in and from Africa, on the conceptualisation of ESTI will justify the relevance of ESTI and will be amongst the main drivers for advancing the African continent towards achieving "The Africa We Want".

Africa has a tremendous asset and a major comparative advantage over other nations with 60% of its population under the age of 25. If Africa wants to position itself as the next economic

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driver and equalizer, solid investments in quality education, with emphasis on Science, Technology, Engineering, Mathematics (STEM) and Innovation need to be made urgently.

Advances in STEM have already brought about improvements in many aspects of life, such as health, agriculture, infrastructure and renewable energy. Science, Technology and Innovation (STI) are the drivers to help address the impact of climate change, in how we increase food security, improve healthcare, manage limited freshwater resources and protect our biodiversity.

The Continental Education Strategy for Africa (CESA 16-25) demonstrates the political will of African leaders at the highest level to ensure the right to education. However, Education still remains poorly underfunded in our continent. As policy-makers, we need to explore other means such as public resources, external aid, and innovative funding for improved financing in the years to come. Very often, education in our countries is limited mostly to increasing access and not enough attention is given to quality education and the completion rates of learners. The training, recruitment, retention, status and working conditions of teachers is also another preoccupying factor. Policies must be directed at filling these huge gaps for trained teachers and ensuring re-enforcement of laws at national levels to complete a minimum of secondary schooling.

With the growing demand for professionals with STEM skills in Africa and the Fourth Industrial Revolution, a wide range of new jobs will be created. I will strive to ensure that more effort is made to address the mismatch between current skills and what is needed for the future. And in doing so, this revolution will not leave much of the continent behind, in particular women and youth. The African Observatories for Science Technology and Education should fill this gap by collecting and analysing relevant information and data to facilitate policy and decision-making processes.

Moreover, technological advances, demographic pressures and social inequalities are creating rising demand for Technical and Vocational Education and Training (TVET) policies and programmes to respond to labour markets. These should include support for youth transitions between education and the world of work, social inclusion and gender equality. Increasing the number of youth and adults with relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship require concerted efforts between Member States and partners.

The Pan- African University (PAU) is the cement between higher education and scientific and technological research. PAU should work in close collaboration with the private sector to create pathways to build competencies and experiences to access jobs, including green-economy ones as well as extend training and skills development opportunities through tailored education programs. This will also create the necessary environment for healthy competition in the private sector for innovation to occur. Companies will thus contribute to innovation and efficiency-enhancing technology with sufficient returns.

Furthermore, Gender constitutes a key challenge; African women are under-represented in certain programs in higher education, notably Engineering, Manufacturing, Construction and Information and Communication Technology (ICT). Emphasis needs to be placed on STEM-focused



TVET to address the key factors contributing to inequality in STEM-focused TVET, such as inadequate policy frameworks, societal attitudes, the nature of STEM in the classroom and workplace, and how they affect the mindset of girls and women to pursue education and training in STEM subjects. African leaders should support all these efforts, especially around scientific research and development, and re-evaluate what areas deserve more of our individual and collective action.

The African Continental Free Trade Area (AfCFTA) has been hailed as a socioeconomic game-changer, with the potential to drive forward the socio-economic transformation of Africa through industrialization. Women have often been adversely affected by liberalization policies because of gender biases in education and training, inequalities in the distribution of income and resources, and having unequal access to credit, land and technology. For Africans to reap the full benefit of the AfCFTA Agreement, partnerships are needed across regions and the continent to ensure that both men and women have access to ICT, TVET, as well as skills development to increase employment outcomes and enable them to enter higher value work.

With the unprecedented pandemic of COVID-19, this is an opportunity to refocus on on-line Education and Training. Teachers should be empowered to use technology to enhance learning. This pandemic has also shown us that our survival on this planet depends on how much we keep investing in Science, Technology, and Innovation. One possibility is to exploit current space technologies such as earth observation systems and geographic information to monitor diseases at national, regional and continental level and publish annual regional reports on STI including national health status for policy and decision-making.

A newly adopted sustainable growth in Africa means “*to leave no one behind* “. Bringing my vision to fruition will bring about eradication of poverty, fairer income distribution, and sustained social progress over the next years. It will require the creation of relevant jobs through transformation of African economies. These strategies and policies will thus trigger transformation and build inclusive societies in Africa. The promotion of technological innovation and access to Science and Technology including Innovation in Higher Education is critical for Africa’s Development.

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Executive Profile: (In not more than three hundred (300) words, provide a summary and highlights of your relevant skills, experience, goals and accomplishments)

Relevant Skills

Driven professional leader with expertise in the fields of Education, Gender, Science, Technology & Innovation, International Development and Research with successful assignments in both developing and developed countries. Proven fund-raising and networking skills, building fruitful relationships with donors, partners and other stakeholders. Successful team-builder operating by playing to the strengths of staff and by respecting their professional autonomy - especially important in a multi-cultural context.

Experience

- ✓ Significant Senior-level Executive operations and implementation experience overseeing financing, budgeting and all aspects of strategic planning. This includes developing specific strategic plans.
- ✓ Excellent staff Management skills, including managing senior level executives towards reaching key goals and supervising teams of up to 20 diverse staff members.
- ✓ A track record of project management in diverse environments and collaborating closely with partners to implement programs in Education and Science in the continent.

Goals

My goal is to think out of the box, do things remarkably differently, especially in areas with few results, and make a profound impact towards sustainable development of the continent.

Accomplishments

My greatest accomplishments are setting up and operationalizing the African Union/International Centre for Girls and women's Education in Africa (AU/CIEFFA) as well as resource mobilization for operations and program implementation. I can proudly say that as the first Head of Mission of AU/CIEFFA, the institution is now internationally recognized at all levels.

Two strategic plans outlining key priorities pertaining to girls and women's education and aligned to the aspirations of Agenda 2063 have been produced.

I, personally, through my strong network, have mobilized resources with partners such as the European Commission, USAID, Canada and Norway and have been able to mobilize 1M USD yearly for program implementation since 2016 till date.

Other Main Accomplishments:

- Adoption of AU/CIEFFA Statute by AU Heads of States and Government
- Contribution to setting up of the Pan African University
- MOU's related to bilateral and multilateral agreements.
- Organised several High Level Dialogues and conferences with African Heads of State and Ministers during AU Summits.



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Membership in Professional Societies (List of professional bodies in which you are a member, specify position where applicable)

- ✓ Alumni Member, International Visitors Leadership Program (IVLP), State Dept. Washington D.C., USA.
- ✓ Alumni, Fellowship, Rockefeller Global Foundation program, Montreal, Canada.
- ✓ Secretary of the "Association Mauricienne des Diplômés de l'Enseignement Français" (AMDEF) and organised "Forum des métiers" for university students in Mauritius
- ✓ Member, Friends of the Environment, Mauritius.

Academic and Professional Qualifications (Indicate your academic and professional qualifications, beginning with the highest qualification)

Name of Institution	Address of institution (Postal address, Telephone numbers and Website)	Qualification Received	Year Obtained
Université du Québec à Montréal	Case postale 8888, succ. Centre-ville Montréal (Québec) H3C 3P8 Canada	Ph.D. Education	2004
Université Claude Bernard, Lyon 1	8, Avenue Rockefeller 69373 Lyon, Cedex 08 France	Diplome d'études Approfondies (DEA) Métabolismes, Endocrinologie & Nutrition	1993
Université Claude Bernard, Lyon 1	43 Boulevard du 11 Novembre 1918, 69100 Villeurbanne France	Maitrise Biochimie	1992
Université Claude Bernard, Lyon 1	43 Boulevard du 11 Novembre 1918, 69100 Villeurbanne France	Licence Biochimie	1990

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Other Relevant Training (Indicate other certified trainings/courses you have attended that are relevant to this role)

Course Title	Certifying Body or Institution	Address of institution (Postal address, Telephone numbers and Website)	Year Attended
Women as political Leaders	International Visitors Leadership Program	State Department, Washington, D.C., USA https://eca.state.gov/ivlp	2017
Public Administration	Chinese Academy of Governance	Beijing, China	2011
La prise de parole dans un contexte multilatéral	UNITAR and Organisation Internationale de la Francophonie (OIF)	Addis Ababa, Ethiopia	2010
Techniques de négociations	UNITAR and Organisation Internationale de la Francophonie (OIF)	Addis Ababa, Ethiopia	2008

Work Experience (Indicate your work experience beginning with most current or most previous one. Give a comprehensive work history and include/edit table accordingly to capture your work experience)

Name of Organisation/Employer: African Union Commission	
Address of Organisation/Employer ((Postal address, Telephone numbers and Website): Roosevelt Street, Addis Ababa, Ethiopia. Tel: +251-115-517700. www.au.int	
<i>Position Held (Title of the role)</i>	Head of Mission/Executive Director , African Union/International Centre for Girls and Women's Education in Africa (AU/CIEFFA) based in Ouagadougou, Burkina Faso
<i>Duration (Start Date to End Date)</i>	Nov. 2014- Now
<i>Number of People Supervised</i>	20



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Responsibilities	<ul style="list-style-type: none"> ▪ Provide vision, intellectual leadership and organizational direction to the institution, comprising a staff of twenty professional and General service staff, through clear direction, target-setting and implementation of work plans as well as their evaluation. ▪ Efficient management of budget (\$2 million USD/year) to deliver objectives on time within agreed quality standards and through a culture of results-based management. ▪ Provide strategic guidance and support through capacity-building workshops to AU Member States and Regional Economic Communities (RECs) on gender mainstreaming, inclusive education, gender-sensitive education planning and education in emergencies. ▪ Drive the programme for girls and women's education through research, advocacy and collaboration with AU Member States, RECs and other stakeholders in line with AU/CIEFFA's strategic plans. ▪ Regular Monitoring and Evaluation of AU/CIEFFA's projects/programs with regards to results, impact and political ramifications.
Achievements	<ul style="list-style-type: none"> • Set up, and operationalized the institution by identifying and recruiting international staff with track record in gender and education. • Successful resource mobilization for implementation of activities with development partners, as a result of which additional funding secured to ensure continuity of projects. • Trained over 200 young African women and men in the areas of STEM, TVET, Entrepreneurship, Financial & Digital Literacy • Increased visibility of AU/CIEFFA, through advocacy campaigns, blogs and publications on girls and women's education, such as <i>Women in STEM</i>; <i>"Effects of corruption on Education"</i>; <i>"Gender stereotyping in TVET"</i>. • Strong partnerships and synergies with stakeholders; set up a platform of partners with the international donor community such as USAID, UN organizations and civil society. • Case studies on <i>"Inclusive approaches to learning in Africa"</i>, in collaboration with UNESCO.
Name of Organisation/Employer: Mauritius Institute of Education	
Address of Organisation/Employer (Postal address, Telephone numbers and Website): Réduit, Mauritius. Tel: 23-401-6555 https://portal.mie.ac.mu/	

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<i>Position Held (Title of the role)</i>	Senior Lecturer
<i>Duration (Start Date to End Date)</i>	April 1995- Oct. 2014 (except from Sep. 1998- Sep 2002 & Dec. 2007-Dec. 2012)
<i>Number of People Supervised</i>	4
<i>Responsibilities</i>	<ul style="list-style-type: none"> ▪ Teacher training (face-to face and e-learning) at Diploma, Bachelor in Education (B.Ed) and Post-Graduate Certificate in Education (PGCE) levels in Biochemistry and Science Education. ▪ Research projects in Science Education and Environmental Education. ▪ Supervisor for research projects at B.Ed & PGCE; Co-supervisor at Masters and Ph.D levels with Brighton University, UK and University of Kwazulu-Natal, South Africa. ▪ Team leader for evaluation of Teacher Education programs in Mauritius ▪ Curriculum development in Environmental Education &, Biological Sciences at all levels
<i>Achievements</i>	<ul style="list-style-type: none"> • Teaching and learning resources for Biological Sciences from pre-primary to secondary levels as well as a Distance Education Guide and Manual for PGCE in Environmental Education • Evaluation of Teacher training programs at PGCE & B.Ed. levels ; leading to new curricula for Teacher's Diploma and B.Ed. primary • Prepared Strategic Plan 2007-2012 for the Science Education Department • Research projects & Publications on Environmental Education & Science Education • Publications in the areas of Biological Sciences, Environmental Education, Teacher Education
Name of Organisation/Employer:	
African Union Commission	
Address of Organisation/Employer (Postal address, Telephone numbers and Website):	
Roosevelt Street, Addis Ababa, Ethiopia. Tel: +251-115-517700. www.au.int	
<i>Position Held (Title of the role)</i>	Senior Policy Officer, Education

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<i>Duration (Start Date to End Date)</i>	Dec. 2007 - Dec. 2012
<i>Number of People Supervised</i>	7
<i>Responsibilities</i>	<ul style="list-style-type: none"> ▪ Implemented programs in the areas of Teacher Education, curriculum development, Peace education, Education in emergencies, Early childhood Development and TVET. ▪ Contributed to research-related evidence to inform educational policies for Africa. ▪ Collaborate with Divisions of Youth, Science & Technology to coordinate and enrich projects ▪ Planned and convened regional and international meetings at both Ministerial level and for senior officials and prepared briefs and reports for these meetings. ▪ Supervised the work of three professional staff and four General service staff and managed the Division as Second in charge.
<i>Achievements</i>	<ul style="list-style-type: none"> • Successfully managed an annual portfolio of \$1 Million USD for implementing educational programs and operational costs. • Secured the commitment of Ministers from the AU Member States to pressurize their home governments to increase their domestic budget allocations to Education. • Publications on African Quality Rating mechanism, Teacher Education, TVET. • Evaluation of the Plan of Action of the Second Decade of Education in Africa • Represent the AU at several international fora and present AU's vision in Education, Science, Technology and Innovation. • Setting up the Mwalimu Nyerere Scholarship Scheme
Name of Organisation/Employer:	
Université du Québec à Montréal	
Address of Organisation/Employer (Postal address, Telephone numbers and Website):	
Case postale 8888, succ. Centre-ville Montréal (Québec) H3C 3P8 Canada Tel: 1-514-987-3000 www.uqam.ca	

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<i>Position Held (Title of the role)</i>	Part-time Lecturer and Research Assistant
<i>Duration (Start Date to End Date)</i>	Jan. 1999-Sep. 2002
<i>Number of People Supervised</i>	N/A
<i>Responsibilities</i>	<ul style="list-style-type: none"> Lectured on the teaching of Science at pre-primary and primary levels. As part of a research team, identified training needs of industries and analyzing how Technical and Vocational Education and Training (TVET) is responding to needs of the labour market, <i>Groupe Interuniversitaire de recherche et formation emploi</i> (GIRFE). Design of a computer-based learning environment on Diseases, McGill University, Montreal, Canada (April 99-July 99). As part of a research team, evaluated the impact of technology in distance education courses
<i>Achievements</i>	<ul style="list-style-type: none"> Computer-based learning resource on Diseases Publications on Distance Education, Teacher Education, Environmental Education
Name of Organisation/Employer:	
Ecole du Nord	
Address of Organisation/Employer (Postal address, Telephone numbers and Website):	
Mapou, Mauritius http://www.ecoledunord.net/	
<i>Position Held (Title of the role)</i>	Biology Teacher
<i>Duration (Start Date to End Date)</i>	April. 1994- March 1995
<i>Number of People Supervised</i>	N/A
<i>Responsibilities</i>	<ul style="list-style-type: none"> Teaching of Biological Sciences to secondary school children Teaching of basic computer science
<i>Achievements</i>	<ul style="list-style-type: none"> High Performance of students



Skills and Competencies *(In not more than five hundred (500) words, demonstrate how your experience and qualifications match the skills and competences outlined in the role profile of the position you are applying for)*

With a Ph.D. in Education and a Masters in Biochemistry, I possess a unique blend of skills and competencies in both the Scientific and Education fields. From curriculum development and producing teaching and learning resources to preparing annual business/work plans and budgets and driving initiatives/projects, I excel at spearheading strategic enhancements to drive goal achievements while communicating openly and routinely with team members, management, and ancillary professional staff.

I have over 25 years of experience in Education, Science, Technology and Innovation. As a teacher, teacher trainer, Senior Policy Officer and Executive Director, I have a hands-on knowledge on policy trends and ongoing institutional reforms in Africa in both Education and STEM. As a Senior member of the Department of Human Resources, Science and Technology, I am fully aware of all the intricacies of the Department and have collaborated on both Education and STEM projects. This will enable me to lead meaningfully in the implementation of the Continental Education Strategy for Africa (CESA16-25) and the AU Science, Technology and Innovation Strategy for Africa (STISA 2024), thus achieving the vision and ambitions of the African Union.

As the Head of Mission of the African Union/International Centre for Girls and Women's Education in Africa (AU/CIEFFA), I have a significant experience in leading a team of twenty members by ensuring that our strategic priorities are aligned with the aspirations of Agenda 2063. I consistently look for ways to improve our projects and to have an increased impact on the community. I regularly organize capacity-building workshops for young women and men in the African continent on Entrepreneurship, Science, Technology, Engineering & Mathematics (STEM) and digital literacy.

I am also responsible for mobilizing resources and managing the institution's operational and program budget. Audits undertaken at AU/CIEFFA have clearly demonstrated our exemplary standards set for accountability, value for money and zero tolerance to fraud and corruption.

I have produced several Strategic Plans in both the areas of girls and women's education as well as in Science & Technology. The Strategic plans are based on the theory of change, underlying the need for real changes and the creation of adequate conditions for sustainable impacts and ensuring that the achievements are visible, measurable and concrete.

As a Senior Lecturer in Biological Sciences at the Mauritius Institute of Education, I have trained teachers from pre-primary to secondary levels in the areas of Biology, Biochemistry and Molecular Biology. I have also contributed to developing the National curriculum framework for Mauritius in Science.

Furthermore, as the team leader of the evaluation of teacher education programs at undergraduate (B.Ed) and post-graduate levels (PGCE) in Mauritius, I have produced several reports, which outline good practices in teacher education as well as challenges faced. Moreover, I have been involved in the evaluation of the Plan of Action for the Second Decade of Education in Africa (2006-2015) as well as AU/CIEFFA's past strategic plans by outlining the aims and objectives, criteria, methodology to be used in the evaluation processes.

My greatest asset is building partnerships, both inside and outside the organization. I have built strategic partnerships with key stakeholders such as development partners, traditional and religious leaders, youth groups, civil society and researchers.

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Achievements/Accomplishments: *(In not more than five hundred (500) words, indicate any other achievements besides those under work experience you would like to highlight)*

1. **Listed among the 100 Most Influential African Women of 2020**, Avance Media. Representation of the most powerful African women from diplomacy, politics, activism, entrepreneurship, business leadership and entertainment (<https://100women.avancemedia.org>).
2. Key-note addresses during international meetings: UNESCO, Women Deliver, Civil society organisations, International Telecommunication Union (ITU/WSIS), Junior Chamber International, York University.
3. Organized several webinars with various stakeholders during the lockdown to address the impact of COVID-19 on girls and women's education in the African continent
4. Driving a campaign on "Back to schools for her" for African girls to return to school after schools re-open in the continent, following COVID-19.
5. Negotiated successfully with UNESCO on AU/CIEFFA's status as a UNESCO Category 2 institution. Had also to negotiate with the Government of Burkina Faso on the local staff seconded to AU/CIEFFA as well as on other issues.
6. Have worked with three Commissioners of Human Resources, Science and Technology at the AUC where I contributed to the following policies and Strategies: Pan African University, TVET Strategy, Continental Education Strategy for Africa (CESA 16-25), STISA (2024).
7. Produced a compendium on "Regional and International legal instruments on girls and women's Education" as well as a monitoring report on its implementation in Member States. The compendium outlines specific articles to ensure that learners, especially girls access quality education.
8. Review regularly articles in Journal (comité de lecture) "Éducation relative à l'environnement : Regards - Recherches - Réflexions", Université du Québec à Montréal, Montréal, Canada.
9. Organised capacity-building workshops for university professors on: "Addressing the growing impact of climate change on the SADC region's development". Consultant for project on Climate-Compatible Development for SADC region, DFID & Dutch Government, Dec 2012-Dec 2013.
10. Design, monitor and evaluate the implementation of training programmes for primary, secondary teachers and educators in Environmental Education in the Indian Ocean region. International expert/consultant (Assistance Technique Internationale-ATI) for the European Union in the ARPEGE (*Appui Régional des Programmes en Éducation et Gestion de l'Environnement*) Nov. 2002- July 2005.
11. Training framework for teachers in Science , Bujumbura, Burundi, as a UNESCO Consultant. Collaborated with national educators, inspectors and lecturers, November 2004.
12. Member of SADC-REEP research team on "Environmental Education and sustainability education and quality education in Southern Africa". Five universities from Southern Africa were involved in this project which has as aim to synthesise existing research on environment



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and sustainability and to establish a research network in this region (March 2006 – March 2007).

13. Optimal use of both qualitative and quantitative research approaches. Both methods need to be used complementarily when analyzing any educational or scientific issue.
 - **Doctoral research:** Developed an evaluation framework to evaluate teacher education programs using distance education in environmental education. Outlined the problems linked with evaluation of teacher education programs, distance education programs as well as environmental education programs.
 - **M.Phil. research :** measured energy expenditure for ten normal subjects and four patients having had gastroplasty using doubly labelled water and calorimetry.
 - **Research at Masters Level:** Esterification of sucrose using ultra-sounds, Beghin-Say, Villeurbanne, France (1991-1992).
14. Editor of policy documents such as “Rebuilding education in Africa”, “Developing an African Higher Education Quality Rating Mechanism”, Gender Equality Strategy for CESA.
15. Member of Socio-Scientific Committee, 5th -7th World Environment Education Congress, 2007-2013
16. Member of working committee on Integrated Coastal Zone Management, Indian Ocean Commission, Mauritius (1996-1998).
17. Member of working group on Environmental Education policies, Ministry of Environment, Mauritius (1998).

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Publications (if any): (Provide list of publications you have authored or co-authored, provide links to access the publications if online)

- Bissoonauth, R (2018). *Développement d'un référentiel pour l'évaluation de programmes de formation à distance des enseignants en éducation relative à l'environnement*, Editions Universitaires Européennes.
- Bissoonauth, R. (2014). La gouvernance au sein du Mauritius Institute of Education. In Karsenti & al. *La Francophonie en question*. RIFEFF, Montréal, Canada.
- Bissoonauth, R. (2013). Rethinking about teachers in Africa: Retention and Teacher Education. *In Education for Rural Transformation: Good Practices from National and International Perspectives*, Vol. 2. Stockholm University, Sweden
- Bissoonauth, R. (2013). *Report- Seychelles – Climate Change counts*. Southern African Regional Association of Universities (SARUA)
- Bissoonauth, R. (2013). *p Report- Mauritius– Climate Change counts*. Southern African Regional Association of Universities (SARUA)
- Bissoonauth, R (2011). *Développement d'un référentiel pour l'évaluation de programmes de formation à distance des enseignants en éducation relative à l'environnement*, Editions Universitaires Européennes
- Bissoonauth, R. (2007). *Developing Environmental Education Standards for Mauritius: enhancing quality education*. SADC-REEP- Mauritius Institute of Education
- Bissoonauth, R (2004). *Développement d'un référentiel pour l'évaluation de programmes de formation à distance des enseignants en éducation relative à l'environnement* –Thèse de Doctorat, Université du Québec à Montréal.

Working Languages (Indicate your speaking, reading and writing proficiency levels for the AU languages below. Examples of proficiency levels: Excellent, Good, Fair or Poor)

Working Languages	Speaking	Reading	Writing
Arabic	-	-	-
English	Proficient (Mother tongue)	Proficient	Proficient
French	Proficient (Mother tongue)	Proficient	Proficient
Portuguese	Beginner	Beginner	Beginner



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Referees (Indicate three persons as your referees with the details below. One referee should be a professional referee and one be a personal/character referee)

Name	Position and Organisation	Email Address	Telephone Number
Lucie Sauvé	Professor, Université du Québec à Montréal	sauve.lucie@uqam.ca	1-514-987-6992
Martial De-Paul Ikounga	Commissioner (former), Human Resources, Science & Technology, AUC	mikounga.yahoo.fr	242-0692--8975
Vigdis Cristofoli	Education Counsellor, Ministry of Foreign Affairs, Norway	Vigdis.Aaslund.Cristofoli@mfa.no	251- 93 54 09 532

Certification

I, the undersigned, certify that this information correctly describes me, my qualifications and my experience.

Name	Dr Rita Bissoonauth
Signature	
Date	23 rd August 2020

Mr. Fanuel TAGWIRA
ZIMBABWE

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Senior Leadership Position Curriculum Vitae (CV) Template

Position: *(Indicate the title of the position you are applying for)*

COMMISSIONER, EDUCATION, SCIENCE, TECHNOLOGY AND INNOVATION (ESTI)

Personal Information:	
Name:	Prof. Fanuel Tagwira
Physical Address:	6 th Floor, F Block, New Govt Complex, Cnr Samora Machel Avenue and S.V. Muzenda St. Harare. Zimbabwe
E-mail Address:	ftagwira@gmail.com
Phone Number:	263712898733
Date of Birth (dd/mm/yy):	01/08/1957
Nationality:	Zimbabwean
Citizenship:	Zimbabwean
Gender:	Male

Vision Statement *(In not more than one thousand (1,000) words, outline how you intend to achieve the aspirations set out in Agenda 2063 and address the most pressing issues facing Africa and the Commission in this role)*

Africa has low food production per capita and poverty and malnutrition are still a major challenge in urban and rural communities. The percentage of under-nourished continues to grow as the population grows in some countries. Children and adults continue to suffer or die as a direct or indirect consequence of preventable food and nutrition related diseases. It is believed that the impact of COVID 19 in Africa will actually be exacerbated by food insecurity, malnutrition and disease burden as many people in the region suffer from chronic poverty and are trapped in a state of perpetual food insecurity and vulnerability.



Climate Change and variability are also other threats to economic growth and livelihood and may undo the progress Africa had achieved over the last few decades. No other continent will be impacted by climate change to the same extent (IPCC 2007) despite the fact that Africa contributes less than 4% of the greenhouse gas emissions (GHE). Population, ecosystem and biodiversity are all threatened by climate change and variability. The traditional coping practices of the people will not be adequate to deal with the impacts. Part of the problem is poverty, reliance on rain-fed agriculture and over-dependence on natural resource exploitation for survival (UNFCCC 2007). The continent is already burdened by multiple stressors that will interact positively with climate change thereby increasing vulnerability of the African people.

To eliminate poverty and achieve Agenda 2063 for "A prosperous Africa based on inclusive growth and sustainable development" there is a need for Africa to make significant investments in education to develop human and social capital emphasising on science, innovation and technology.

1. African Education must be transformed from early childhood to University so that it becomes competence based and embrace skills development, innovation and creativity to promote the continent's economic development. University education must focus on producing innovators in all disciplines. Self-employment and critical skills development must be given priority. Industry either comes from outside or is generated locally. Since there is little outside investment Africa must produce its own industries and tertiary education must provide a good springboard. We cannot continue to do the same thing and expect different results.
2. University academics must be given 5 mandates, **teaching, research, outreach, innovation and industrialisation**. This is EDUCATION 5.0. To be promoted you must be assessed on all the above and show the innovations and industrial prototypes



- you have produced and not just the papers you have written. Papers that do not translate into goods and services are of no immediate benefit to Africa. We have agriculture professors who are going hungry and have contributed nothing to agricultural development. That's not a good education for a continent lagging behind.
3. Innovation hubs and industrial parks must be a part of every research intensive University on the continent.
 4. Education 5.0 that embraces creativity, innovation and skills development will produce graduates who are critical thinkers and who can create businesses and industries.
 5. Stem education and competence- based education must be emphasised from grade one. For this to happen more science, ICT and mathematics teachers to be trained.
 6. Critical skills Audits need to be carried out to assess areas of weakness and critical skills gaps that must be filled.
 7. The quality of our education has deteriorated through massification with poor infrastructure. More importantly, the issue of education relevance is very important. Transformation of curricular to enhance quality and relevance is critical.
 8. Education access must be prioritised and the disadvantaged groups must be supported to make sure they also have access. In many countries on the continent infrastructure is still a major challenge constraining access.
 9. In view of the increasing populations and impact of diseases like covid-19 there is greater need to invest in ICT for to harness increased access to education.
 10. To boost skills development for secondary school leavers there is need to put greater emphasis on TVET education and apprenticeship programs that will help to enhance skills development. Many TVET graduates do not look for jobs. They actually create jobs. Modernization and Industrialization should be the African continent's strategic intent and this can only be achieved through developing a continental capability through human capital development.
 11. The African Union's Science, Technology and Innovation Strategy (STISA) which



places science, technology and innovation at the epicentre of Africa's socio-economic development and growth is welcome and very important and should be prioritised by all nations as it emphasises the development of a knowledge economy which will impact agriculture, energy, environment, health, infrastructure development and mining.

12. Through a knowledge economy Africa will be able to add value to its natural resources and get greater returns than currently. Exploiting crop and mineral value chains will see the continent create many jobs. Zimbabwe exports platinum ore and in this ore there are 10 other high value minerals that could bring greater income and job creation to the country. Zimbabwe exports rough diamonds and countries that polish and cut diamonds make more money and generate more jobs for their citizens than the countries that extract the diamonds from the ground.
13. Africa must embrace HERITAGE based education. This means our education must produce experts that will support the exploitation and value addition of our heritage products like minerals, wildlife, good soils for agriculture, oil etc. Zimbabwe produces many minerals but does not have a fully functional school of mining where students can learn how to prospect for minerals let alone add value to them. Zimbabwe produces lithium that is used in new battery technologies for electric cars but there is no University that teaches lithium production and utilization. Education must be relevant to national priorities. The new government has decided to change all this to provide an education that produce relevant skills to national development.
14. Africa needs to build greater connectivity among its institutions to enhance teaching and learning and research and technology development across borders. Students in different African countries should be able to take classes offered by institutions in other African countries. I developed such facilities as Vice Chancellor where students from Africa University take classes from overseas Institutions and also Africa University staff are able to offer programs to students in other countries in real time.



15. ICT must be used to increase access to tertiary and continuing education across Africa, reaching large numbers of students and professionals. Relevant and high quality Open, Distance and eLearning (ODEL) resources must be developed for this purpose.
16. Geospatial technologies must be harnessed to support agriculture, environment, mining and disaster preparedness among many other fields. Every country must develop human capacity set up in the area of Geoinformation systems. Space technologies are no longer a luxury as they have potential to help Africa leap frog in development.
17. At Continental level the Pan African University must focus on training graduates in areas of skills shortage. Scholarship programs must be made available to make sure all countries benefit equitably.
18. Universities must be challenged to support or carry out projects of national importance. Zimbabwe government has asked its Universities to partner it in solving national challenges. Many projects of national importance are now being carried out by Universities. For example, One University provides all the semen required for revitalising the national beef and dairy herd with excess left for export. Another University specialises in providing technological solutions to national needs eg production of ventilators for COVID-19. Zimbabwe has started a big national program on traditional crops and one University is at the centre of this project. About six Universities and 4 polytechnics are producing sanitizers and PPE in the fight against COVID-19. The nation is surprised by the innovation and creativity shown by Universities and colleges. The fact of the matter is that Universities and colleges have never in the past been given opportunity and financial support to solve industry or national problems. This happens all the time in America and Europe and that why their universities are at the centre of development.
19. Growth in agriculture is 2–4 times more effective in reducing poverty than growth in other sectors¹ of the economy in many countries in Africa. This is why African



countries launched the Comprehensive Africa Agriculture Development Program (CAADP) in 2003. Unfortunately, the growth in agricultural production achieved over the past few years resulted largely from expanding the area under agriculture, often encroaching on marginal and even forested land and degrading these critical ecosystems. This model of increasing production is unsustainable. The principal driver of productivity growth is **science, technology, and innovation (STI)**—specifically, the development, wide-scale adoption, and effective application of improved technical inputs, production processes, and knowledge in all segments of commodity value chains. To be strong and effective, these drivers must be underpinned by an enabling policy environment, institutional and organizational innovations, and effective markets. Science, technology and innovation has potential to bring more young people into agriculture and therefore must be fully supported at national and continental level.

20. The African Science Agenda for Agriculture in Africa (S3A) needs to be strengthened to galvanize national and supra-national efforts and resources to adequately harnesses STI for agricultural development. Through science, technology and innovation Africa can benefit from its agriculture and its natural resources through value addition.
21. The Africa Mobility program and the African University concept needs greater support. Africa has not fully utilized education, science, technology and innovation for its development. The success of Asia is in part linked to its investment in higher education. India's success is partly due to its investment in science and technology. With greater investment in education, science, technology and innovation we will succeed to create **"A prosperous Africa based on inclusive growth and sustainable development"**.

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Executive Profile: *(In not more than three hundred (300) words, provide a summary and highlights of your relevant skills, experience, goals and accomplishments)*

I am a self-motivated, hard-working, results-driven and goal-oriented Scientist, Academic, Higher education administrator and Environmentalist who gets energized by challenges and believe in leading by example. I am a good team player who enjoys motivating those below to work hard. When I joined the Ministry, I inherited a management team which was said to be lazy, divisive and unpatriotic. I managed to build a formidable and winning team out of them and today other ministries are now offering them higher posts to lure them. I always produce better results when I work under pressure. I have high working standards and good communication skills. Integrity, ethics and morality are values I do not compromise on. During the difficult period as a University Vice Chancellor I chose not to purchase a new luxury car for myself even-though I was entitled and money had been set aside for that. I believe in leading by example. I am very passionate about the use of technology to solve many of the challenges that Institutions and nations face. All the positions I have occupied after graduation except the first, when I joined government, were through invitations after the organizations heard about my capabilities. My promotion to Dean and then Vice chancellor were through invitations by the University board of Directors. I provided leadership at Africa University even before I held a Management position. I turned qualified audits to unqualified in the first two years as Vice Chancellor. At the Ministry my focus has been two years to turn around the Ministry financials and this has happened. I have managed to recover assets and reduce wastage of state resources in the last two years.

Membership in Professional Societies *(List of professional bodies in which you are a member, specify position where applicable)*

Fellow of the Leadership for Environment and Development.

Member of the Zimbabwe Academy of Sciences

Was Member of the New York academy of Sciences

Member of the Soil Science Society of Zimbabwe

Academic and Professional Qualifications *(Indicate your academic and professional qualifications, beginning with the highest qualification)*

Name of Institution	Address of institution (Postal address,	Qualification Received	Year Obtained
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	Telephone numbers and Website)		
University of Zimbabwe with Course work done at Michigan State University	University of Zimbabwe 630 Churchil Avenue, P.O. Box MP 167 Mount Pleasant, Harare, Zimbabwe. Tel +263 4 303212-13 www.uz.ac.zw	Doctor of Philosophy in Soil Chemistry and Fertility	1991
Reading University, UK	Reading University, Whiteknights, P.O. Box 217 Reading RG6 6AH, Berkshire, England. Tel. No. (0118) 378 8678 www.reading.ac.uk	Master of Science in Soil Chemistry	1985
National University of Lesotho	National University of Lesotho. P.O. Box 180. Roma. Lesotho. Phone No. +266 5221 3000 www.nul.ls	Bachelor of Science in Chemistry and Biology	1982

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Other Relevant Training (Indicate other certified trainings/courses you have attended that are relevant to this role)

Course Title	Certifying Body or Institution	Address of institution (Postal address, Telephone numbers and Website)	Year Attended
Course in Higher Education Management	GBHEM, USA	Nashville Tennessee	2009
Course in Grant Proposal Writing	International Agric Research Organization	The Hague	1996
Certificate in Leadership for Environment and Development	Rockefeller Foundation	New York, USA	1994
Course in Board Development	Zimbabwe Institute of Directors	Harare	2015
Certificate in Pensions Administration	ZAPF	Zimbabwe Association of Pension Funds	2017

Work Experience (Indicate your work experience beginning with most current or most previous one. Give a comprehensive work history and include/edit table accordingly to capture your work experience)

Name of Organisation/Employer: Government of Zimbabwe.

Address of Organisation/Employer ((Postal address, Telephone numbers and Website):

Position Held (Title of the role)	Permanent Secretary in the Ministry of Higher and Tertiary Education, Innovation Science and Technology Development.
Duration (Start Date to End Date)	October 2018 to current
Number of People Supervised	2 500

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<i>Responsibilities</i>	<ol style="list-style-type: none">1) Head of Ministry and accounting Officer. Responsible for day to day running of the Ministry and raising and managing financial resources for education, research and Innovation.2) Oversee all issues to do with Higher and Tertiary Education, Innovation, Science and Technology Development.3) Oversee the operations of 13 State Universities and 10 Private Universities in the country.4) Development and Implementation of the new Education 5.0 being implemented in the Country. This is an education that embraces innovation for industrialization and support economic development of the country. The graduates that come out of the colleges, universities and their staff must cause industry and must be able to develop start-ups. Zimbabwe is witnessing an education revolution that will see Universities at the forefront of economic development. The Country is also now developing Education 5.0 for Primary and secondary schools because innovation must be cultivated from early childhood Education (ECD). Many Universities in the region are now copying Zimbabwe's Education 5.0.5) Development of robust education, innovation, science and technology policies.6) Implementation of the National Manpower Planning and Development Act.7) Adoption of programs and strategies to support national industrialization and modernization programs.8) Development of a ten (10) year human capital development master plan.9) Strengthening higher education quality assurance systems10) Implementing Sector critical skills audits across government and industry.11) Ensure adequate skilled manpower is developed at all levels.12) Development of National Development Strategy 2021 to 2025.13) Development of strong TVET policy and TVET programs.
<i>Achievements</i>	<ol style="list-style-type: none">1) Transformation University education to embrace Innovation and Industrialization as part of University mandate.

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- 2) Rallying State Universities to support fight against COVID. Today all sanitizers used in hospitals and public and private buildings and all masks used by police, and other frontline non-medical staff are made by Universities.
- 3) Development of National Skills Audit which has shown critical skills shortages in Natural and applied Sciences, engineering and technology, agricultural sciences, and the medical and health sciences the country.
- 4) Upgrading of four Teacher training colleges to produce STEM Teachers for primary and secondary schools. This will increase number of schools teaching Mathematics and Sciences in the country.
- 5) Construction of innovation hubs at six state Universities to support Education 5.0.
- 6) Promotion of Science, innovation and Intellectual Property for socio-economic development.
- 7) Development of infrastructure at new state universities.
- 8) Construction of accommodation, teaching and learning facilities through joint ventures.
- 9) Resuscitation of the national apprenticeship programme.
- 10) Development of new TVET Policy
- 11) Opening one additional teachers college in Hwange.
- 12) Study in Zimbabwe Programme to bring foreign students.
- 13) Setting up of Zimbabwe National Geospatial and Space Agency (ZINGSA),
- 14) Policy for setting up of the Education, Innovation and Research Institute.
- 15) Starting the National Traditional Grains Research program to mitigate against effects of climate change
- 16) Advanced Cattle Breeding Technologies project which now produces enough semen for artificial insemination for the whole country with extra capacity for export.
- 17) Indigenous fruits and traditional vegetable program
- 18) Energy and Minerals Research Programme.
- 19) Setting up plant for Medical and Industrial Gases Production

Name of Organisation/Employer: Africa University

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Address of Organisation/Employer (Postal address, Telephone numbers and Website):	
Africa University, P.O. Box 1320, Mutare, Zimbabwe	
Position Held (Title of the role)	Vice Chancellor/Rector
Duration (Start Date to End Date)	2007 to 2014
Number of People Supervised	950
Responsibilities	<ol style="list-style-type: none">1) Chief academic, administrative, financial and disciplinary officer of the University.2) Ensure University grows in its international character in terms staff and student recruitment and its programs. Sixty percent of staff and students should be international.3) Provide visionary and strategic leadership through the planning and implementation of the University's Strategic Plan;4) Initiate, recommend and monitor policies, systems, and procedures that ensure sound academic and administrative functions.5) Lead the development activities of the University; the setting up of new Faculties and raising resources to support such initiatives6) Formulate and implement Education Programmes in line with the University Strategic Plan.7) Raising the University profile and its global ranking through excellence in technology-based learning, research, innovation, industrialisation and commercialisation.8) Raising funds and resources for the University and ensuring financial prudence.9) Ensuring academic quality of the University10) Growing the University endowment Fund11) Identifying and promoting the development and commercialisation of emerging technologies to advance industrialisation and modernisation agenda of Africa.12) Ensure that the University provides technological solutions to the surrounding communities, Zimbabwe and Africa at large.



	<p>13) Foster strategic partnerships and working relationships between and among various University stakeholders that include staff, students, the public and private sectors;</p> <p>14) Negotiating strategic linkages with local and international institutions regarding instructional resources and the use of information and communication technologies for key academic and administrative activities of the University;</p>
<i>Achievements</i>	<p>1) I was third Vice Chancellor of Africa University and led during the turbulent period 2007 to 2014. This is the time the economy and currency melted and all Universities in the country closed except Africa University. What kept the University going was forward planning, proactive approach, creative ideas and innovating on the go. When currency collapsed and we were not allowed to charge in hard currency I introduced payment of fees in kind. Parents brought livestock, grain, building materials etc as fees. Our students and staff never missed a day of classes or a meal on their table. Our construction projects never stopped.</p> <p>2) I initiated the first Pan African Masters Degree in Intellectual Property on the continent in collaboration with World Intellectual Property Organization (WIPO) and African Regional Intellectual Property Organization (ARIPO). The first part of the program requires students to learn remotely through e-learning while in their home country and thereafter spent one year of residence at AU. At any time the programme had students from at least 23 countries sent by their governments or Universities to learn about intellectual property.</p> <p>3) Attracted to Africa University the Master's degree in Public Sector Management for East and Southern Africa which was funded by the African Capacity Building Foundation (ACBF). Many senior administrators in national governments in East and Southern Africa went through this program.</p> <p>4) When I took over as VC, the University endowment fund was US\$38 million. I launched a US\$50 million Campaign to grow the University endowment and when I left, the University had about US\$85 million in its endowment based in Nashville Tennessee, USA.</p> <p>5) Over the years I developed great skills in cultivating friends for the University. Learnt this from the American Model as my University has an Institutional development office in the USA.</p> <p>6) Started the Small Farm Resource Centre, a place where farmers</p>

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	<p>came to learn new methods of farming and adopting new technologies. It is also a place where farmers can access virus free planting materials, fruit trees and seeds for new crops. I left when centre was still in its infancy.</p> <ol style="list-style-type: none">7) Initiated one of the first online learning degree programs in the country using moodle in 2008. Developed online courses and offered programmes to students in different countries in Africa.8) In 2008 developed a campus wide Wi Fi network which covered the entire campus from the entrance gates, to staff houses and to the farm, wherever you are on that campus you can access internet.9) With the help of collaborating Universities in USA, setup one of the most advanced online learning programs which enabled professors in the USA to teach courses at Africa University in real-time.10) Setup a well-resourced and advanced digital library which enabled students to access and read library books without remotely.11) Was the first University in Zimbabwe to connect to the undersea cable during my tenure.12) Initiated decentralised campus in Maputo and decentralised programs.13) Developing Policy that ensure ICT was given same priority as electricity and water in the University.14) Developed an eminent persons programme, supported by Swedish Government, which brought sitting heads of states and former heads of states and eminent persons to Africa University to come and share their experiences with Peace Building, Leadership and Governance.15) Started a Masters and PhD program in Human Rights. One of the first in the region.
Name of Organisation/Employer: Africa University	
Address of Organisation/Employer (Postal address, Telephone numbers and Website): Same as above.	
Position Held (Title of the role)	Dean, Faculty of Agriculture and Natural resources

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<i>Duration (Start Date to End Date)</i>	2003 to 2007
<i>Number of People Supervised</i>	About 126 Lecturers, Technicians, administrative staff and farm staff
<i>Responsibilities</i>	<ol style="list-style-type: none">1) Providing leadership to the departments under the faculty.2) Fund raising and writing proposals for funding of Faculty programs3) Ensuring quality of teaching and research.4) Recruitment of quality staff for the Faculty.5) Setting up of new programs6) Initiating outreach programmes to the communities
<i>Achievements</i>	<ol style="list-style-type: none">1) Was the first staff member to be recruited in the new Faculty of Agriculture.2) Was involved in the planning of academic program, setting up of academic regulation and overseeing faculty building plans.3) Raised funding for new programs and purchasing of teaching equipment.4) Initiated several collaborations with other Universities and with industry.5) Reviewed the curriculum to make programmes more relevant to Africa's development trajectory.
Name of Organisation/Employer: Africa University	
Address of Organisation/Employer (Postal address, Telephone numbers and Website): Same as above	
<i>Position Held (Title of the role)</i>	Senior Lecturer, Director ICT, Associate Professor and Professor and Head of Agronomy
<i>Duration (Start Date to End Date)</i>	1992 to 2003
<i>Number of People Supervised</i>	36 staff

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<i>Responsibilities</i>	Teaching, Research and Community Engagement
<i>Achievements</i>	<ol style="list-style-type: none"> 1. Raised funding from several donors to grow the department and for research 2. Was one of the 7 founding members of RUFORUM, a pan African Network setup to network set up to strengthen Agricultural research and teaching in Universities. From the initial 7 Faculties the network is now in over 56 Universities in Africa and has now become one of the strongest education networks on the continent. 3. My Department introduced Oyster Mushroom farming into Zimbabwe and then took it to East Africa, West Africa Southern Africa and South America through training programs by Africa University staff. 4. Introduced production of Moringa to Zimbabwe and Grain amaranth to Southern Africa from my department. 5. As Director ICT I introduced the first e mail facility on campus, setup the first campus wide network. Directed the selection and development of applications software for library, administration, examinations management and financial management. Introduction of smart classroom and smart boards for teaching remotely and for e-learning. Training of staff on the Use of Moodle for online learning. Today Africa University is as wired as any University of its size in America or Europe thanks to that early vision and planning. 6. Setup Agenda 21 programme for the City of Mutare. Mutare became the second city in Africa to develop the Agenda 21 programme which help to galvanise the whole city to plan sustainable development of the city. I was the chair of Agenda 21 for the city for 16 years.
Name of Organisation/Employer: Department of Research and Specialist Services, Ministry of Agriculture, Government of Zimbabwe	
Address of Organisation/Employer (Postal address, Telephone numbers and Website): DR& SS, P.O. Box CY594, Causeway Harare. Phone 263 242 704531/9. Website www.drss.gov.zw	
<i>Position Held (Title of the role)</i>	Research Officer, Senior Research Officer, Principal Research Officer and Head of Soils and Crop Science
<i>Duration (Start Date to End Date)</i>	August 1982 to August 1992.

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<i>Number of People Supervised</i>	150 plus
<i>Responsibilities</i>	<ol style="list-style-type: none">1) Managing a team of Research Scientists and Laboratory Technicians.2) Managing Soil Testing and Fertilizer Advisory Service.3) Carrying out research on various aspects of soil chemistry and fertility, crop nutrition and environmental chemistry.4) Providing in-service training of agricultural extension workers on fertilizer use, soil fertility and management.
<i>Achievements</i>	<ol style="list-style-type: none">1) First black Zimbabwean to run the soil testing and advisory service which supported commercial agriculture in the country. At that time it was also the largest fertilizer advisory service in the region.2) Developed the first computerized fertilizer recommendations program (after two years developing the programme). This became the first computerized fertilizer recommendations programme in Africa.3) Was team leader of the following research projects.<ol style="list-style-type: none">a. Trace element status and requirements of Zimbabwean soils with particular emphasis on zinc.b. Assessment of fertilizer requirements of different crops grown in the different agro-ecological regions of Zimbabwe. The study was carried out to improve fertilizer recommendations and fertilizer use efficiency.c. Studying effect of sewage disposal on heavy metal pollution of soil, groundwater and crops grown in the sewage disposal farms.
Name of Organisation/Employer: Anglo-American Cooperation, Hippo Valley Eastates	
Address of Organisation/Employer (Postal address, Telephone numbers and Website):	
<i>Position Held (Title of the role)</i>	Accounting Officer

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Duration (Start Date to End Date)	1977 to 1978
Number of People Supervised	5
Responsibilities	Carrying out credit control duties. Supervision of Accounting Assistants
Achievements	None that I can think off.
Name of Organisation/Employer:	
Address of Organisation/Employer (Postal address, Telephone numbers and Website):	
Position Held (Title of the role)	
Duration (Start Date to End Date)	
Number of People Supervised	
Responsibilities	
Achievements	

Skills and Competencies (In not more than five hundred (500) words, demonstrate how your experience and qualifications match the skills and competences outlined in the role profile of the

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position you are applying for)

This position requires a person who understands higher and tertiary education and its management. I have been a Lecturer and Professor of Soil Chemistry for many years. I have been in higher education administration for more than 10 years as Dean, Vice Chancellor and Permanent Secretary. I know how to develop and implement sound Policies, Programs and Strategies. In line with aspirations of Agenda 2063. I have been a researcher and research Administrator. I have supervised research teams. I have led thematic groups in developing Medium term plans in Zimbabwe. Together with the Minister we have transformed education in Zimbabwe to embrace innovation for industrialization. I have been an administrator of a University with students and staff from over 30 African countries speaking different languages (Portuguese, French, English, Swahili, Lingala Creole etc) Africa happens everyday on that Campus. I know how to work with staff and students from different countries and donors from developed and African countries as my former University was running 100% on donations and has built an endowment fund which is now about US\$100 million. As an administrator I know how to set performance targets and are conversant with Integrated Results based management. I have led teams of Directors to achieve results. I have also worked with heads of states as Vice Chancellor when I had a Swedish Funded program of inviting sitting and retired heads of states and eminent persons to come and give seminars on Peace and Governance. Also, as a Permanent Secretary I have learnt diplomacy in my interaction with Ministers and Heads of States. I have served on and Chaired Boards of Regional bodies. One of my greatest passions is use of ICT in education, whether it be e learning, remote learning or sharing of knowledge. As Vice Chancellor I initiated programmes that were taken by students in various countries through e-learning.

Achievements/Accomplishments: *(In not more than five hundred (500) words, indicate any other achievements besides those under work experience you would like to highlight)*

I have been a Sabbatical Professor at a leading Science and Innovation University, Purdue University which was at one time best in Agriculture and third best in Engineering in the world.

We have transformed our Higher Education System to Education 5.0, which embraces Innovation for Industrialization as important functions of University staff apart from Teaching, Research and Community Service. Through Education 5.0, Universities and Colleges are playing a part in economic transformation of the country. A number of regional countries are adopting this education model pioneered by Zimbabwe. I have served on several local and regional boards including the Research Council of Zimbabwe, Tobacco

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Research Board, Zimbabwe Public Administration and Management where I served as Chair.

I am a Fellow of the Zimbabwe Academy of Sciences and Leadership for Environment and Development. I have chaired Board of Directors of the SADC's Centre for Agricultural Research and Development in Southern Africa (CARDESSA).

I have represented Southern Africa on the board of the Forum for Agricultural Research in Africa (FARA) based in Ghana.

I am one of the seven founding members of RUFORUM, a pan-African research network that now has a membership of 65 Universities across Africa.

I served as a Scientific Research Proposal reviewer for IDRC, ACIAR and RUFORUM.

I have travelled extensively across Africa and the world presenting research papers, training people or doing consultancies.

I initiated Agenda 21 for Mutare City and Chaired it for over a decade. Mutare Became the second City in Africa to have Agenda 21 forum.

I have a passion for the transformation of Africa and empowerment of under-privileged people through Education and Agriculture.

After working for 27 years at a Pan-African Institution I have a pan African outlook I all that I do in my work.

Publications (if any): *(Provide list of publications you have authored or co-authored, provide links to access the publications if online)*

PUBLICATIONS

Books

1. Tagwira, F. Ordenez, M. Sandukcic, M. Salazar, E. Muyambuki, V. Mastorovic and S. Mercado. 1998. In Search of Sustainability, Lokale Agenda 21. Platform Duurzaam Haarlem, Bureau Milieu en Samenleving, Haarlem, Netherlands. pp 99.
2. Mvumi C., Tagwira F. and Chiteka A. 2013. Effects of moringa leaf extract on growth and yield of crops. Pg 1-67. Lambert Academic Publishing. ISBN 978-3-659-34225-7



3. 2. Tagwira, F. Methods and Applications in Soil and Plant Analysis. pp. 250

Edited Proceedings:

1. Waddington, S; H. Murwira, J. Kumweda, D. Hikwa and F. Tagwira eds 1998. Soil fertility research for maize based farming systems in Malawi and Zimbabwe. Proc. of Soil fertility network Results and Planning workshop, Africa University. pp 300.

Book Chapters:

1. Tagwira, F. 1997. Conservation Techniques for Sustainable Crop Production in Zimbabwe pp 118-128 IN Environment and sustainable development in East and Southern Africa. Eds. A. Ghaffer M. Ahmed and W. Mlay. Macmillan Press Ltd (UK). ISBN 0-333-69942-4

2. Tagwira, F. 2001. Soil fertility and Fertilizer Use. In Field Guide of Appropriate Technology. Eds. Barret Hazeltine. Academic Press. San Diego. CA. U.S.A. (In press)

3. Tagwira, F. 1994. Chemical and Physical factors associated with micronutrient status and availability in Zimbabwean soils. Page 128-141. In Dambo Farming in Zimbabwe. Eds. Owen, R. Verbeek, K., Jackson, J. and T. Steenhuis.

Papers in Refereed Journals:

1. Jones, U.S., M. Piha, and F. Tagwira. 1989. Evaluation of four soil tests extractants for Zimbabwean soils. Comm. in Soil Science and Plant Analysis, 20: (17&18) 1857-1871.
2. Tagwira, F., T. Oloya and G.G. Nleya. 1992. Copper status and distribution in the major Zimbabwean soils. Comm. Soil Sci. Plant Anal. Vol. 23: (7-8): 659 – 673.
3. Tagwira, F. 1992. Soil erosion and conservation for sustainable agriculture in Zimbabwe. J. Soil and Water Conservation pp 370 - 376.
4. Tagwira, F., M. Piha and L. Mugwira. 1992. Zinc distribution in Zimbabwean soils and its relationship with other factors. Comm. in Soil Sci. and Plant Analysis 24: (9- 10) 841 - 861.
5. Tagwira, F., M. Piha and L. Mugwira. 1992. Effect of pH and P on zinc adsorption in Zimbabwean soils. Comm. Soil Sci. and Plant Analysis 24 (7-8) 701 -717.



6. Tagwira, F., M. Piha and L. Mugwira. 1992. Effect of lime phosphorus and zinc on growth, yield and zinc status of maize. Comm. in Soil Sci. Plant Analysis 24: (7-8) 717-736.
7. Tagwira, F., M. Piha and L. Mugwira. 1992. Effect of pH, P and organic matter on zinc availability and distribution in the different soil fractions. Comm. Soil Sci. and Plant Analysis 23: (13-14) 1485-1501.
8. Oloya, T. and F. Tagwira. 1996. Effect of sewage sludge applications on elemental accumulation and distribution in soil profile. Zimbabwe J. Agric. Res. 34 (1) 11-18.
9. Oloya, T. and Tagwira, F. 1996. Yield and elemental composition of wheat and soybeans grown on sludge amended soils. Zimbabwe J. Agric. Res. 34 (1) 19-27.
10. Tagwira, F. 1993. Growth yield, phosphorus and zinc uptake by maize as affected by liming and phosphate applications. Zimbabwe J. Agric. Res. Vol 33 (1) 69- 82.
11. Tagwira, F. 1993. Some chemical and physical factors that are associated with micronutrient status and availability in Zimbabwean soils. Zimbabwean J. Agric. Res. 31 pg 43-51.
12. Tagwira, 1996. Commercial development of *Vernonia Galamensis* as an industrial crop. SACCAR 35:1-7.
13. Chikowo, R. and Tagwira F and M. Piha. 1999. Agronomic Effectiveness of poor quality Manure supplemented with phosphate fertilizer on maize and groundnuts in a maize groundnut rotation. African Crop Science Journal 7(4) 383 –395.
14. Shoko, M., F. Tagwira and M. Zhou (2007). Potential of reducing nitrogen fertilizer rates using soybean in sugarcane production system in South East Lowveld of Zimbabwe. African Journal of Agricultural Research. Vol. 2 (9) (475-480).
15. Mupangwa, W. and F. Tagwira (2005). Groundnut yield Response to single Supper phosphate, calcitic lime and gypsum on acid granitic sandy soils. Nutrient Cycling in Agroecosystems. Nov 2005, Volume 73, Issue 2-3; pg 161-169.
16. Tembo, L; Chiteka, Z., I. Kadzere, Akinnifesi F and F. Tagwira (2008) Blanching and drying period affect moisture loss and Vitamin C content in *Ziziphus mauritiana* (Lamk). African Journal of Biotechnology Vol. 7 (8) pp 3100-3106.
17. Tembo, L; Chiteka, Z., I. Kadzere, Akinnifesi F and F. Tagwira (2008). Ripening stage



and drying method affecting colour and quality attributes of *Ziziphus mauritiana* fruits in Zimbabwe. *African Journal of Biotechnology* Vol. 7 (9) pp 2509 – 2513.

18. Tembo, L; Chiteka, Z., I. Kadzere, Akinnifesi F and F. Tagwira (2008) Storage Temperature affects fruit quality attributes of Ber (*Ziziphus mauritiana* Lamk.) in Zimbabwe. *African Journal of Biotechnology* Vol. 7 (8) pp 3092-3099.
19. Shoko M., Tagwira, F., Zhou, M. and Pieterse, P.J. (2009). The use of soybean (*Glycine max*) as a break crop affect the sugarcane (*Saccharum Officinarum*) variety CP72-2086 in Zimbabwe. *World Journal of Agricultural Sciences* 6: 12-18.
20. Shoko M., Tagwira, F., Zhou, M. and Pieterse, P.J. (2009) Biophysical measurements as basis for exploring yields of an irrigated plant crop of sugarcane in semi arid Zimbabwe. *World Journal of Agricultural Sciences* 5(1): 83-89.
21. Pahla I., Tagwira F., Muzemu S. and Chitamba J. (2013). Effects of Soil Type and Manure Level on the Establishment and Growth of *Moringa oleifera* Innocent *International Journal of Agriculture and Forestry* 2013, 3(6): 226-230:
22. Pahla I, Tagwira F., Muziri T. and Chitamba J. (2014). Effects of pH, Nitrogen and Phosphorus on the Establishment and Growth of *Moringaoleifera* Lam. *International Journal of Agriculture and Forestry* 2014, 4(3): 211-216.
23. Mutukwa I, and Tagwira F. (2017). Dorowa phosphate rock as a source of available phosphate for maize (*Zea Mays*) crop under different crop sequences. *International journal of Life Sciences* Vol 6. (No.3) pg 112-118.
24. Ndikumana Z. and Tagwira F. (2017) Evaluation of effectiveness of elemental Sulphur, pig and chicken manure on dissolution of dorowa phosphate rock using Cowpeas (*vigna Unguiculata*) and maize (*Zea Mays*) as indicator crops. *Tropical Journal* (submitted)
25. Mutukwa I and Tagwira F. (2017) Assessing effect of different crop sequences on effectiveness of Dorowa Phosphate Rock (DPR) as a source of available phosphorus. *Tropical Journal* (Submitted and accepted for publication).
26. Tagwira, F. and D. Niyogi, (2017). Assessment of climate change awareness among high school students in Zimbabwe. *Climate Change Journal* (Submitted)
27. T. Goto, F. Tagwira, I Shiripinda, C Marisa and L. Nare (2018) Conjunctive use of urban water Sources for domestic purposes in Harare, Zimbabwe. *A Systems Review. IOSR Journal of Business and Management* Vol (20) Issue 12. Pg 56-62.

**Papers in Refereed Proceedings:**

1. Tagwira, F. and T. Oloya. 1986. Management and fertilization of upland soils in Zimbabwe. Proc. of Int. Conf. on Management and Fertilization on Upland Soils in the Tropics and Subtropics, Nanjing, China. pp 295 - 297.
2. Tagwira, F. 1988. Effect of air drying on exchangeable K, resin extractable P and P adsorption by some Zimbabwean soils. Zimbabwe J. of Agricultural Research 26:43 - 53.
3. Dangarembga G. T. Madziva and F. Tagwira. 1989. Soil testing management and fertilizer use. Proc. Int. Conf. on Soil and Plant Analysis, Jokioinen, Finland. pp 23 - 27.
4. Tagwira, F. 1991. Soil and Plant analysis in Zimbabwe. Proc. Int. Conf. on Soil and Plant Analysis, IITA, Ibadan, Nigeria.
5. Tagwira, F. 1991. Effect of parent material and degree of weathering on P adsorption and availability in Zimbabwean soils. Proc. of the Int. Conf. on Phosphorus Cycles in Terrestrial and Aquatic Ecosystems. Saskatoon, Canada pp 215 - 225.
6. Tagwira, F. 1994. Current and proposed soil fertility research at Africa University. Proceedings of the Soil fertility Research Network for Maize based Farming Systems in Southern Africa. pp 39-42.
7. Tagwira, F. 1994. Land degradation and efforts towards sustainable crop production in Zimbabwe. Proc. of the International Conference on Land Degradation - a challenge to sustainable Agricultural Production. Harare, Zimbabwe.
8. Tagwira, F. Economic cost of siltation in Zimbabwe. Leadership for Environment and Development Conference. San Jose, Costa Rica. 1995 (pp 1-65).
9. Tagwira, F. Piha M. and Mugwira L. Influence of liming and phosphate fertilization on zinc adsorption and zinc uptake by maize. Proc. of the Southern Africa Regional Maize Conference. pp 18-24.
10. Tagwira, F. 1997. Appraisal of environmental impact assessment study of the Osborne Dam. Paper presented at Workshop of the Leadership for Environment and Development, Harare, Zimbabwe. February 1997.
11. Shoko M. and Tagwira F. 2005. Soybean in sugarcane breakcrop systems in Zimbabwe: An assessment of potential nutrient and economic benefits. South Africa Sugar Technology Association Congress, Durban, 25 -30th July 2005.



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13. Mpangwa, W. and Tagwira, F. 2001. Effect of calcium, magnesium and potassium on groundnut yield on acid sandy soil of the smallholder farming sector of Zimbabwe. Proc. of African Crop Science Congress, Lagos, Nigeria.
14. Shoko. M. and Tagwira, F. (2005). Assessment of the potential of vegetable and grain soybeans as break crops on sugarcane production systems in Zimbabwe. African Crop science Proceedings 5: 59-65.
15. Shoko, M. Pieterse, P. J., Tagwira, F. and Zhou, M (2009) Exploring Mucuna management options and N fertilizer rates to maximize maize productivity on the depleted kaolinitic sandy soil in Zimbabwe. South African combined Congress Proceedings, Stellenbosch: 123-125.
16. Shoko. M. and Tagwira, F. (2005). Assessment of the potential of vegetable and grain soybeans as break crops on sugarcane production systems in Zimbabwe. African Crop science Proceedings 5: 59-65.
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18. Chihota B.P. Mupanda K., Mrema M., Tagwira F., Ajay O.C. 2007. Evaluating the level of adoption of improved agrosilvopastoral technologies, factors affecting adoption and establishing the species and systems adopted among smallholder farmers of Buhera and Mutasa Districts of Manicaland Province, Zimbabwe. RUFORUM University Conference, 23-27 April 2007. Mangochi, Malawi.

AWARDS

- a. Received award for being best researcher at Africa University 10th Anniversary
- b. Received World SIFE award for Student Mentoring, after guiding Africa University students from national to SIFE World Cup where they came back with 4 trophies.
- c. Received award for best Research paper with knowledge helpful to sugarcane farmers at the South African Sugar technologists Congress, Durban, South Africa.

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Working Languages (Indicate your speaking, reading and writing proficiency levels for the AU languages below. Examples of proficiency levels: Excellent, Good, Fair or Poor)			
Working Languages	Speaking	Reading	Writing
Arabic	NIL	NIL	NIL
English	Yes	Yes	Yes
French	NIL	NIL	NIL
Portuguese	NIL	NIL	NIL

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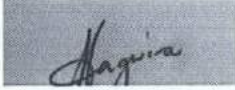
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Referees (Indicate three persons as your referees with the details below. One referee should be a professional referee and one be a personal/character referee)

Name	Position and Organisation	Email Address	Telephone Number
Prof dr Amon Murwira	Minister, Higher and Tertiary Education Innovation Science and Technology Development	murwiramon@gmail.com	263 712842293
Prof. Ekwamu Adipala	Executive Director RUFORUM	eadipala@ruforum.org	256 417 713 300
Dr Sam Kundishora	Permanent Secretary, Ministry of ICT	Sam.kundishora@ict.pfms.gov.zw	263 712 871 160

Certification

I, the undersigned, certify that this information correctly describes me, my qualifications and my experience.

Name	Prof Fanuel Tagwira
Signature	
Date	17 th July 2020

Mr. John Patrick KABAYO
UGANDA

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Senior Leadership Position Curriculum Vitae (CV) Template

Position: (Indicate the title of the position you are applying for)

COMMISSIONER, EDUCATION, SCIENCE, TECHNOLOGY & INNOVATION (ESTI)

Personal Information:

Name:	JOHN PATRICK KABAYO
Physical Address:	IGAD SECRETARIAT, DJIBOUTI CITY, DJIBOUTI
E-mail Address:	John.Kabayo@igad.int (official); jkabayo@hotmail.com (private)
Phone Number:	Cell: +253 77771127; Office: +253 21333760
Date of Birth (dd/mm/yy):	28 / 11 / 1948
Nationality:	UGANDAN
Citizenship:	UGANDAN
Gender:	MALE

Vision Statement (In not more than one thousand (1,000) words, outline how you intend to achieve the aspirations set out in Agenda 2063 and address the most pressing issues facing Africa and the Commission in this role)

My vision is of **an Africa that is fully mobilized, empowered, equipped and independent to optimize and sustain the productivity of her resources; and able to claim her place of worth and excellence among the nations of the world.** The mission of the Education, Science, Technology and Innovation portfolio is to help build endogenous African capacity and ensure that the national, regional and continental institutions acquire the capacity to support the sustainable use of the continent's resources for socio-economic development. It is this mission, which defines the critical role to be played by the ESTI portfolio in achieving the vision of the African Union and inspires my interest to serve as Commissioner in charge of the department.

Africa's historic achievements in past struggles, including the attainment of political independence; the defeat of apartheid and the restoration of human dignity; the consolidation of African unity; and the current pursuit of good governance and economic integration, all attest to Africa's capacity to overcome formidable obstacles where clear objectives have been identified and the right course in collective

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action has been taken.

Agenda 2063 is rooted in the ideals of Pan Africanism and is aimed at achieving the ultimate triumph of the African Renaissance dream. It provides a robust framework for Africa's long term socio-economic growth and integrative transformation, which was inspired by the African Union's vision of ***"an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the international arena"***. The aspirations of Agenda 2063 can be achieved only through optimizing the productivity of the Continent's resources. This will, in turn, be achieved by mobilizing, organizing and harnessing Africa's human resources to drive development and achieve progress through science, technology and innovation.

The Education, Science, Technology and Innovation (ESTI) portfolio is a department of the African Union Commission, which functions to promote the empowerment of Africa's human resources through building institutions and capacities to support the continent's integration and development agendas. It is concerned with the development, promotion, and coordination of continent-wide policies, programmes and projects, particularly in education, science, technology and innovation. The role to be played by the ESTI portfolio towards achieving the aspirations of Agenda 2063 is therefore both central and highly significant.

The most pressing issues facing Africa and the Commission include the adverse impact of climate change and ecosystem damage; food and nutritional insecurity; vulnerability to pests, disease, natural disasters and economic shocks; water scarcity and energy crisis; urbanization and migration; effective engagement of Africa's youth; globalization and unfair trading practices; governance issues; technology transfer constraints and limited industrialization, among others. Africa's participation in the global market is still mostly in the form of raw material exports (crude oil, minerals, and other primary products) whose value is subject to the forces of unfair international trading practices. Africa is largely dependent on natural resources (including rain to support agriculture), to achieve growth and development. The on-going scramble for Africa's natural resources by competing world economic powers is a cause for concern. Today's global economy is driven by rapid technological change. Among the principal causes of Africa's tendency to lag behind other continents has been the limited application of scientific and technological innovations to solve our problems. The on-going COVID-19 pandemic and other disasters, such as the recent invasion by desert locusts in the Horn of Africa region and the floods that have devastated many areas, remind us that natural or man-made disasters can strike anytime, anywhere and create the need for urgent and immediate life-saving interventions and innovation. These disasters highlight our vulnerability, which is exacerbated by the gaps in our technological capacity, while underscoring the need to invest in education, science, technology and innovations.

With its convening authority and coordination role, the African Union Commission is well placed to inspire, mobilize and organize the Continent to achieve the Africa we want. Africa has the largest youthful human resource on the globe – a demographic structure that represents one of the Continent's most significant development assets. But it is also a great challenge to harness the full force of this asset and potential. Developing the skills of Africa's youth and optimizing their capacity for innovation and excellence is a contemporary challenge, in which the leadership and coordination role of the Commission will be crucial. There is need to place science, technology and innovation at the epicentre of Africa's socio-economic development and growth. The traditional education system currently in operation needs to be rethought and overhauled, with a focus on the production of literate, creative problem-solving employees and entrepreneurs that Africa needs. The full extent of developing the required human and social capital will require nothing short of an education and skills revolution. It will be necessary to revitalize or repurpose our institutions, to impart hands-on skills to the youth, including

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modern technical schools, polytechnics, industrial training centres, etc, instead of putting the emphasis on universities.

The strategies and methods of work aimed at building resilience and sustainability should form an objective agenda to be promoted by the AU Commission throughout Africa. This is a collective obligation that will entail the involvement of every African citizen, to be pursued through a spirit of Pan-Africanism and championed through a framework of the African Union, with the ESTI portfolio of the African Union Commission being the dynamic animator to harness the power of education, science, technology and innovation. I believe that the ESTI portfolio will be crucial in Africa's struggle to consolidate its freedom, enforce its independence and ensure its survival, in order to take charge of its destiny.

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Executive Profile: *(In not more than three hundred (300) words, provide a summary and highlights of your relevant skills, experience, goals and accomplishments)*

I am a Ugandan citizen with training in biochemistry and considerable knowledge, expertise and interest in science, technology and related fields of human endeavour. I have served various functions in responsible positions in several countries, in different areas of work, including university teaching and administration, scientific research, policy development, program design and implementation, industrial production, corporate management, international civil service and elective politics. I have worked for a range of employers, including the Government of Uganda; the University of Bristol; the International Atomic Energy Agency; the African Union Commission; the African Development Bank; and the Intergovernmental Authority on Development (IGAD). I was a member of the Constituent Assembly that wrote Uganda's current Constitution; and I also served as an elected Member of Parliament of Uganda.

I pioneered the establishment of the National Enterprise Corporation in Uganda; the Pan African Tsetse & Trypanosomiasis Eradication Campaign (PATTEC) at the African Union Commission; the Technical Information Services Unit (TISU) of the Ministry of Defence of Uganda; the National Innovations Trust; and the IGAD Drought Disaster and Sustainability Initiative (IDDRSI) at the Intergovernmental Authority on Development (IGAD). I developed an ingenious technique for separating insect fat body from uterine gland; and was internationally acknowledged for developing the first synthetic diet, anywhere in the world, for an obligatory hematophagous insect. I was actively involved in the promotion and teaching of the application of peaceful uses of atomic energy. I pioneered and championed the execution of PATTEC in all the affected 37 African countries; and the successful eradication of tsetse flies from Botswana and Namibia was achieved under my leadership. I am now based at IGAD in Djibouti, where I have served to develop and implement the drought resilience initiative in the Horn of Africa region.

I am closely familiar with the working of RECs and the African Union; and I have been involved in the development of strategic development interventions, such as IDDRSI, aligned with the objectives of Agenda 2063. I strongly believe that Africa's survival depends on the extent to which science and technology can be applied to enhance capacity for united action in driving the Continent's development agenda.

Membership in Professional Societies *(List of professional bodies in which you are a member, specify position where applicable)*

Biochemical Society – Member

Uganda National Innovations Trust – Member (Chairman, 1995 – 2000)

American Chemical Society – Member

National Council of Science and Technology (Member of the Board : 1990 – 1995)

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Academic and Professional Qualifications (Indicate your academic and professional qualifications, beginning with the highest qualification)

Name of Institution	Address of institution (Postal address, Telephone numbers and Website)	Qualification Received	Year Obtained
University of Warwick	University of Warwick Coventry CV4 7AL, United Kingdom Tel: +44 (0)24 7652 3523 Website: https://warwick.ac.uk/	Doctor of Philosophy Degree (Biochemistry)	1978
Makerere University	Makerere University, Wandegeya, P.O. Box 7062, Kampala, Uganda Tel. +256 414 542 803 Website: https://www.mak.ac.ug/	Master of Science Degree (Biochemistry)	1975
Makerere University	Makerere University, Wandegeya, P.O. Box 7062, Kampala, Uganda Tel. +256 414 542 803 Website: https://www.mak.ac.ug/	Bachelor of Science Degree (Chemistry and Biochemistry)	1973

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Other Relevant Training (*Indicate other certified trainings/courses you have attended that are relevant to this role*)

Course Title	Certifying Body or Institution	Address of institution (Postal address, Telephone numbers and Website)	Year Attended
Postdoctoral research in blood biochemistry	University of Bristol	Department of Veterinary Medicine, Langford, Churchill, U.K	1978 - 1982
Erythrocyte drug encapsulation	Texas A&M University and USDA Laboratory	Texas A&M, College Station, Texas	1984 - 1985

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Work Experience (Indicate your work experience beginning with most current or most previous one. Give a comprehensive work history and include/edit table accordingly to capture your work experience)

Name of Organisation/Employer:

Inter-Governmental Authority on Development (IGAD)

Address of Organisation/Employer ((Postal address, Telephone numbers and Website):

IGAD Secretariat,
P.O. Box 2653, Djibouti, City, Djibouti
Tel. +25321354050
Website: <https://igad.int/>

Position Held (Title of the role)

Regional Drought Resilience Coordinator

Duration (Start Date to End Date)

June 2013 – to present

Number of People Supervised

15

Responsibilities

Development, implementation and coordination of drought resilience interventions in the Horn of Africa region (IGAD Member States)

Achievements

I led and coordinated the development and implementation of a regional strategy for drought resilience, known as the IGAD Drought Disaster Resilience and Sustainability Initiative (IDDRSI) – a 15-year strategy to be implemented in three 5-year phases, which has been translated by 7 IGAD Member States into their respective Country Programming Papers for activities at national level and Regional Programming Paper for regional level or cross-border activities in the Horn of Africa Region. Now into its second phase, IDDRSI is implemented in each of the 7 IGAD Member States and has realised the mobilisation of resources exceeding USD 2 billion during the past 5 years.

Name of Organisation/Employer:

African Development Bank

Address of Organisation/Employer (Postal address, Telephone numbers and Website):

African Development Bank,
Avenue Joseph Anoma, 01 BP 1387 Abidjan 01,
Cote d'Ivoire

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Tel. +225 2026 3900. Website: https://www.afdb.org/en	
<i>Position Held (Title of the role)</i>	Drought Resilience Specialist
<i>Duration (Start Date to End Date)</i>	June 2012 – June 2013
<i>Number of People Supervised</i>	3
<i>Responsibilities</i>	Development of the Drought Resilience and Sustainable Livelihoods Programme (DRSLP)
<i>Achievements</i>	The DRSLP became the precursor of the IGAD regional drought resilience initiative. The initial phase of the programme was funded by the African Development Bank (USD300 million); in response to a request from IGAD Member States, the second phase of the programme is now being developed under my leadership
Name of Organisation/Employer: African Union Commission	
Address of Organisation/Employer (Postal address, Telephone numbers and Website): African Union Commission, P.O. Box 3243, Addis Ababa, Ethiopia. Tel. +251 11 5517700 Website: www.au.int	
<i>Position Held (Title of the role)</i>	Coordinator, PATTEC
<i>Duration (Start Date to End Date)</i>	June 2003 – May 2012
<i>Number of People Supervised</i>	7
<i>Responsibilities</i>	To develop, lead and coordinate the Pan African Tsetse and Trypanosomiasis Eradication Campaign (PATTEC) in 37 affected African countries, including raising awareness and mobilising the action necessary to eradicate trypanosomiasis, a debilitating disease

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	of man and domestic animals
<i>Achievements</i>	I was a dynamic animator who helped to highlight the negative impact of trypanosomiasis on Africa's health and productivity and brought the feasibility of its eradication to the attention of the African Governments. I pioneered the establishment of PATTEC, mobilised funding for tsetse eradication in 6 countries and was behind the efforts that led to the successful eradication of tsetse flies in Botswana and Namibia.
Name of Organisation/Employer: International Atomic Energy Agency	
Address of Organisation/Employer (Postal address, Telephone numbers and Website): International Atomic Energy Agency, Vienna International Conference Centre, P.O. Box 100, A1400, Vienna, Austria. Tel. + 43 (1) 2600 – 0 Website: https://www.iaea.org/	
<i>Position Held (Title of the role)</i>	Research Scientist and Regional Coordinator for the Sterile Insect Technique
<i>Duration (Start Date to End Date)</i>	September 1999 – May 2003 (and earlier September 1982 – July 1988)
<i>Number of People Supervised</i>	6
<i>Responsibilities</i>	Development of the Sterile Insect Technique for application in the eradication of tsetse flies and support to laboratories in several African countries in the use of nuclear techniques in agriculture
<i>Achievements</i>	Refined <i>in vitro</i> feeding of tsetse flies to support tsetse fly mass rearing programmes; and contributed to the successful establishment of the sterile insect technique as an effective method for eradicating tsetse flies.
Name of Organisation/Employer: Makerere University, Kampala, Uganda	

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Address of Organisation/Employer (Postal address, Telephone numbers and Website):	
Makerere University, Wandegaya, P.O. Box 7062, Kampala, Uganda Tel. +256 414 542 803 Website: https://www.mak.ac.ug/	
<i>Position Held (Title of the role)</i>	Associate Professor and Head of the Department of Biochemistry, Makerere University, Uganda
<i>Duration (Start Date to End Date)</i>	April 1994 - August 1999
<i>Number of People Supervised</i>	28
<i>Responsibilities</i>	Teaching biochemistry to university undergraduate students; Supervising research for postgraduate students; administration of the department of biochemistry; development of graduate and undergraduate curricula; attendance of meetings of the university senate
<i>Achievements</i>	I managed a very busy department of biochemistry serving the faculties of science, veterinary medicine and human medicine; and was instrumental in the development of postgraduate courses in nutrition and biotechnology; and pioneered a capacity exchange arrangement in which faculty members from Egypt came to Uganda to support the teaching and research of the department of biochemistry. I believe that this method of work would be worth promoting under the auspices of the African Union
Name of Organisation/Employer:	
Parliament of Uganda	
Address of Organisation/Employer (Postal address, Telephone numbers and Website):	
Parliament of the Republic of Uganda Plot 16 – 18 Parliament Avenue, P.O. Box 7178, Kampala, Uganda Tel. +256 414 37700/150 Website: https://www.parliament.go.ug/	
<i>Position Held (Title of the role)</i>	Member of Parliament

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<i>Duration (Start Date to End Date)</i>	March 2001 – May 2003
<i>Number of People Supervised</i>	3
<i>Responsibilities</i>	Elected representative of the constituency of Kassanda South, in Kassanda District, Uganda.
<i>Achievements</i>	<ul style="list-style-type: none"> - Highlighted the problem of malaria and mobilised Parliament to start a campaign against malaria and mosquitoes - Resigned my seat in Parliament to take a continental role in mobilising action for the eradication of tsetse and trypanosomiasis
Name of Organisation/Employer: National Enterprise Corporation	
Address of Organisation/Employer (Postal address, Telephone numbers and Website): National Enterprise Corporation, Plot 2, Muwesi Road - Bugolobi P O Box 3145, Kampala, Uganda Tel. +256 414 254 201 Website: https://www.nec.ug/	
<i>Position Held (Title of the role)</i>	Director General
<i>Duration (Start Date to End Date)</i>	July 1988 – March 1994
<i>Number of People Supervised</i>	137
<i>Responsibilities</i>	Chief Executive of the National Enterprise Corporation, including supervision of management,
<i>Achievements</i>	Successfully pioneered the establishment of a parastatal organisation under the Ministry of Defence, a holding corporation with 13 companies, involving industrial processing, farm production, engineering works, pharmaceutical and catering services.

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Skills and Competencies *(In not more than five hundred (500) words, demonstrate how your experience and qualifications match the skills and competences outlined in the role profile of the position you are applying for)*

I have a broad experience and technical skills in biochemistry, molecular biology, immunology and biotechnology; nuclear science and its applications. I have experience in the teaching of biochemistry at university level, with special interest in microbiology and laboratory medicine. I have been involved in curriculum design and debates; as well as in programming for development.

In addition to my scientific background, with hands on experience in research tools and biochemical investigations, I have been involved in industrial production of various chemical and pharmaceutical products and in the management of a parastatal business corporation.

My involvement in politics and international civil service have further added to my appreciation of the challenges in today's globalised technological 21st Century, dominated by issues generated by such problems as climate change, renewable energy challenges, geopolitical contexts – all of which highlight the irony of Africa's vulnerability in spite of her great potential.

Having served at the African Union Commission on a mission to mobilise continental action to address one of Africa's intractable problems; and having been involved in programming activities to design interventions in response to contemporary strategic formulations; and being currently based at a Regional Economic Community, working closely with IGAD Member States to address the problem of recurrent drought and related environmental challenges, I have clear appreciation of the workings of African governments and the challenges we face on the continent.

The mission of the Education Science, Technology and Innovation Department of the African Union Commission will be to apply the convening authority of the Commission to mobilise African expertise for actions aimed at improving their capacity and ensuring that national, regional and continental institutions are strengthened.

A combination of my particular interest in understanding the nature of Africa's problems in today's world; my experience in mobilising African citizens and governments; my passion for debate, discussion and design of feasible solutions; my success in pioneering various pioneering endeavours; my tireless efforts to seek the opportunity of this assignment (this is my 4th attempt); all can give a glimpse of my potential and commitment to achieve the objectives of the ESTI portfolio.



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Achievements/Accomplishments: *(In not more than five hundred (500) words, indicate any other achievements besides those under work experience you would like to highlight)*

1. International scientific research:
 - Development of the first artificial diet anywhere in the world for an obligatory haematophagous insect;
 - Development of an ingenious fixative now used in the separation of tissues (especially fat body and uterine gland) in isotopic and entomological research
2. Pioneering efforts:
 - Pioneered the establishment of a technical information services office to advise government in the procurement of specialized equipment and materials in Uganda
 - Pioneered the establishment of the Uganda National Council for Science and Technology and served on its first board
 - Initiation and leadership of the Pan African Tsetse and Trypanosomiasis Eradication Campaign (PATTEC).
 - Initiation, development and implementation of the Drought Resilience Initiative in the Horn of Africa region to build the capacity of vulnerable communities to cope with recurrent drought
2. Recognition
 - H.E. Prof. Alpha Konare, former Chairperson of the AU Commission, nominated me for the Yara Prize in 2006;
 - Dr Anna Maria Cetto, Deputy Director General of the International Atomic Energy Agency, wrote a testimony on my abilities and achievements in nuclear applications
 - The ISCTRC awarded me a Gold Medal for the pioneering work in the PATTEC Initiative.

Publications (if any): *(Provide list of publications you have authored or co-authored, provide links to access the publications if online)*

1. Hutchinson & Kabayo Trends in Biochemical Sciences (1977)2, 1-3
2. Kabayo & Hutchinson(1977), FEBS Letters 78, 221 -224
3. Morser, Kabayo & Hutchinson (1978) J. Gen. Virology 41, 175 -178
4. Kabayo (1979) Trans. Roy. Soc.Trop. Med. & Hyg. 74, 277 – 278
5. Kabayo and Langley (1981)Comp.Biochem. & Physiol. 69A, 325 – 328
6. Langley, Bursel, Kabayo,Pimley, Trewern and Marshall (1981)Insect Biochemistry 11, 225 – 231
7. Kabayo (1982) J. Insect Physiology 28, 917 – 923
8. Kabayo (1983) Proc. OAU/ISCTRC pp 428-434
9. Maudlin, Kabayo, Flood and Evans (1984) Z. Parasitenkd. 70, 11-19
10. Kabayo, Taher and Van der Vloedt (1985) Bull. Ent. Research 75, 635 – 640
11. Kabayo and Langley (1985) J. Insect Physiology 31, 619 – 624
12. Kabayo (1985) VII Intern. Congr. Protoz. pp 293 – 295
13. Kabayo, Deloach, Spates, Holman and Kapatsa (1986) Comp. Biochem. and Physiol. 83A, 133 -139



14. Kabayo and Taher (1986) J. Ins. Physiol. 32, 543 – 548
15. Kabayo and Maudlin (1985) Int. Congr. Protoz. 66 - 68
16. Van der Vloedt, Kabayo, Offori and Luger (1986) Comm. Eur. Community Intern. Symp. Ispra pp. 163 – 175
17. Kabayo (1984) Contemporary Crises 8, 103 – 106
18. Kabayo (1987) IAEA Newsbriefs 2, 3-4
19. Kabayo, Ruhm, Barnor and Zeiller (1988) Int. Journal of Rad. Appl. and Instr. 39A, 207 - 211
20. Galun and Kabayo (1988) Physiological Entomology 13, 419 – 423
21. Kabayo, Taher and Barnor (1988) Experientia 44, 902 - 803
22. Kapatsa, Kabayo, Spates, Deloach and Sheffield (1990) Comp. Biochem. and Physiol. 87A, 143 – 148
23. Kabayo (1991) Proc. 11th Congr. Soil Science, pp 256 – 259
24. Kabayo and Feldmann (2000) Area-Wide Control of Fruit Flies and Other Insect Pests. Ed. K.H. Tan Penerbit Universiti Sains Malaysia, Penang, 2000.
25. Kabayo and Boussaha (2002) Partnership for fighting rural poverty: In IAEA Bulletin 44/1/2002
26. Kabayo (2002) Trends in Parasitology 18(11), 473 - 475.
27. Other scientific publications credited to me include research reports, consultancy reports and review reports.
28. I have also published numerous articles in newsletters and newspapers; and held interviews on radio and television discussing topics in science and technology of relevance to Africa's development
29. Book: Laughter in Small Doses, under the pen name, J.P. Kanonymous. Published in 2012 by Fountain Publishers. A second volume is under preparation.

Working Languages (Indicate your speaking, reading and writing proficiency levels for the AU languages below. Examples of proficiency levels: Excellent, Good, Fair or Poor)

Working Languages	Speaking	Reading	Writing
Arabic	Poor	Poor	Poor
English	Excellent	Excellent	Excellent
French	Fair	Good	Fair
Portuguese	Poor	Poor	Poor

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Referees (Indicate three persons as your referees with the details below. One referee should be a professional referee and one be a personal/character referee)

Name	Position and Organisation	Email Address	Telephone Number
Dr. Peter Salema (Professional /personal)	Division Director, International Atomic Energy Agency, Vienna, Austria	mpsalema@gmail.com	+43-69919226590
Dr Mehari Taddele Maru (Professional)	Professor, European University Institute	research@matuconsult.org	+39 3663575108
Hon. Sam K. Kutesa (Personal)	Minister of Foreign Affairs, Uganda	ingah24@yahoo.com	+256 752723612

Certification

I, the undersigned, certify that this information correctly describes me, my qualifications and my experience.

Name	DR JOHN PATRICK KABAYO
Signature	
Date	10 August 2020

2021-02-04

Candidates for the Election of Commissioner for Infrastructure and Energy EX.CL/1274(XXXVIII) Annex IV

African Union

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