

Cooperation Initiation Workshop Africa North/South

10/11th April 2019

**Philosophicum P15, Johannes Gutenberg University (JGU) Mainz,
Campus Jakob-Welder-Weg 18, D-55128 Mainz, Germany**

Organised by:

Univ.-Prof. Dr. Uwe Schmidt, Director, Centre for Quality Assurance and Development (ZQ)/Deputy Director, Centre for School, Education and Higher Education Research (ZSBH), Johannes Gutenberg University (JGU) Mainz, Germany

Leonie Schoelen, PhD candidate, Johannes Gutenberg-Universität Mainz, Germany/Université Paris Descartes, France

Administration

Sophie Bülter, Managing Director, Zentrum für Schul, Bildungs- und Hochschulforschung - Centre for School, Education and Higher Education Research (ZSBH), Johannes Gutenberg University Mainz

Facilitator:

Dr. Abbes Sebihi, Head of Knowledge Management, SEAMEO VOCTECH, Brunei Darussalam

Funded by:

Zentrum für Schul, Bildungs- und Hochschulforschung/Centre for School, Education and Higher Education Research (ZSBH), Johannes Gutenberg University Mainz, Thematische Weiterentwicklung Bildungs- und Hochschulforschung (Förderlinie 3)

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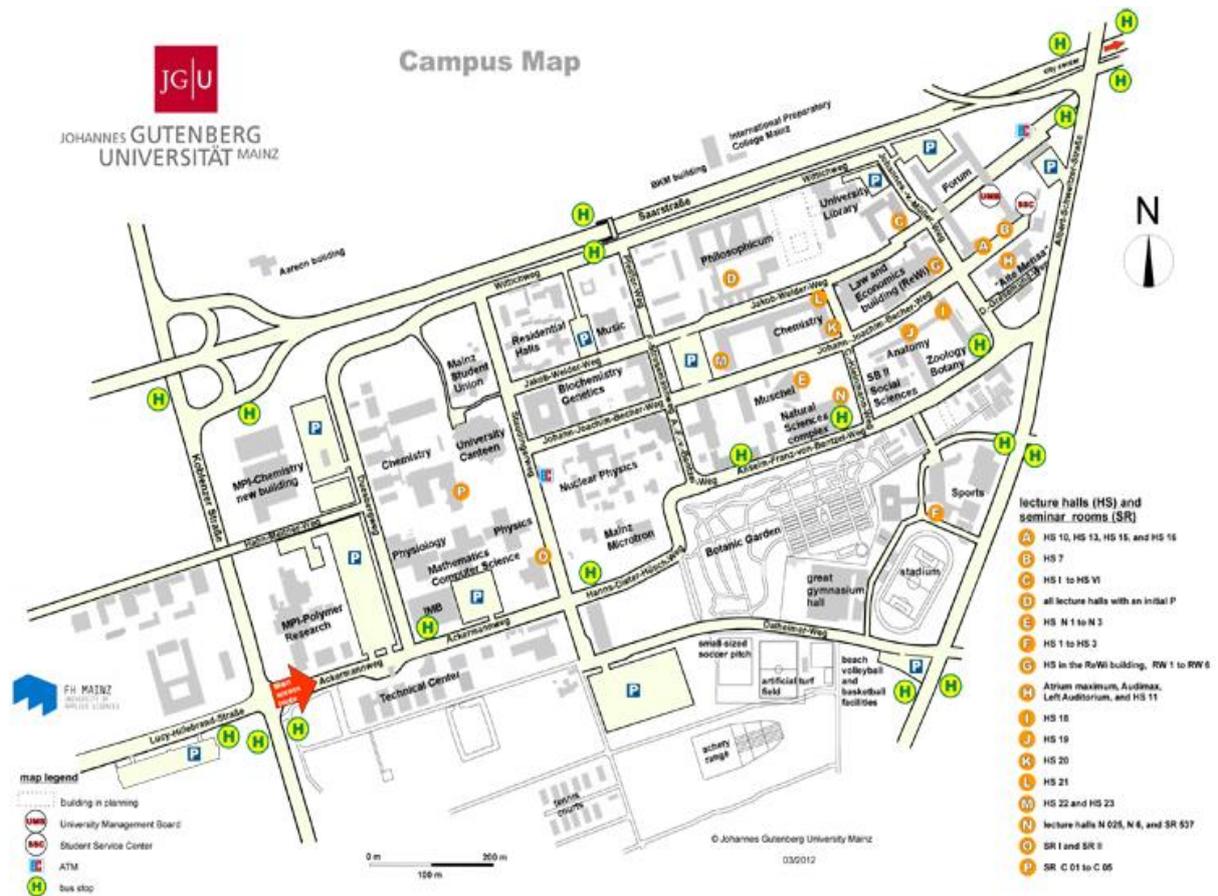
Venue

Johannes Gutenberg University Mainz (JGU)

Room "P15" (Philosophicum)

next to Georg-Forster-Gebäude (GFG)/central University library

University campus, Jakob-Welder-Weg 18, 55128 Mainz



Lunch

Zentralmensa, "Neue Mensa" (central canteen)

University campus

Staudinger Weg 21, 55128 Mainz

Rationale

Johannes Gutenberg University (JGU) Mainz features an interdisciplinary research focus on Africa, via its membership in the research association *Afrikaforschung RheinMain*, including, among others, the Department of Anthropology and African Studies (Ifeas). Likewise, the *Zentrum für Schul-, Bildungs- und Hochschulforschung* (ZSBH- Centre for School, Education and Higher Education Research), is one of the scientific focus areas at JGU. According to information available by the International Office at JGU¹, various partnerships with African universities exist, notably, in Rwanda in the framework of a multidisciplinary agreement, in Senegal and South Africa in discipline-related agreements in education science and sociology, as well as in Egypt, Ethiopia, Namibia and Togo in the form of memoranda of understanding (MoU) on academic cooperation. West and East Africa are thus already represented while southern Africa is to a lesser extent, and North Africa (Maghreb) presently is not. Consequently, given two key research focus areas at JGU, this geographic and institutional gap can be closed by respective cooperation agreements, covering other Departments at JGU, too. Algeria specifically also offers interdisciplinary opportunities for collaboration with francophone/arabophone scientists. The initiation workshop as a kick-off event supports the exchange between ZSBH members and African colleagues as representatives of their institutions.

Objective

The global objective of the cooperation initiation workshop is the preparation of a potential win-win situation of exchange of experiences and best practices and knowledge-sharing through academic cooperation with African actors in the field of higher education research and science studies, which could be a unique feature of the ZSBH in the German-speaking higher education research landscape, linked to an increase of its visibility within JGU Mainz. In the case of Algeria, collaboration even has the potential for development of the research field itself. The first step towards such a thematic development is regional - institutional as well as personal - networking through a cooperation initiation workshop. It serves as a mutual needs assessment, accompanied by developing a common understanding of the profile and the existing and planned scientific activities including international projects of the respective institutions and, in this context, the definition of e.g. common research interests and academic collaboration potentials more broadly.

Outcome

The preparation of a pre-agreement as a draft for a memorandum of understanding (MoU) for academic institutional cooperation in the field of higher education research and science studies - or sociology of education in the case of Algeria - at a later stage is envisioned between the ZSBH via ZQ and one of the participants' institutions. In addition, the combination of participants from different regions of Africa offers the opportunity to initiate and accompany regional cooperation. Individual mobility grants to come to JGU Mainz (incoming) or go abroad (outgoing) may be availed of.

¹ <https://www.international-office.uni-mainz.de/university-agreements/>
<https://www.international-office.uni-mainz.de/departamental-agreements/>
<https://www.international-office.uni-mainz.de/memoranda/>

Agenda

Tuesday, 9th April 2019

Arrival participants at Frankfurt airport/central station, pickup and transfer to Mainz by Leonie Schoelen

Check-in at "Hotel B&B Mainz Hbf", Mombacher Str. 2b, 55122 Mainz (behind central station)

- 7 pm joint informal dinner, Restaurant "Sofra II Malakoff", Malakoff-Passage 1, 55116 Mainz

Day 1, Wednesday, 10th April 2019

8.30 am breakfast at B&B Hotel Mainz Hbf

9.30 am departure to campus by bus/tram

Morning

Spotlight on inter and intra African universities academic collaboration

10 am Welcome and introduction, presentation of participants

Prof. Uwe Schmidt, Leonie Schoelen, Dr. Abbas Sebihi (facilitator)

- 10.15-10.45 am

Dr. Abbas Sebihi, Southeast Asian Ministers of Education Organization Regional Center for Vocational and Technical Education and Training (SEAMEO VOCTECH), Brunei Darussalam

Input: **"Successful higher education cooperation between African and European countries"**

- 10.45 -11.15 am

Prof. Patrício Langa, University of the Western Cape(UWC), Cape Town, South Africa/Eduardo Mondlane University(UEM), Maputo, Mozambique

"Bi/trinational cooperation success factors: the case of (joint) doctoral training"

11.15 am Coffee break (seminar room P15)

- 11.45-12.15 pm

Dr. Emnet Tadesse Woldegiorgis, Bayreuth International Graduate School of Africa Studies (BIGSAS),
University of Bayreuth, Germany

“The experience of BIGSAS as a network of six Pan-African universities”

- 12:15-12.45 pm

Ms Goni Lee, University of Bath, United Kingdom

**“Epistemic policy learning between South Korea and Algeria as policy translation: A case of
Knowledge Sharing Programme with Algeria”**

1.15-2.15 pm Lunch (Zentralmensa)

Afternoon

Introduction to the Centre for Quality Assurance and Development (ZQ) and JGU campus tour

- 2.30-3.30 pm

Centre for Quality Assurance and Development (ZQ) presentation and visit

Prof. Uwe Schmidt and ZQ team, JGU Mainz

- 3.30-5 pm

Campus visit and tour (with coffee break)

Prof. Günter Meyer, Department of Geography, JGU Mainz

Return to hotel

Evening

- 6.30 pm guided city tour Mainz, meeting point: Dominformation Marktportal, Markt 10, 55116 Mainz
- 8 pm joint networking dinner, Restaurant “Proviantamt”, Schillerstr.11a, 55116 Mainz

Day 2, Thursday, 11th April 2019

8 am breakfast at B&B Hotel Mainz Hbf

9 am departure to campus by bus/tram

Morning

Focus: Algeria

- 9.30-10.30 am

Prof. Said Mamouri, University of Bechar, Algeria (remote presentation, tbc)

“The Algerian South outreach strategy of the University of Bechar as a gateway to the Sahara”

- 10.30-11.15 am

Prof. Djawad Zendagui, University of Tlemcen, Algeria

“The University of Tlemcen’s Internationalisation Strategy”

Prof. Latifa Negadi, University of Tlemcen, Algeria

“The ACADEMY Project coordinated by the University of Tlemcen under the Intra-Africa Academic Mobility Scheme”

11.15 am Coffee break (seminar room P15)

- 11.45am-12.15 pm

Dr. Ismet Touati, Algerian National Research Centre for Prehistory, Anthropology and History (CNRPAH), Tlemcen/Algiers, Algeria

“Reflections about the conditions of success in South-South cooperation in history research”

(in French: « Réflexions sur les conditions de réussite d'une coopération Sud-Sud dans le domaine de la recherche historique »)

- 12.15-12.45 pm

Dr. Amar Baadj, University of Bonn/University of Trier, Germany

“Potential and challenges for cooperation between Historians and Archeologists in North Africa and Germany”

1-2pm Lunch (Zentralmensa)

Afternoon

Areas of strategic cooperation and roadmap for next steps

- 2.15-3.45 pm

Brainstorming session and group discussion

Input MoU – pre-agreement, Dr. Abbas Sebihi

3.45-4.15 pm Coffee break (Georg-Forster-Mensa)

- 4-5 pm

Wrap-up day 2, summary of outcomes, distribution certificates of participation

Dr. Abbas Sebihi, Leonie Schoelen

Evening

7.30 pm joint dinner in Frankfurt, “Restaurant Picknick”, Spessartstr.2, 60385 Frankfurt am Main

Friday, 12th April 2019

Breakfast Hotel B&B Mainz Hbf

Individual departure from Frankfurt International airport

University profile

With around 31,500 students from over 120 nations, Johannes Gutenberg University Mainz (JGU) is one of the largest and most diverse universities in Germany. JGU unites almost all academic disciplines under one roof with its University Medical Center, the Mainz Academy of Fine Arts, the Mainz School of Music, and the Faculty of Translation Studies, Linguistics and Cultural Studies in Germersheim. In over 150 institutes and clinics, 4,400 academics, 560 of whom are professors, teach and carry out research. With 75 fields of study and more than 260 degree courses, JGU offers an extraordinarily broad range of courses.

As the only German university of its size, nearly all of the institutions of JGU are located on one single campus near the city center, which is also home to four partner institutes involved in top-level non-university research: the Max Planck Institute for Chemistry (MPI-C), the Max Planck Institute for Polymer Research (MPI-P), the Helmholtz Institute Mainz (HIM) and the Institute of Molecular Biology (IMB). The campus of the University Medical Center is only about a kilometer away and both Mainz Leibniz Association institutions – the Institute of European History (IEG) and the Roman-Germanic Central Museum (RGZM) – are located slightly further away in the inner city. In addition to this, many local businesses also carry out research, making Mainz a uniquely dynamic research hub.

<http://www.uni-mainz.de/eng/>

ZSBH profile

The Center for School, Education and Higher Education Research (ZSBH) is a research priority of Johannes Gutenberg University Mainz (JGU), funded by the Ministry of Science, Continuing Education and Culture of the federal state of Rhineland-Palatinate (MWWK). The ZSBH bundles the various JGU expertise in the pillars of school, education and university research, promotes strategic networking and scientific exchange, and thus contributes to profile development in the three areas.

<https://www.zsbh.uni-mainz.de/>

ZQ profile

The Center for Quality Assurance and Development is a central institution of Johannes Gutenberg University Mainz. In order to be able to fulfil its role as an interdisciplinary consulting unit, it is positioned between the university's subjects and faculties, the university management, and the administration. The Center's various and continually expanding fields of operation result in collaborations with different institutions and bodies of the university. The central tasks of the ZQ lie in carrying out evaluations in the area of higher education institutes, providing support to young researchers, advising the subject areas and departments with regard to structural questions, providing support through university didactical measures, and the internal accreditation of degree courses as part of the system accreditation. Furthermore, the ZQ also carries out projects in the area of higher education institute and educational research, as well as evaluations of external programs and projects. Over the past few years it has become apparent that the variety of methodical approaches have helped to provide a sophisticated insight into the position of research, study and teaching, as well as the organization of the subject areas and departments. The objective is to co-operate with the people involved to encourage and support a continuous process of quality development.

<https://www.blogs.uni-mainz.de/zq-eng/>

Presenters' profiles and abstracts (alphabetical order)

Dr. Amar Baadj, University of Bonn/University of Trier, Germany

“Potential and challenges for cooperation between Historians and Archeologists in North Africa and Germany”

At present there is relatively little cooperation in the field of historical and archeological research between German and North African (particularly Algerian) institutions. In this presentation we will consider some of the obstacles to cooperation such as differences in the organization of institutes and departments, languages barriers, etc. and how these can be overcome. Then we will discuss some potential avenues and opportunities for cooperation and the benefits for students and researchers on both sides.

*Amar S. Baadj was born in Springfield, Massachusetts, U.S.A. in 1982. He obtained his MA (2006) from the Department of Arabic Studies at the American University in Cairo and his PhD (2012) from the Department of Near and Middle Eastern Civilizations at the University of Toronto. He currently holds a DFG individual grant for a project on “Land-Tenure and Agriculture in the Medieval Maghrib” at Bonn University and is a member of the DFG-Leibniz Research Group “The Contemporary History of Historiography” at Trier University. His areas of research are the medieval Maghrib, medieval Egypt, and Arabic historiography. His publications include *Saladin, the Almohads and the Banū Ghāniya: The Contest for North Africa (12th and 13th centuries)* (Leiden: Brill, 2015); “The Term *Zawāwa* in the Medieval Sources and the *Zawāwī* Presence in Egypt and Syria during the Ayyubid and Mamluk Periods,” in *History and Society during the Mamluk Period (1250-1517): Studies of the Annemarie Schimmel Institute for Advanced Study II*, ed. Stephan Conermann, (Bonn & Göttingen: Bonn University Press and V&R Unipress GmbH, 2016), 107-124; “The Political Context of the Egyptian Gold Crisis during the Reign of Saladin,” *International Journal of African Historical Studies*, Vol. 47, No. 1 (2014), 117-134.*

Prof. Patrício Langa, University of the Western Cape(UWC), Cape Town, South Africa/Eduardo Mondlane University(UEM), Maputo, Mozambique

“Bi/trinational cooperation success factors: the case of (joint) doctoral training”

As African higher education enrollment expands at an average annual rate of 7.7 percent among leading universities, institutions require sophisticated data and analysis to ensure effective decision-making. African governments, regulatory agencies, civil society, communities and global ranking systems are increasingly demanding more accountability and transparency. University of the Western Cape (UWC) aims to build research capacity in African higher education studies to equip the expanding sector with academic leaders and policymakers who practice evidence-based decision-making. With the aim of contributing to a center of excellence in African higher education, UWC is seeking funding to support a doctoral and postdoctoral training program comprising ten candidates in higher education studies for the African continent.

Patrício V. Langa is Associate Professor, Faculty of Education, University of Western Cape (UWC), South Africa, and at Eduardo Mondlane University (UEM), Maputo. He is adviser to UEM Rector on strategic planning. Since 2011, he has been executive director of the HE Quality Council of Mozambique (CNAQ), president of the Mozambican Sociological Association, and founder of an NGO focusing on higher education studies in Mozambique. Recent publications include: Langa, P.V (2017). A disjointed multi-campus system: the neo-liberal expansion and fragmentation of Mozambican higher education. *Tertiary Education and Management*, DOI: 10.1080/13583883.2016.1214286; Cloete, N., Langa, P.V., Mayega-Nakayiwa, F., Ssembataya, V, Wangenge-Ouma and Moja, T (2017). Rankings in Africa: Important, interesting, irritating or irrelevante. In: Hazzelkorn, Ellen (Eds.). *Global Rankings and the Geopolitics of Higher education: Undertaking the influence and impact of rankings on higher education, policy and society*. New York: Routledge (144-161); Langa, P. V & Zavale, N (2016). *From university to work: the destination of graduates of 2011 from Mozambican Higher Education Institutions*. Maputo: Eduardo Mondlane University Press; Langa, P.V. (2014) *Higher Education in the Portuguese Speaking African Countries*.

Ms Goni Lee, University of Bath, United Kingdom

“Epistemic policy learning between South Korea and Algeria as policy translation: A case of Knowledge Sharing Programme with Algeria”

The knowledge sharing programme (KSP) is a policy consulting programme conducted by the South Korean government, designed to serve the specific needs of a partner government in terms of policy making processes by sharing its own development experiences and practical knowledge. Among partner countries of the KSP, Algeria has willingly participated in learning Korean development knowledge and experiences. Consequently, the majority of policy knowledge formulated by the KSP for Algeria has been accepted by the Algerian government. Within this context, this research is designed to understand the cooperative relationship between Korean policy experts and Algerian policy actors as well as the process of the creation of new policy knowledge between them.

Goni Lee holds a B.A. degree in Arabic and Political Science and Diplomacy from Hankuk University of Foreign Studies, South Korea, and a Master's (MSc) degree in Development Studies from the School of Oriental and African Studies (SOAS), London, UK. Since 2015, she has been a doctoral candidate in Social and Policy Sciences at the University of Bath, UK. Her PhD research concerns the Knowledge Sharing Programme between South Korea and Algeria between 2006 and 2016, focusing on the cooperative relationship between Korean policy experts and Algerian policy actors as well as the process of the creation of new policy knowledge between them. Her research interests are the Korean development cooperation system, development cooperation with the MENA, South-South cooperation, transnational knowledge-sharing, policy translation, and policy learning.

Prof. Latifa Negadi, University of Tlemcen, Algeria

“The ACADEMY Project coordinated by the University of Tlemcen under the Intra-Africa Academic Mobility Scheme”

ACADEMY (African Trans-Regional Cooperation through Academic Mobility), awarded in 2017 is a five-year project. It is designed to provide resources and opportunities for student and staff mobility from four regions of Africa, offering support for Masters, Doctoral and short research, teaching and administrative visits between the consortium partners. Coordinated by the University of Tlemcen (<https://academy.univ-tlemcen.dz/>), and financed by the European Commission under the Intra-Africa Academic Mobility Scheme, the project ACADEMY gathers four other African Higher education institutions namely; University of Cape Coast (Ghana), Kenyatta University (Kenya), University of Ibadan (Nigeria), and University of KwaZulu-Natal (South Africa), as well as a European technical partner, namely University of Porto (Portugal), in addition to two associate partners; Ministry of Higher Education and Scientific Research-MESRS (Algeria) and the Pan African University for Water and Energy Sciences (Algeria). ACADEMY contributes to the promotion of cross-regional continental integration, sustainable and inclusive development. It intends to create an open Platform as a key instrument for innovation, knowledge sharing and dissemination of good practices within the participating institutions. ACADEMY focuses on the mobility of students, academic and administrative staff between the partner universities, as well as from all the other universities across the African continent. ACADEMY encourages creating and sustaining Communities of Practice by students, academic and administrative staff, as well as developing opportunities for mutual learning, intercultural understanding, and exchange of know-how and best practices. ACADEMY addresses the challenges of the African continent that arise from the rapid increase in the number of students, the need for improving the quality of higher education, shortage in job creation and brain drain, gender equality, environmental sustainability and poverty.

For further information, see:

<https://academy.univ-tlemcen.dz/>

https://www.facebook.com/The_Academy-416787032096007/

***Latifa Negadi** is Professor and Director of the research Laboratory LATA2M (Laboratoire de Thermodynamique Appliquée et Modélisation Moléculaire) at University Abou Bekr Belkaid of Tlemcen. She is currently Honorary Professor at University of Kwa-Zulu Natal, Durban, South Africa. In 2001 she obtained a PhD (Doctorat d'État) in Physical Chemistry. She has worked on different national and international projects in the field of Chemical thermodynamics, oil and gas, and environment (Capture of CO₂, biofuels, biobased molecules,...). She has developed/is developing several research topics with different groups (France, Spain, Lebanon, South Africa). She has published around 60 papers in well-known international journals and presented more than 100 communications (oral and posters). She obtained a DAAD grant in 2003 (Carl von Ossietzky University, Oldenburg, Germany) and a Fulbright grant in 2009 (Yale University, CT, USA).*

Dr. Abbes Sebihi, Southeast Asian Ministers of Education Organization Regional Center for Vocational and Technical Education and Training (SEAMEO VOCTECH), Brunei Darussalam

“Successful higher education cooperation between African and European countries”

Education, science and research are most important variables for social and economic development, contributing to prosperity, social cohesion, and the advancement of human capitals across the world, as “the pace of economic growth of the developed countries could not be achieved without the stock of human capital” (Javed et al., 2008, p.133). African universities have been grossly disadvantaged by internationalization of higher education in the North. If higher education systems in Africa are the most marginalized of the world, they nevertheless remain the most internationalized in their form, their dimensions and their potential (Teferra, 2008). Partnerships between African universities and those in Europe have seen priority in policy agendas in the past decades. Although meant to be mutually beneficial, they have generally been more advantageous to European partners as providers and managers of funds for collaboration. Furthermore, given that an internationalization strategy has been identified as an objective of most universities in Europe, this approach is supposed to allow improvement of their competitiveness by being highly-ranked in the world university rankings. As a result, they attract the best brains from Africa, favoring North-North rather than North-South collaboration. In this context, successful inter-institutional cooperation between Africa and Europe requires efficiency and accountability to better meet the needs and expectations of these countries. It is thus essential to start by identifying the potentials and areas of existing cooperation in order to reinforce certain activities as best practices in the spirit of mutual benefit in newly emerging projects.

(see facilitator’s profile below)

Dr. Ismet Touati, Algerian National Research Centre for Prehistory, Anthropology and History (CNRPAH), Tlemcen/Algiers, Algeria

“Reflections about the conditions of success in South-South cooperation in history research” / (in French) « Réflexions sur les conditions à réunir, dans le domaine de la recherche historique, pour une amélioration de la coopération Afrique du Nord/Afrique subsaharienne »

A l’aube des indépendances en Afrique, s’est imposée à chaque pays africain, l’écriture d’une histoire décolonisée, pour reprendre l’expression de Mohamed Cherif Sahli. Dans chacun de ces pays, cette écriture, d’abord centrée sur l’histoire nationale, s’est peu à peu élargie à celle des pays voisins, voire à une approche régionale et même continentale, même si ces dernières approches restent marginales. L’héritage colonial encore présent dans l’écriture de l’histoire et son corollaire l’ignorance mutuelle, (relative selon les régions considérées), des relations tissées à travers l’histoire, entre d’une part les pays d’Afrique du Nord eux-mêmes et les pays de l’Afrique du Nord et de l’Afrique subsaharienne, constituent les obstacles majeurs à dépasser. D’où l’urgence et la nécessité de travailler dans le sens d’un encouragement à davantage de travaux de recherche sur ces relations, notamment par l’amélioration des outils de recherche et de l’accès aux archives, et dans le sens d’une meilleure visibilité et d’une meilleure attractivité des projets qui promeuvent et œuvrent pour une approche

régionale dans le domaine de la recherche historique ou qui agissent dans le cadre de relations bilatérales de part et d'autre du Sahel.

At the dawn of independence in Africa, the writing of a decolonized history (Mohamed Cherif Sahli) has imposed itself on every African country. In each of these countries, this writing, initially centered on the national history, has gradually widened to that of the neighboring countries and to a regional and even continental approach, despite the fact that the latter approaches remain marginal. The colonial legacy is still present in the writing of history and the corollary mutual ignorance - with varying degrees according to the regions considered - of relationships woven throughout history between North African countries on the one hand and the countries of North and sub-Saharan Africa on the other hand, are major obstacles to be overcome. Hence the urgency and the need to work towards encouraging more research on these relationships, in particular by improving research techniques and access to archives, and in the sense of better visibility and greater attractiveness of projects that promote, and are aimed at, a regional approach in the field of historical research, or which act in the context of bilateral relations on both sides of the Sahel.

Ismet Touati holds a PhD in modern and contemporary history from the University of Paris-Sorbonne (Paris IV). Since 2014, he has been a researcher at the National Center for Prehistoric, Anthropological and Historical Research (CNRPAH) in Algeria. He also teaches at Abou Bekr Belkaid University in Tlemcen and at the National School of Conservation and Restoration of Cultural Heritage (ENCRBC) in Algiers. Specialising in the history of international relations in modern times, his work focuses on the foreign trade of Algeria during the Ottoman era and the history of Maghreb agriculture.

Dr. Emnet Tadesse Woldegiorgis, Bayreuth International Graduate School of Africa Studies (BIGSAS), University of Bayreuth, Germany

"The experience of BIGSAS as a network of six Pan-African universities"

The University of Bayreuth has a long tradition of institutional collaboration with more than 29 African universities for the past 30 years. The Bayreuth International Graduate School of African Studies (BIGSAS) in particular has been working with six well established African universities for the past 10 years in the recruiting, selecting, training and mentoring of Ph.D. students. These universities are geographically well represented as they are from all the six sub-regions of Africa – North, South, East, West and Central Africa. Moreover, these universities are located in the Arabic, English, French and Portuguese speaking regions of the continent. The six universities are Université Mohammed V-Agdal, Rabat, Morocco; Moi University, Eldoret, Kenya; Addis Ababa University, Ethiopia; Université d'Abomey-Calavi, Cotonou, Benin; Universidade Eduardo Mondlane, Maputo, Mozambique; University of KwaZulu-Natal, Durban, South Africa. This presentation highlights the experience of BIGSAS in Ph.D. training within the framework of collaboration with African universities.

Emnet Tadesse Woldegiorgis is a Political Scientist researching higher education issues since 2006. He did his Ph.D. at the University of Bayreuth, Germany, where he is currently a post-doctoral researcher. His research focuses on regionalization and internationalization of higher education in Africa. He did his joint Master's Degree in Higher Education Studies at Oslo University in Norway, Tampere University in Finland and Aveiro University in Portugal. Prior to his position at Bayreuth University, he has been working as Head of Quality Assurance Office, Department Head and team leader at Mekelle University, Ethiopia, for four years. He has published a number of articles and book chapters on higher education issues particularly, theories of regionalization, student mobility, cost-sharing, and harmonization of higher education systems in Africa.

Prof. Djawad Zendagui, University of Tlemcen, Algeria

“The University of Tlemcen’s Internationalisation Strategy”

The University of Tlemcen (UT) has, for ten years, placed opening towards the international as one of its priorities in terms of its potential. In order to achieve this goal, the top management of the university began by training its staff to respond to calls for projects launched by various foreign partners. In addition, she initiated several projects with partners, both bilaterally and multilaterally. Currently, UT totals more than fifteen Tempus or Erasmus Plus Action 2 projects (CBHE) and some thirty ICM-type projects (Erasmus Plus Action 1), making it one of the most successful Algerian universities in terms of international partnerships. A project drafting unit was formed as part of the Tempus project "Compere-Averroes", which participated in the drafting of the ACADEMY project funded within the framework of the Intra-African call funded by the European Union. The UT is coordinating this project and has become the first Algerian university to coordinate a European project.

Djawad Zendagui holds a degree of Doctor of State in Civil Engineering from the Ecole Nationale Polytechnique (Algeria). He also obtained a certificate in engineering and construction management from Missouri University Rolla (USA). He is currently head of the COMPERE unit set up under the Tempus project COMPERE-Averroes and is in charge of Erasmus projects at the University of Tlemcen, where he has been practicing since 1997. He coordinated the team in charge of the drafting of the EU-funded ACADEMY project within the framework of the Intra-Africa call. Since 2014, he has held the position of Vice Rector in charge of Development at the University of Tlemcen.

Organisers’ profiles

Uwe Schmidt, Prof. Dr., is Director of the Centre for Quality Assurance and Development as well as the secretariat of the association of higher education evaluation at Johannes Gutenberg University Mainz, Germany. He holds the Chair for Higher Education research. His research interests are higher education, evaluation and sociological theories. The centre publishes its own journal. Recent publications include: Schmidt, Uwe (2017): Evaluation und was dann? Evaluation im Kontext von Wirkungsforschung und die Wirkung durch Qualitätssicherung, Handbuch Qualität in Studium und Lehre. Bd. 61, E 7.18, S. 67 – 86 and Schmidt, Uwe; Fähndrich, Sabine; Heinze, Daniela (2013): The impact and function of accreditation in the higher education system, Journal of the European higher education area. Bd. 2013, H. 1., S. 1 – 28.

Leonie Schoelen is a PhD candidate in Sociology and Education Sciences at Johannes Gutenberg University Mainz, Germany, and Paris Descartes University, France, working on Algerian higher education transformation. She receives a full doctoral scholarship by Cusanuswerk, Germany. Following a B.A. in English Studies, Politics and Society at the University of Bonn, Germany, and an M.A. in Peace and Conflict Studies at the University of St Andrews, Scotland/UK, Leonie Schoelen started her professional career with an internship at German International Cooperation (GIZ) in India. She continued with GIZ Benin before working as a consultant supporting the establishment of the Pan-African University with GIZ Algeria. Alternating over a period of two years, she took up a position of Project Associate with the United Nations University Institute of Environment and Human Security (UNU-EHS) in Bonn, Germany, and, 2016 in parallel, as Research Assistant with the Centre for Development Research (ZEF) at the University of Bonn. She is member and participant of the German Society for Higher Education Research (GfHf) Young Researchers Mentoring Programme. Forthcoming (2019) publications: Sebihi, Abbas; Schoelen, Leonie. The Pan-African University Initiative: Developing International Quality Assurance Standards in Africa with Reference to the Pan-African University as Institutional Partnership in the Framework of Bologna (edited book chapter, Brill Sense) and Chachoua, Kamel; Schoelen, Leonie. Higher Education Institutions and Systems, Algeria (Encyclopedia chapter, Springer).

Facilitator's profile

Dr. Abbas Sebihi is a senior education and training specialist and expert in the field of international higher and vocational education, technology-mediated learning and pedagogies and capacity and institutional development. He is a Centre for International Migration and Development (CIM) seconded expert to the South East Asia Ministers of Education Organization Vocational and Technical Education (SEAMEO VOCTECH). He possesses a solid technical and strategic management background in computer engineering, international affairs and quality assurance. After completing IT master studies, he pursued academic research programs in the field of education, eLearning and pedagogy both in Canada and Germany. With 20 years of project management experience on four continents, he has worked as an IT expert for several companies including Bosch, Volkswagen, TÜV Nord, ABB and IBM Global Services. In the TVET and international higher education field, he has been working as a deputy program leader as well as in other senior roles, cooperating with international governmental agencies and high-ranked academic institutions involving European, Middle Eastern and African stakeholders, such as the Pan-African University (African Union) and the Technical and Vocational Training Corporation (TVTC), Saudi Arabia.

Campus tour

Günter Meyer, Prof. Dr., is Professor at the Department of Geography, Johannes Gutenberg University (JGU) Mainz, Germany. He is Director of the Centre for Research on the Arab World (ZEF AW) in Mainz and member of the Board of Trustees at the University of Sharjah/UAE where he is also teaching as Visiting Professor. He initiated three of the most important international organisations for research on the Middle East and North Africa and is still chairing them:

- He is Chairman of the German Middle East Studies Association for Contemporary Research and Documentation (DAVO) (<http://davo1.de/en/>) with about 1300 members,
- President of the [European Association for Middle Eastern Studies \(EURAMES\)](#) which comprises all major institutions engaged in studies on the Middle East and North Africa in the fields of Humanities and Social Sciences in 29 European countries,
- Chairman of the International Advisory Council of the [World Congress of Middle Eastern Studies \(WOCMES\)](#) with a global network of more than 6000 scholars working on the MENA region and the Muslim world.

His research interests are in the field of social, economic and political geography of the Arab world, such as neoliberal urban development in Egypt and the Arab Gulf states, globalisation and privatisation of Arab higher education, as well as social and economic geography-related issues in Egypt, Syria and the Arabian Peninsula.

Networking dinner guests' profiles

Sherif Abdelrazek was born in Luxor, Egypt in 1983. He holds a Master of Arts in International Education Management from the Pedagogical University (PH) Ludwigsburg, Germany, and Helwan University in Cairo, Egypt. Starting with the summer semester 2019, he is a part-time PhD candidate in Education Sciences at the University of Vechta, Germany, working on the institutionalisation of sustainable governance at German universities. Since 2009, he has been working for the Deutsche Akademischer Austauschdienst (DAAD – German Academic Exchange Service) in various capacities, among others, as DAAD representative supporting the establishment of the Pan-African University Institute for Water and Energy Sciences (including Climate Change) (PAUWES) in Tlemcen, Algeria. Since 2016, he has been in charge of the university excellence in development cooperation programme (EXCEED) at DAAD. An Arabic native speaker, Sherif Abdelrazek is fluent in English, German and French.

Clemens Wollny, Prof. Dr. agr., has been re-elected as Dean of Faculty Life Sciences and Engineering at Technical University of Applied Science Bingen, Germany in 2019; his main teaching responsibilities are Scientific Work, Project Management and Experimental Planning; current research projects of his students are mainly on agriculture for development, biodiversity and general agricultural; his research background is on conservation of animal genetics and community based agriculture with focus on Sub-Saharan Africa and Asia. Clemens Wollny is coordinator of the Rhineland Palatinate - Ruanda University Cooperation and member of the advisory board; he is member of the board of directors of the Carl-Zeiss College Foundation and the Association of the Evaluation Network of Universities Southwest German, he has more than 25 years experience in the Higher Education sector globally with focus on evaluation of programs and specific curricula; functional reviews and international university cooperations; management experience in the economic cooperation with developing countries and private industry sector complements his portfolio.