



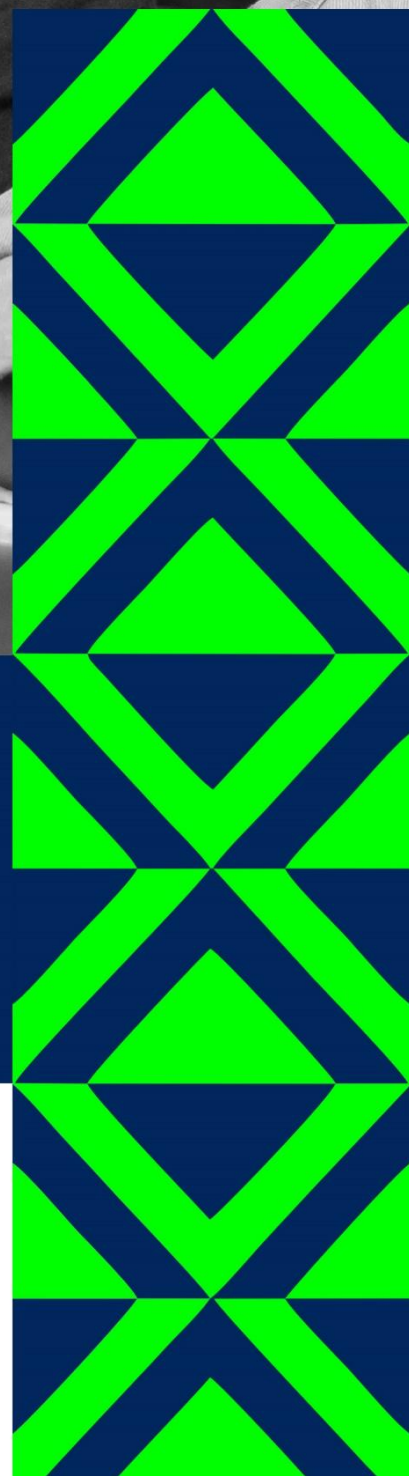
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Knowledge Hub is a DAAD Alumni preconference event where 40 pre-selected undergraduates converge in the city of Ile-Ife for three days of intensive interdisciplinary and mentorship experience.



Deutscher Akademischer Austauschdienst  
German Academic Exchange Service





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## ***"Ogbón ju Agbára" 2.0<sup>1</sup>: Towards a Decolonial Knowledge System***

The Knowledge Hub project is an academic experiment introduced during the Deutscher Akademischer Austauschdienst (DAAD) conference titled “Fall(ing) Apart? Inclusion as an Intervention into the Nigerian Experience”, hosted in Ibadan in November 2021. It is therefore conceived as an offshoot of the Alumni conference event (preconference workshop), which is facilitated by early career researchers and young professionals in various fields of life. One of the central questions each facilitator often responds to or bears in mind as they prepare their unique session is to critically reflect on what they would like to offer their younger “undergraduate” self from their current discipline, career stage, and professional standpoint.


In essence, emerging scholars and young professionals collaborate as interventionists in solving identifiable social problems. The Knowledge Hub is setting the agenda for social change, confidence building, mentoring and empowering the younger generation of Nigerians and Africans. It is a vision that prides itself on being interested in the ingenuity of knowledge and its practical relevance towards the development of African societies.

On the other hand, Knowledge Hub is a vision of a decolonised approach to knowledge acquisition in Africa. Now, more than ever, the system of decolonisation is pressing, significantly as it exposes the ingenuity of African knowledge and its practical relevance towards the advancement and development of African societies. What is needed is a solutions-oriented approach that emphasises the decolonial search for indigenous approaches to knowledge. The idea of the hub itself delineates a space/time where/when interested and committed individuals come together to reflect on progressive ideas that coalesce localised and globalised knowledge traditions for the advancement of society. The main pitfall of education amongst post/colonial African youth has been the progressive disdain for and denigration of indigenous knowledge systems the higher they climb the rungs of the Western educational ladder. However, this entrenched trend is beginning to change as the focus is now on what Enrique Dussel refers to as the transmodern approach to knowledge that underlines the necessity to harness the accomplishments of multiple and multimodal civilisations in the construction of the human edifice.

As an emerging academic first trained in Obafemi Awolowo University, Ile-Ife, Osun state, Nigeria, I am aware of how existing systems such as discipline compartmentalisation, hierarchy,

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<sup>1</sup> Yoruba proverb “Wisdom overrides physical strength.”



and class dynamics shape an individual's potential and experience. I am conscious of the implication of class performance and often a false sense of exclusivity, which defines the Nigerian youth aspiration. These are part of the impacts the Knowledge Hub envisage in its vision and drive for change.

I am often fascinated by many popular Yoruba adages, one of which is '*Omodé gbón, àgbà gbón ni a fí dà Ilè-Ifè*'. This proverb aptly expresses the collective wisdom on which the city of Ilè-Ifè was established, emphasising the input of young and old in societal formation.

This is to state that knowledge is broad and multi-dimensional, and there is always room for everybody in its production. I envision the Knowledge Hub as a space of individual responsibilities and responses to their environment/society tied to the greater collective humanity through knowledge. Collective knowledge also suggests collective social responsibility. Thus, Knowledge Hub is the urgency to re-evaluate and promote social responsibility.

The 2023 edition of Knowledge Hub brings together 10 facilitators from various disciplines and professions. They have been generous with their God-given talents, skills, and expertise. As they empower the next generation on fundamental knowledge productivity. In addition, there are many people who have worked behind the scenes to make this project come to fruition. We are duly grateful for your dedication, support, wealth of wisdom and sacrifices.

Oladapo O. Ajayi

Bayreuth International Graduate School of African Studies (BIGSAS)

University of Bayreuth, August 2023.

## **Embracing Open-Source Software: An Introduction to QGIS and R Software**

### **Introduction:**

This session aims to familiarize participants with two important open-source software applications: Quantum GIS (QGIS) for geospatial productions and Rsoftware for statistical analysis. By the end of this session, participants will gain a foundational understanding of these tools and their practical applications in various domains.

### **Part 1: Quantum GIS (QGIS)**

#### **Objective:**

The primary goal of this segment is to empower participants with essential knowledge about geographic information systems and the QGIS interface. Additionally, they will grasp fundamental geodata concepts, such as points, polygons, and raster data types. The session will conclude with hands-on experience, where participants will perform a simple change detection project.

#### **Topics Covered:**

- General Introduction to Geographic Information System
- Understanding the QGIS Interface
- Exploring Geodata Concepts: Points, Polygons, and Raster Data Types
- Performing Fundamental Spatial Analysis
- Hands-on Project: Creating a Simple Change Detection

Participants will use their PCs to create a study area map, focusing on a simple raster analysis using satellite imagery. The exercise will involve change detection in line with the concept of remote sensing.

### **Part 2: R Software**

#### **Objective:**

In this section, participants will learn the basics of R software, including its syntax for vectors, characters, matrices, and databases. The session will also cover performing simple mathematical operations, importing and exporting data, and visualizing data in R.

#### **Topics Covered:**

- Understanding R Syntax: Vectors, Characters, Matrices, and Databases
- Performing Simple Mathematical Operations in R
- Importing and Exporting Data in R
- Visualizing Data in R

#### **Conclusion:**

By the end of this workshop, participants will have gained valuable insights into the capabilities of QGIS and R-software. They will be better equipped to leverage these open-source tools for geospatial analysis and statistical tasks, opening up new possibilities for research and data-driven decision-making.



## **Youth, Religion and Ethical Formation in Nigeria**

### **Introduction:**

Religion is a feature of social life among the youth in Nigeria. It has influenced the formation of ethics in the areas of identity, values, behaviours, and political orientation. Although religion has contributed to the country's development, many have questioned its role in the upbringing of youth in contemporary times. This interactive session aims to introduce participants to how and why religion has impacted the formation of ethics among Nigerian youth. It will also explore the effects of religion on the ethical lives of the youth.

### **Objectives:**

1. Understanding the concepts of religion, youth, and ethics.
2. Appreciate the relationship between religion and ethics.
3. Discuss the influence of religion on the formation of ethics among youth.
4. Demonstrate good knowledge of the relationship between religion and development.

### **Reading list**

- Obadare, Ebenezer. "White-Collar Fundamentalism: Interrogating Youth Religiosity on Nigerian University Campuses." *The Journal of Modern African Studies* 45, no. 04 (2007): 15.
- O'Brien, Cruise & Donald B. 1996 "A Lost Generation? Youth Identity and State Decay in West Africa", in: Richard Werbner, and Terence Ranger (eds) *Postcolonial Identities in West Africa*, New Jersey: Zed Books, 1996.
- Denton, M. L., L. D. Pearce, and C. Smith. *Religion and Spirituality On the Path Through Adolescence*, Research Report Number 8. National Study of Youth and Religion, University of North Carolina at Chapel Hill, 2008.

## **Sustainability in Nigeria Fashion: Ancestral and Modern Technologies**

### **Introduction:**

This workshop will present students an introduction to discussion sustainability in the fashion industry and how they can find possibilities in for a more sustainable fashion using ancestral and modern technologies. Through interactive discussions in groups, participants will gain comprehensive understanding of sustainability principles, the global challenges faced by the fashion industry and the importance of adopting more sustainable practices. The workshop will also focus on empowering students to identify sustainability issues as well as good practices specific to Nigeria and their local communities and propose innovative fashion models based on their local resources.

### **Objectives**

- Introduce the concept of sustainability in the fashion industry and its impacts in society.
- Explore the impacts of waste, overconsumption, unethical practices and environmental degradation.
- Encourage students to analyse and identify sustainability-related problems in Nigeria and their local communities.
- Promote critical thinking and creativity by guiding students to devise sustainable fashion models using locally available resources.

### **Questions:**

- What are the main impacts of the global fashion industry in Nigeria?
- Do you think that Nigerians consume too much fashion?
- Do Nigerians create fashion waste?

**Presentations:** Each group will present their findings, fostering peer learning and sharing perspectives. 10 minutes

**Proposal:** Create an outline of a fashion business sustainable model.

- ☐ How are we going to design, produce and sell?
- ☐ What happened after the clothes got old? What consumers can do?
- ☐ Which fashion models existent in Nigeria can we incorporate?
- ☐ Which Nigerian technologies and resources could be used in our brand?
- ☐ Which modern technologies can we use?
- ☐ Group presentations: Each team will present their sustainable fashion models, emphasizing the practicality of their ideas.

### **Videos:**

- The true cost of fast fashion. <https://youtu.be/tLfNUd0-8ts>
- Nigerian eco-designer takes on fast fashion. <https://youtu.be/s-CQb-jSDVM>
- Sustainability Snack. Operating Models Of Sustainable Fashion Businesses. <https://youtu.be/NQahqfy8wIY>



## **Decolonizing Knowledge: Ideology, Objectivity and Knowledge Production**

### **Introduction:**

The central aim of the course is to show that imperialist ideology took and has continue to take a central position in our social science disciplines since the 19th century when these disciplines emerged under the strong influence of liberalism. The reasons why the social science disciplines adopted the imperialist ideology of the liberals in the 19th century will be explained in the course.

After the discussion about the influence of imperialist ideology on the social sciences, we will delve empirically into the topic by examining how right wing and left-wing ideologies have shaped the debate about the role of slavery in the economic development of the Western world.

### **What The Participants Would Gain from the Course:**

- Awareness that knowledge production is not apolitical.
- Familiarization with the effects of colonialism on the social sciences
- Familiarization with the contradiction between how the West achieved economic development and what the West recommends to the non-Western world.
- How to achieve objectivity in knowledge production or acquisition

### **Requirement to Attend the Session:**

The participants are required to read the profiles of the scholars who are mentioned in the empirical section below. It is enough to know who the scholars are/were and the name of the universities where those scholars worked or are currently working.

### **Literature:**

#### **Empirical Section:**

Beckert, Sven. *Empire of Cotton: A New History of Global Capitalism*. London: Penguin Books, 2015.

Burnard, Trevor & Riello, Giorgio. "Slavery and the new history of capitalism" *Journal of Global History* 15 (2020): 225-244.

Eltis, David & Engerman, Stanley L. "The Importance of Slavery and the Slave Trade to Industrializing Britain" *The Journal of Economic History* 60 (2000): 123-144.

Harley, Knick. "Slavery, the British Atlantic Economy, and the Industrial Revolution" In A. B. Leonard & David Pretel, eds., *The Caribbean and the Atlantic World Economy: Circuits of trade, money and knowledge, 1650-1914*, 161-183. London: Palgrave Macmillan, 2015.

Inikori, Joseph E. *Africans and the Industrial Revolution in England: A Study in International Trade and Economic Development*. Cambridge: Cambridge University Press, 2002.

Williams, Eric. *Capitalism & Slavery*, 3<sup>rd</sup> ed. London: Penguin Books, 2022 [1944].

**Theoretical Section:**

Fischer, Lilian, Joe Hasell, J. Christopher Proctor, David Uwakwe, Zach Ward-Perkins and Catriona Watson, eds. *Rethinking Economics: An Introduction to Pluralist Economics*. London & New York: Routledge, 2018.

Green, Toby. "Africa and Capitalism: Repairing a History of Omission" *Capitalism: A Journal of History and Economics* 3 (2022): 301-332.

Wallerstein, Immanuel. *World-Systems Analysis: An Introduction*. Durham & London: Duke University Press, 2004.

*Abiola Oladimeji is a public and applied historian.*

## **Maximizing Potential: The Power of Involvement, Volunteering, and Partnerships**

### **Introduction:**

The objective of this theme is to explore alongside the participants on the benefits of involvement, volunteering and partnerships in tertiary institutions.

This topic will afford the participants the opportunity to engage with the questions of leveraging involvement within the student community, volunteering and partnering towards the start and sustainability of social and private initiatives. We shall explore scenarios where salient implications of individual or collective actions or inactions are reimaged through the prism of Nigeria's and Africa's contemporary socio-economic realities.

### **Course Objectives:**

1. Highlighting the place and the strategies of volunteering and partnership towards career and social development and how to effectively balance these activities with their education.
2. Sharing life experiences on the role, importance and strategies of volunteering, involvement in community development projects and partnership as part of strategies for career enhancements and self/purpose fulfillment. Practical steps towards honing individual's vision for growth and social contributions.

### **Course Outline and Duration**

Introduction to Involvement, Volunteering and Partnership. Explaining in the context of an undergraduate.

Personal story on how through volunteering, I was able to set a foundation for my career and drift from the course I studied as an undergraduate.

Being a "Value Adding Person". An interactive session exploring what value means to each participant and how they can transfer it to other people and courses.

- Case study - Involvement; The early-stage co-founders of Facebook. Link [here](#).
- Case study - Volunteering; James and Carmen Haddow. Link [here](#).
- Case study - Partnership; The story of Herbert Wigwe and AIG-Imoukhuede. Link [here](#).

Becoming: An insightful session geared towards educating participants on "progress over perfection".

Recap of the learning and Q&A session.

Participants Creed of Action!

## **Professionalism’ ‘Conventionalism’ and the Contention For Relevance In The Media Landscape.**

### **Introduction:**

This introductory and intensive topic aims to familiarize Participants with the concept of Convention for relevance in the media landscape, with a focus on building a sustainable Media through various discipline and works of life.

### **Course Objectives**

- Participant will be able to understand the impact of Media system in the society.
- Participant will have ground awareness and knowledge about citizen and media importance and government involvement.

### **Course outline**

#### **THE NIGERIAN STORY**

1. Every society has a legitimate interest in determining what ends its media systems are directed to.
2. Every media system has a historic duty to develop, promote, and protect its vision of the professional practice that it has earned for itself. In the same vein, every government tries to put in place a media system that does not give them endless sleepless nights.
3. Nigeria has a rich history of an ambivalent relationship between the media, its citizens, and the government.

In broad terms, whilst some see the media as an important pillar of democracy that has demonstrated commendable resilience and patriotism over the years, others may choose to see it as a meddling tool of the privileged and powerful to foist their own biases on society, pretending to serve the public good.

Yet many also see it as a powerful tool that needs steady guidance and support for it to play out its true role as a guiding light of society.

Without the professional touch, the art of gathering and dissemination of news can be done by anybody. However, because of the nature of the audience who the information is meant for, it has become important that a professional should be there to put the piece of information together for public consumption, bearing in mind their diversities.

The advent of the Internet has seen news evolve from the newsroom to the smart phones of almost everybody.

The Nigerian media subscribes to a guiding philosophy of journalism that is free, strong, and socially responsible.

The challenge has always been to marry the interests of the government, media, and the public in such a way that the attending tensions and conflicts are managed in a way that does not destroy the binding social cords.

## **Technology: A Crucial Enabler of Social Transformation in Africa.**

### **Introduction**

This introductory and intensive topic aims to familiarize Participants with the concept of leveraging technology for social impact, with a focus on building a sustainable African future through various disciplines and works of life.

### **Course Objectives**

1. Participants will unlearn stereotypes about “Tech” as just a career path and help them relearn the enabling nature of Tech across all sectors and disciplines.
2. Participants will also explore the potential of technology to address and solve societal challenges in sectors such as healthcare, education, agriculture, and environment.
3. This session will emphasize the importance of ethical considerations and responsible innovation for sustainable social impact.
4. Through engaging discussions and case studies, Participants will gain a deep understanding of the role technology can play in reshaping the African experience and driving positive transformation.

### **Course Outline**

#### **Introduction to Leveraging Technology for Social Impact**

- Brief overview of the course objectives and the importance of leveraging technology for social change.
- Introduce the instructor and their background in the tech sector and passion for building sustainable futures.

#### **Case Studies and Success Stories**

- Show a short Youtube video that showcases real-world case studies of technology-driven social impact projects in Africa and the world.
- Facilitate an analysis and discussion session on the video and its relevance to leveraging technology for social impact

#### **Understanding the Potential of Technology**

- Highlight examples of tech-driven solutions in sectors such as *healthcare, crime and justice, education, agriculture, entertainment and environment.*
- Emphasize the transformative and enabling role of technology in creating positive social impact.

#### **Essential Digital Skills for Social Impact**

- Explore the essential digital skills required to leverage technology for social impact.
- Discuss topics such as coding, data analysis, artificial intelligence, cybersecurity, and user experience design
- Highlight the importance of continuous learning and upskilling in the tech industry.

#### **Ethical Considerations for Responsible Innovation**

- Explore the ethical implications of technology in social impact initiatives
- Discuss the importance of privacy, data protection, and fairness in tech-driven solutions
- Emphasize responsible innovation practices for sustainable social impact

#### **Strategies for Building Sustainable African Futures**

- Address the importance of community engagement, collaboration, and locally-led initiatives as strategies for driving the actualisation of sustainable African futures
- Highlight the role of individuals, organisations, and policymakers in creating a preferred future



### **Q&A and Conclusion**

- Recap key learnings from the course
- Questions and Answers.
- Conclude by encouraging students to reflect on their role in leveraging technology for social impact



## **Popular Culture: Making Sense of our Everyday World.**

### **Introduction**

The module of this session envisages our discussion to reflect on various theories that explore the social entanglements of popular culture, such as language, neoliberalism, feminism, and globalisation, amongst others.

### **Objectives**

- This session will introduce participants to definitions of popular culture, genres and texts.
- This session explores ways popular culture enables the knowledge of the ‘self’ and the ‘world’.
- This session also explores the central idea that African popular culture serves as a means of encountering alternatives or counter-narratives of African stories.

### **Course Outline**

#### **Significance of other genres to popular culture**

Extensively, we can draw from Afrobeat, Rap music print culture, novels, signages and inscriptions in public to highlight their significance. By this, participants and the facilitator shall tease aspects of theoretical signification and processes through which popular culture can be analysed.

This session will take place in the classroom space and a short session of participants' observations in the city of Ile-Ife. Participants shall be provided with the practical context of popular culture and hands-on engagement. At the end of the session, participants are expected to have examples of a popular cultural textform while presenting the social phenomena that entangle the forms.

#### **Readings will be drawn from:**

Barber, Karin. *The Anthropology of Texts, Persons, and Publics: Oral and Written Cultures in Africa and Beyond*. Cambridge: Cambridge University Press, 2007.

---, Karin. Popular Arts in Africa. *African Studies Review*. vol 30, no. 3 (Sep. 1987), pp 1-7.

Kondo, Dorinne. *Worldmaking: Race, Performance, and the Work of Creativity*. Duke University Press, 2018.



Quayson, Ato. 2014. Oxford Street, Accra. City Life and the Itineraries of Transnationalism. Durham: Duke University Press.

Spencer, Lynda et al. "Gender and Popular Imaginaries in Africa", *Agenda*, vol. 32, No. 3, Oct. 2018, pp. 3-9, DOI: [10.1080/10130950.2018.1526467](https://doi.org/10.1080/10130950.2018.1526467).

## **Design Thinking Tools for Problem-Solving**

### **Introduction**

Design thinking is the process that designers use to tackle problem solving. This includes analytical, synthetic, divergent, and convergent thinking, creating a variety of potential solutions and narrowing them down to the "optimal" solution. There are many ways to incorporate different design thinking methods to achieve the same endpoint. Given all of the many problems the world faces today, it's hard to say which one is more important than the others. However, prioritising specific issues is essential to allocating sufficient resources to tackle the most important issues in the world that can be solved. At local levels, we have challenges that require urgent attention from armed conflicts, hunger and malnutrition, infectious diseases, water and sanitation, natural disasters, education, bad governance, climate change, and the list go on. As problem solvers, we have a lot of roles to play. The approach to solving any problem require new ideas and skills that could be applied through the use of design thinking tools. The discussion would take us through available tools like: 5W+H Questions, Jobs-to-be-Done, and Empathy Map amongst others.

### **Objectives**

1. The course helps participants experience the entire methodological process and show how design thinking can be applied to problem-solving tasks and roles.
2. The discussion will give participants an overview of design thinking and enable them to use tools that can improve their design thinking skills as a problem-solving approach.
3. The course shall prepare participants to be problem solvers and help them to see and take actions when opportunity arises and help them generate innovative ideas and determine which ones are likely to produce specific and desired outcomes.

### **Resources**

Design Thinking Playbook & Toolbox: <https://www.design-thinking-playbook.com/home-en?lang=en>

Free download of various Canvas & Tools: <https://en.dt-toolbook.com/tools>. Further reading: <https://www.ideo.com/pages/design-thinking>

## **Empowering solutions in Africa: Balancing Digital technology and Real-World Impact**

### Introduction

In today's world, when we think of solutions, tech often takes the spotlight with thoughts of apps and digital innovation. With 5 years of experience in digital product design, helping start-ups through successes and setbacks, I'm here to share what I've learned. I'll explore what makes tech solutions thrive and when we should look beyond technology for answers that best fit the African environment.

### Learning objectives

1. **Understand the Dynamics of Tech-Driven Solutions in Africa:** Gain insights into how technology can revolutionize problem-solving across various sectors in Africa and identify the unique advantages it brings to the table.
2. **Recognize the Qualities of Effective Solutions:** Learn to pinpoint the key attributes that make solutions thrive in the digital age and discern when to leverage technology for optimal impact.
3. **Appreciate the Power of Non-Technological Solutions:** Explore real-world examples of non-tech solutions that address local challenges effectively and grasp the significance of context-sensitive problem-solving.
4. **Embrace Hybrid Approaches:** Discover the art of blending technology and human-centered strategies to create holistic solutions that cater to both the modern and traditional aspects of African communities.
5. **Cultivate an Innovation Mindset and Capitalize for Social Impact:** Understand how innovative business models and sustainable practices can create a harmonious blend of profit and purpose, enabling you to make a lasting impact on African communities.

### Lecture outline

- Introduction
- The Role of Technology in Solutions
- Characteristics of Solutions Thriving with Technology
- When Tech Isn't the Answer: Non-Technological Solutions.
- Hybrid Solutions: Bridging the Gap
- Q&A Session


## Facilitators Short Bio

**Ajayi Oladapo O.** is a PhD candidate at the [Bayreuth International Graduate School of African Studies \(BIGSAS\)](#), Bayreuth, Germany. His submitted PhD thesis is titled “Fuji Music and Everyday Life in the Contemporary Urban Yoruba Space” under the chair of Literatures in African Languages. He obtained a Bachelor of French at the Department of Foreign Languages, Obafemi Awolowo University, Ile-Ife Osun State, in 2010. He obtained his master's degree in the field of Intercultural Anglophone Studies in April 2016 at the University of Bayreuth. Oladapo Ajayi was awarded the [Klaus Dieter-Wolf Preis](#) in 2021 by Rotary Club Bayreuth-Eremitage at the University of Bayreuth. He is a fellow of the African Good Governance Network (AGGN). Oladapo has also been the Co-founder [of Africa Rural Interventions Initiatives, Africa-RII](#), since 2018. He is the convener of the DAAD/AGGN Alumni Interdisciplinary conference “[Insecurities and Social Cohesion in Nigeria: Living In/Through Risk Society](#)” (November 2020), “[Falling Apart? Inclusion as an Intervention into the Nigerian Experience](#)” (December 2021), “[Collective Responsibility: \( Re\) Defining Ethics and Charting a Sustainable Nigerian/African Future\(s\)](#)” (August 2023) and [the Knowledge Hub](#).

**Balogun Adeyemi**, PhD. was a DAAD scholar at the University of Bayreuth, Germany from 2015 to 2019. He is currently a postdoctoral fellow and lecturer at the Osun State University. In 2022, he founded the History Version to promote education and research in the history of Africa and the world. His research interests include youth, nation-building, interreligious encounters, Muslim culture, gender, and religion in Africa.

**Eluyera Samuel** is a distinguished digital product designer with an impressive journey that spans diverse tech realm such as fintech, health tech, e-commerce, cryptocurrency, Agri-tech, and AI. With a cumulative user impact extending over 10 million individuals across six countries on three continents.

Blending a foundation in engineering with hands-on experience in local businesses, Samuel brings a unique and well-rounded perspective to problem-solving. His strategic mindset and knack for transforming ambitious ideas into reality set him apart. Samuel has helped four seed-stage start-ups from ideas to launch, providing invaluable insights that harmonise business goals, user needs, and technical constraints.



Currently, Samuel co-founded Dokita.ai, a healthcare venture in Africa that leverages data and Ai to provide timely insights to medical professionals and patients to eradicate medical errors.

**Johnson, Clement** is a seasoned professional with over 5 years of experience in marketing, communications, business development and growth for tech startups, corporate organizations and NGOs. Clement's passion for building businesses and people has led him to work with over 7 organizations in the past 5 years, where has had the privilege of achieving the company bottom line and also building people while serving in the position of manager and team lead. He currently is the co-founder of Product Tent; a talent and venture building startup that nurtures tech talents and entrepreneurs, and also the Head of Communications at Babcock International Model United Nations; the leading Model United Nations organization in Africa.

**Maia-Schellenberg, Dandara** is a Ph.D. student in African Studies at the University of Bayreuth. She combines her master's degree in visual arts from the Federal University of Rio de Janeiro, Brazil, with a Bachelor's degree in Fashion Design. Currently conducting research at the Museum of Modern African Art, Iwalewaha, she was part of the curatorial team of three exhibitions dedicated to African textiles. Her scholarly pursuits encompass diverse areas, including fashion in Africa, African textiles, material culture, and the political utilization of fashion within the Black Diaspora. Her current research focuses on mapping sensuous experiences associated with wax print fabrics in Nigeria and Brazil. The PhD dissertation delves into the image agency of these prints from a decolonial perspective based on the Yoruba concept of ase.

**Muritala, Ibrahim Kolawole** (Dr.-Ing) is a scientific entrepreneur and a researcher with the German Aerospace Center where he manages international research and technological development projects at the Institute of Low-Carbon Industrial Processes – Cottbus / Zittau, Germany. He has worked as a research scientist and obtained his doctoral degree from the Technical University Bergakademie, Freiberg, Germany specializing in Energy Process Engineering and Chemical Engineering.

He holds MSc. in Process Engineering and Plant Design from Brandenburg Technical University (BTU) Cottbus, Germany, and BSc in Chemical and Polymer Engineering from the Lagos State University (LASU), Lagos, Nigeria. Dr Ibrahim is a visiting professor at Coal




City University, Enugu, Nigeria, co-supervisor of PhD students' research at the World Bank African Centre of Excellence for Oilfield Chemicals Research, the University of Port Harcourt as well as an adjunct supervisor at the West African Science Service Centre on Climate Change and Adapted Land Use (WASSCAL) - Doctoral Research Program on Climate Change and Energy (DRP-CCE), Abdou Moumouni University of Niamey (Université Abdou-Moumouni), Niger.

He co-founded AFRIDAT UG, an international development consulting and research firm, and Life Learning Development e.V. Duisburg, a capacity building and upskilling hub focusing on the SDGs. Dr. Ibrahim has published in several international journals and granted patents for his research findings. He also holds several editorial positions in many peer-reviewed and highly indexed international journals.

**Ojelade, Gladys** is a professional with a diverse career journey spanning customer success, product management, and programs management in the tech industry over the past 5 years. With a passion for delivering exceptional user experiences, Gladys has led the development and launch of innovative B2B and B2C products in industries such as EdTech and Finance. She has also led and collaborated with diverse teams in Nigeria, Germany, Canada, the US and the UK. Gladys is also a co-founder of Product Tent, a talent and venture-building startup that nurtures tech talents and takes ideas to launch for early-stage startups. She is a believer, writer, career coach and minstrel. She is from Eruwa, Oyo State and enjoys good Amala and Abula.

**Oladimeji Abiola** studied German studies, African, European and World History in Ibadan, Bayreuth, and Hagen. He is currently researching the History of Social Policy in Nigeria.

**Olawuwo Tunde** is a broadcast journalist and media leader. Professionally, he has worked in the broadcast media for 16 years with cognate experiences in; Programme planning and design, presentation, production, news reportage, Advertising and general training. Tunde holds a Higher National Diploma in Mass Communication from The Polytechnic, Ibadan, Bachelor of Social Sciences in Political Science from the University of Ibadan and Post Graduate Diploma in Theatre Arts from the same University. He is an Alumnus of the U.S sponsored International Visitors Leadership Programme IVLP. One of 10 African journalists so selected. Currently, Tunde Olawuwo is the General Manager for Splash 105.5 FM and Lagelu 96.7FM radios based in Ibadan.



**Shittu Ridwan** is a seasoned researcher and data scientist specializing in global change ecology. With expertise in biodiversity modelling, machine learning, and disease mapping, he brings over five years of geo-informatics experience across sectors. A strong advocate for AI/ML'S transformative power, Ridwan excels in python, R, QGIS, and ArcGIS Pro, offering insights through mentoring and impactful projects across diverse research domains.

