

# Africa Education Leadership Round Table 2024



The University of Johannesburg (UJ) and The Mauritius  
Institute of Education (MIE) jointly invite you to the  
**Africa Education Leadership Round Table (AELRT) 2024**

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## 1<sup>st</sup> Call for Abstracts

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- Theme** Evolving the education leadership and management landscape in Africa: Towards school effectiveness, improvement, and sustainability
- Date** 17-18 September 2024
- Mode** Hybrid
- Venue** Mauritius Institute of Education, Moka, Mauritius
- Organisers** Department of Education Leadership and Management (DELM), University of Johannesburg, South Africa, and Higher Studies Cell, Mauritius Institute of Education (MIE), Moka, Mauritius.
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In the African context, education is acknowledged as an essential tool/instrument for societal change. However, it is still grappling with the demand for the 21st century skills, sustainability consciousness, and staying abreast of technological evolution. Various factors have been cited as the cause of this, sparking ongoing concerns. On the other hand, education leaders are known to have pivotal roles in ensuring improvement in schools' effectiveness and sustainability. Thus, the following questions become paramount: How are education leaders navigating the attainment of critical demands and needs while confronted with the complex task of preparing learners for the future education of sustainable development and radical technological evolution/transformation? How can education leaders prepare schools, learners, and other stakeholders for the changing landscape? Thus, the Africa Education Leadership Round Table (AELRT) 2024 envisages the consideration of this overarching theme, and other related and relevant topical issues to advance schools' curricula and their practices. To this end, the following sub-themes will be critically engaged during the AELRT 2024:

### **Sub-theme 1:**

#### **Educational landscape in Africa for relevance: Role of leadership and management**

Educational evolution is constant, thus the educational landscape in Africa should be relevant for future education that is pertinent in enabling future societal transitions and world of work. However, formal education in Africa has been critiqued for its diminished relevance to the needs and demands of the continent. This has been attributed to the struggle and quest for Africanisation and decolonisation. Nonetheless, education is a significant driver and promoter of the achievement of social, economic, and epistemic justice. Hence, for practices concerning sustainable development and sustainability to be deeply embedded in the African context, the provided education is expected to be aligned with the evolving demands of the continent. Thus, the need for educational leadership and management to focus on the evolution of technology, curriculum, Africanisation, and decolonisation, among others in relation to sustainable development and sustainability in the African continent are paramount and proposed for critical discussion in the AELRT 2024. Moreover, the future of education requires high-quality learning that is both innovative and compassionate, ensuring equal access

and participation for all. It emphasises the importance of well-being alongside leveraging technology to enhance profound learning experiences.

### **Sub-theme 2:**

#### **Social impact: Role of leadership and management**

The evolution of education systems across the world in response to complexities created by an ever-changing world necessitates continuous learning, unlearning, and relearning of educational leaders to navigate these complexities. To meet these globalised demands, educational leaders should comprehend and navigate their socio-cultural context. Understanding the needs and priorities of the communities they serve, as well as those of the broader society, will enable educational leaders to develop strategies tailored to address them. As education systems evolve, leadership paradigms evolve as well. Therefore, ensuring positive societal impact and sustainability through educational endeavours requires awareness of the critical importance of sustainability and the interrelationships that exist regardless of the context: economic, social, and environmental. Hence, educational leaders who are appropriately educated about sustainability will recognise or acknowledge the need for learning, unlearning, and relearning of all educators and the role that they should play in knowledge creation and skills acquisition. Therefore, issues that should be considered are:

- What societal impact should educational institutions or structures look like?
- How should societal impact be demonstrated? / How should societal impact be measured?

### **Sub-theme 3:**

#### **Leading and managing the educational landscape for organizational resilience for sustainability**

The crisis-ridden world demands organisational resilience to ensure organisations' sustainability in continuing with the provision of equitable quality education. Resilience within the educational sector is defined as the capacity of students, families, communities, and educational frameworks to endure, adjust to, and rebound from adversities and challenges. This is crucial for leadership and management because fortifying the resilience of educational systems allows

nations to address the immediate issues of safely resuming school operations and equips them to manage future emergencies more effectively. Moreover, organisations' resilience grounds educational institutions' long-term viability in leading economic and societal change.

#### **Sub-theme 4:**

#### **African leadership and management in education for sustainable development**

This sub-theme is targeted at unpacking the possible roles of leadership and management in education in contributing to sustainable development. In other words, for sustainable development to be achieved in the African continent, considering the importance of the education sector, what roles leadership and management should/must perform? Such roles cut across within and outside the educational environments of different nations in the continent. Hence, contributions can be in the form of research conducted in the field of education in relation to sustainable development, especially considering the Sustainable Development Goals (SDGs) as stipulated by the United Nations (UN). Additionally, sustainability consciousness which is pivotal for sustainable development has been low in the African continent. Meanwhile, theoretically sustainability consciousness tends to be high, however, in practice, it is not. Thus, within the African setting, educational leadership and management's modus operandi through which sustainability consciousness can be enhanced and promoted are obligatory.

## GUIDELINES AND INSTRUCTIONS

Proposals for presentation of papers at the AELRT 2024 conference will need to meet the following requirements:

- include a 200-to-300-word abstract,
- have a clear presentation title,
- feature names/s of author/s of the paper,
- indicate the sub-theme within which the paper should be considered,
- mention the contact details of submitting presenter, and
- indicate whether your presentation is virtual or in-person.

Note that:

- each delegate may only present a maximum of 2 papers,
- abstracts will be considered on a continual basis,
- a detailed programme will be circulated once it has been finalised,

**ABSTRACTS ARE TO BE SUBMITTED VIA EMAIL TO ONE OF THE FOLLOWING COLLEAGUES BY 5 JULY 2024**

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**!! Important highlight of the Conference !!**

**The conference includes a tour of the island of Mauritius at the cost of delegates.**

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## **KEYNOTE SPEAKERS**

### **The keynote speakers are:**

Dr Hyleen Mariaye – Higher Studies Cell, Mauritius Institute of Education, Mauritius

Prof. Philip Hallinger, College of Management, Mahidol University, Thailand. DVP in DELM

Prof. Anthony J. Onwuegbuzie, Cambridge University, United Kingdom. DVP in DELM

Prof. Kathija Yassim, Associate Professor in DELM, University of Johannesburg, South Africa

Mrs Toolsee Mudalli, Assistant Director, Quality Assurance and Inspection Division, Ministry of Education, Tertiary Education, Science and Technology, Mauritius

### **IMPORTANT DATES**

26 April – 5 July 2024: Call for submission of abstracts

20 July: Outcome of review.

21 July: Delegates will be notified.

### **CONFERENCE FEES**

In Person presentations: R3000.00

Online presentations: No Charge

### **FLIGHTS AND ACCOMMODATION FOR IN-PERSON DELEGATES**

Delegates will be responsible for their costs.

The organising committee will provide websites for delegates to secure accommodation.

## ORGANISING COMMITTEE

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