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Contextualising Graduateness in Africa: Teacher Educators' Perspectives and Literature Insights

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Abstract

The world is becoming more of a global village, especially in this era of Education 5.0, Fourth Industrial Revolutions and Artificial Intelligence. This is made possible by the interplay of world economies, resources and the contributions of higher education graduates. For Africa to be at par with other parts of the world, there is the need to contextualise graduateness and who an African graduate should be. It is upon this premise that we adopted the critical interpretive synthesis (CIS) methodology, underpinned by the Human Capital and the Perry's Intellectual Development theories to explore what constitutes graduateness, graduate attributes and skills, the impact graduates make in the African society, challenges that militate against graduateness, and the strategies we believe could be adopted to improve the status of graduates in Africa. Findings indicate that being a graduate goes beyond what is taught within the walls of a classroom. It further includes skill development and upskilling, accidental and experiential learning, knowledge and experiences gained from the community, society, and graduate's personal surroundings (family). A graduate should amongst other

things, be emotionally intelligent, humane, ethical, innovative, abreast with the current societal cum global trends, and responsible to the needs of his or her immediate family and the larger society. This paper concludes that the challenges militating against gradueness, and the development of graduate attributes and skills in Africa be vehemently addressed. The strategies as highlighted in the paper be adopted and activated for the sustenance and enhancement of the African graduate.

Keywords: Africa, Attributes, Gradueness, Teacher educators' perspectives, Skills.

Introduction

'Gradueness' as a concept has been a cogent item of discussion in the global higher education system and labour markets. It is necessitated by a better understanding of how higher education can support modern knowledge-based economies, that require a highly qualified, capable, and adaptable workforce. The responsibility of creating employable graduates who can make a substantial contribution to these knowledge-driven economies falls on universities (and other higher education institutions) (Tomlinson, 2012). A wide gap exists between what is demanded by the ever-dynamic labour markets globally and the products (graduates) of higher education institutions (Ashwin, 2024). There have always been several educational goals for higher education (Chankseliani & McCowan, 2021), However, the creation of employable graduates is increasingly positioned as the main goal of higher education degrees in several national and international policy contexts (Wheelahan & Moodie, 2022; 2024).

Still, there are growing concerns about the quality of graduates from higher education institutions in Africa and the demands of the labour markets (Bello et al., 2024; Boccanfuso et al., 2015; Okolie et al., 2021). Graduates are supposed to be a key factor in society growth and development (Nyembe & Ojo, 2024). Controversies abound on what constitutes gradueness or its perceived attributes across contexts. In the extant literature, the conceptualisation of what gradueness is or who and what a graduate is or should be, seem to be sparce and literally undefined, especially within the African space. The purpose of this study, therefore, is to further strengthen the African literature and provide further research data on the subject, as teacher educators and trainers, our perspectives on what gradueness denotes and its related attributes, skills, amongst other concerns.

Graduates are persons who have successfully finished a course of study or a degree programme at a university, college, or other higher education establishment. Such persons are qualified to pursue further higher education or employment options as they have attained a benchmark degree/certification of knowledge, abilities, and competencies in a chosen field. Regardless of the field of study, graduates are (supposedly) typically characterised by their ability to think critically, solve problems, and communicate effectively (Mainga et al., 2022). In the African context, it is expected that a graduate should possess the ‘African intelligence’ with which to pursue and promote innovation, entrepreneurship, economic expansion, and to the self-sustaining. Through this intelligence, the continent's problems, such as poverty, inequality, social injustices, climate change, and unemployment can be addressed (Brennan, 2018; Makura, 2020; World Bank, 2020).

The economic importance of graduates and the ability of higher education to prepare them for the employment market is an unending expectation. Higher education systems are adjusting to the extensive structural changes as required by the global post-industrial capitalism (Chankseliani et al., 2021; Schippers, 2024). Governments have placed a great deal of trust in higher education institutions with the task of addressing emerging economic demands and societal challenges, along with the products these institutions churn out yearly (Tomlinson, 2012). In an economy where advanced technical knowledge and better skill sets are in high demand, graduates are seen as potential essential actors in the effort to improve value-added products and services (national well-being). However, the place of graduates in the economy is still up for debate and subject to many different and contextual interpretations (Graham et al., 2019; Lauder & Mayhew, 2020).

The African higher education is socio-economically, culturally, and educationally distinct (Cele et al., 2025; Khumalo et al., 2023). The notion of gradueness is frequently based on Western perspectives that might not be directly applicable to the African setting (Ashwin, 2020; Brennan, 2018). Through an analysis of the current literature and professional viewpoints, this paper seeks to offer an understanding of gradueness in Africa, accounting for the continent's varied economic, cultural, and linguistic backgrounds, as well as its unique higher education systems and labour market demands. The goal of this research is to help create a contextualised conceptualisation of gradueness that can guide research, practice, and policy in African higher education and society, and provide a framework on gradueness that could advance Africa’s social, economic, and cultural advancement and stability.

This study is underpinned by the Human Capital and the Perry's Intellectual Development theories. Human Capital Theory (HCT) views education as an investment that enhances graduates' capabilities and employability, linking graduate attributes to economic outcomes and workforce readiness (Al Hinai et al., 2020). Education and skill development can help individuals become more productive (Wuttaphan, 2017). An individual's (in this case, a graduate's) education, training, intelligence, skills, health, loyalty, and punctuality all contribute to the organization's intellectual and human capital, which in turn boosts the organization's overall productivity, innovation, and creativity. Intangible assets, economic growth, skills and knowledge (value an individual brings to the organisation), components (effective communication skills, people management, problem-solving abilities, training, and personal well-being), and renewable resources (intellectual and human capital) are the main facets of the HCT (Gillies, 2015).

HCT highlights the importance of skills and knowledge acquired through higher education that increases a graduate's productivity and income potentials. The theory examines the financial benefits resulting from the investments in people's skills and resources, as such investment will result into highly-skilled labours placed in highly-skilled careers, which could improve the nation's economy and prosperity (Slaughter et al., 2015). Through this theory, we viewed gradueness as an individual's suitability for and competence in the workplace and his or her immediate environment. Graduates who are well trained can boost industrial, societal, and national productivity and development (Melink & Pavlin, 2012), and it is more germane for developing continents such as Africa. Individuals pursue what they perceive to improve their future income and general well-being (Almeida & Aterido, 2015; Eide & Showalter, 2010; Marginson, 2017).

The Perry's Intellectual Development Theory (PIDT) (1970) focuses on the transformation in students' intellectual development, defining gradueness as a cognitive and reflective maturity achieved by graduation. It integrates reflective thinking, scholarship, moral reasoning, and lifelong learning as core elements. Perry's theory emphasises that intellectual development is not strictly linear; individuals may be at different stages on different disciplines and may revisit these stages along the line. The theory has been influential in higher education, helping educators understand and support students' cognitive and ethical growth. Through the theory, educators could tailor teaching approaches to students' developmental stages: dualism (individuals see knowledge as absolute), multiplicity (individuals begin to recognize that there are multiple perspectives on an issue), relativism (an individual understanding that knowledge is relative to one's perspective and that answers

can vary based on different factors, such as culture or context), and commitment within relativism (individuals at this stage can identify and critically evaluate the assumptions and implications of different perspectives) (Perry & William, 1981). It is through these theoretical lens that we reflected upon and interrogated the literature on what constitutes gradueness, along with its related skills and attributes.

Research Questions

1. What defines gradueness in the African context?
2. What attributes and skills are African graduates expected to possess?
3. What are the Impacts of Graduates on African Society?
4. What challenges militate against gradueness in Africa?
5. What strategies can be adopted to improve the status of graduates in Africa?

Literature Review

Gradueness

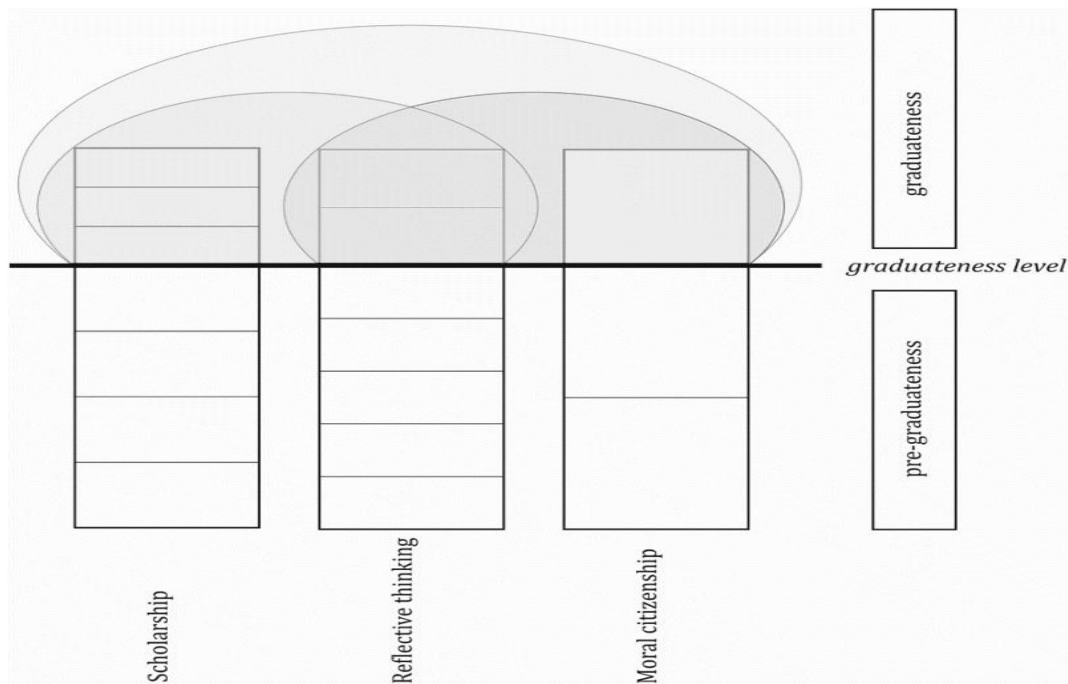
Gradueness implies something universal that is acquired at higher institutions of learning such as colleges and universities (Steuer et al., 2019). It is often used to describe the effect of having undertaken an undergraduate or postgraduate degree on a person's knowledge, skills, and attitudes (Nyembe & Ojo, 2024). According to Steuer et al. (2019), gradueness denotes a generic quality that is acquired throughout a student's university journey. Differentiating gradueness from employability, Steuer et al. (2012) termed it as a model that blends theories on reflective thinking, scholarship, moral reasoning, and lifelong learning. Gradueness refers to individual growth and transformation (Pitan & Muller, 2020). It entails the skills and traits acquired by an individual as a result of his or her exposure and completion of studies at higher education institutions (Blayone et al., 2020). According to Yamada and Otchia (2020), gradueness is distinct from degree-specific knowledge and technical skills but refers to the transferable skills and personal traits that demonstrate graduates' employability and readiness for the world of work. Ashwin (2020) posits that it encompasses a range of skills, knowledge, and attributes, including critical thinking, problem-solving, and communication skills. As opined by Ashwin (2020), gradueness is beyond the acquisition of knowledge, but about the development of a range of skills and attributes that enable individuals to succeed in their chosen career or profession.

As to Kreber (2014), universities emphasise community participation, moral commitments, and human concerns in the world as part of their educational missions, and what is expected of their graduates. A graduate's employability is determined by a range of personal and professional qualities that define their gradueness (Mentz et al., 2019). Dziallas and Fincher (2016) contend that a graduate's experiences both inside and outside of the classroom, including their "year in industry" and its effects on their life, define what it means to be a graduate. It also entails students achieving the standards for scholarship, moral citizenship, and reflective thinking (Steuer et al., 2016).

Similarly, Brennan (2018) argues that gradueness is characterised by a high level of maturity, sophistication, and professionalism and that it requires individuals to be adaptable, resilient, and open to new ideas and experiences, with such graduates being able to navigate the complexities of a rapidly changing world and applying knowledge and skills in addressing real-world problems and challenges. We, thus, define gradueness as an individual's capacity to survive and function optimally in his or her society, showing morality, responsibility, informed decision-making, ethics of care, and humanness through the knowledge, skills, and experiences gathered from the designated higher education training. It reflects a high level of emotional intelligence, social awareness, and cultural competence that enable individuals to work effectively with others and navigate complex social and professional contexts.

Figure 1: Schematic Model of Gradueness

Fig. 1 denotes a schema of what gradueness should entail, according to the literature. It is expected that higher education students (pre-graduates) during their schooling and training periods, acquire scholarship, reflective thinking skills, and morality (moral citizenship). And upon their graduation, should exhibit and practice these as elements and evidence of their gradueness.



Source: Steur et al. (2016).

Graduates' Attributes and Skills

African graduates according to Ashwin (2020) are required to have a variety of abilities and skills such as communication, problem-solving, and critical thinking skills, in addition to the capacity to collaborate well with others and adjust to changing circumstances. Brennan (2018) emphasised that African graduates should possess the knowledge and abilities required to promote economic growth, entrepreneurship, innovation, and expertise in various fields. African graduates are expected to have excellent analytical and problem-solving abilities, communication and interpersonal skills, collaborative skills, as well as the capacity for creative thoughts and the development of novel solutions to challenging issues, and be skilled in digital technologies, such as software development, programming, and data analysis (Adebayo, 2020; Kwame, 2019; Oyewole, 2019). They are expected to be lifelong learners who are dedicated to continuous learning and professional growth, as well as capable of adapting to somewhat difficult situations (Naidoo, 2020). Hence, the purpose of higher education is to prepare socially conscious graduates who are knowledge creators and are able to engage with the world (Ashwin, 2024).

Bester (2024) affirmed that graduate attributes and skills are the skills, personal qualities and understanding to be developed through one's higher education experiences that

will prepare such individual for life and work in this age of technological innovation and the likes. These skills turn these graduates into agents of social good for the society (Bosanquet et al., 2022). In all, graduate attributes include critical thinking, problem-solving, communication, information and digital literacy, creativity, engagement, interdisciplinary effectiveness, professional, ethical, personal identity, influence, cultural competence, and project planning and delivery (Eimer & Bohndick, 2023)

Impacts of Graduates on the African Society

Research by the African Development Bank (2022) and Olaniyan and Ojo (2022) indicates that African graduates are key to the continent's economic growth and development. To this end, Akpan and Udoh (2020) contend that African graduates are more inclined to take part in community development initiatives, offering leadership and governance. Furthermore, Adebayo and Afolabi (2021) maintain that graduates in Africa are more likely to be open-minded, allowing them to contribute to the cultural and social growth of their communities. Most of these graduates have entrepreneurial skills and are more likely to generate employment and stimulate economic growth (Nwosu & Okoro, 2021). Graduates are also to enhance African educational achievements and better health outcomes (UNESCO Institute for Statistics, 2020; World Bank, 2020; World Health Organisation, 2019). Thus, for the African graduate completing a qualification is more than just being prepared for employment, but it has social responsibility implications.

Challenges Militating against Graduateness in Africa

Higher education in Africa has been acclaimed to be deficient in meeting the current demands of the employment market (Olaniyan & Ojo, 2022; Ramnund-Mansingh & Reddy, 2021). This has been attributed to the use of antiquated curricula that fail to provide graduates with the abilities and information required in today's workplace (Osiesi et al., 2024), necessitating further underemployment and unemployment (International Labour Organisation, 2022). Another challenge is the low quality of education, resulting from the lack of teaching and learning facilities/resources which is necessary to offer top-notch instruction in several institutions (Mkandawire, 2020). High-level corruption and nepotism have also been affirmed to be a challenge impacting graduateness in Africa (Assié-Lumumba, 2018; Mazrui, 2017). In recent times, there is the challenge of brain drain (a situation where a large number of African graduates emigrate to other countries in search of better prospects) (Global

Entrepreneurship Monitor, 2020; Naidoo, 2016). The continent's poverty level is also a challenge to "graduateness" in Africa (Cerf, 2018; World Health Organisation, 2019).

Strategies for Improving the Status of African Graduates

Since several African higher education institutions still use antiquated curricula that fail to provide graduates with the currently required knowledge and skills, curriculum reviews and reforms (curriculum evaluation) are necessary (Olaniyan & Ojo, 2022; Osiesi et al., 2024). Incorporating more hands-on and vocational training together with courses in critical thinking, entrepreneurship, digitisation, and innovation into such curriculum reviews and reforms could be helpful (African Development Bank, 2022; Mkandawire, 2020). Enhancing graduate employability skills through mentoring opportunities, internships, training and development programmes could also help in improving the status of African graduates (Mkandawire, 2020; Olaniyan & Ojo, 2022). Enhancing Industry-Academia Partnerships is another way to improve the status of African graduates (Mkandawire, 2020; Olaniyan & Ojo, 2022).

Other strategies entail increasing graduates' access to funding and resources (including access to technology and equipment), which facilitates their ability to start and operate their businesses or pursue additional education and training (Assié-Lumumba, 2018; Mazrui, 2017). Becker (2020) contends that graduateness is an ongoing journey, as graduates must continuously update their skills and knowledge to stay relevant in a fast-changing environment. To boost graduateness and graduate traits, educators, employers, and policymakers can collaborate to ensure that graduates are well-prepared with the skills and knowledge needed to succeed in their careers and contribute to their communities' growth (Becker, 2020). Similarly, combined traditional and student-centered learning approaches and pedagogies could be adopted in preparing these students in developing employability and social skills (Mainga et al., 2022).

Methodology

We utilised the critical interpretive synthesis (CIS) methodology for this. For researchers to consider their positionality and preconceptions, it emphasises how important it is to understand the background and significance of the literature (Dixon-Woods et al., 2006; Jones, 2015; Osiesi & Blignaut, 2025). Through this approach, dialogue between the researchers' perspectives and the literature is encouraged (Furlong & Lester, 2022; Morris,

2023). When choosing the literature and summarising its findings, we adhered closely to the PRISMA standards. By closely examining the literature, we were able to identify recurring themes and patterns that made it easier to interpret the results (Dalglish et al., 2022; Öztürk et al., 2024; Osiesi & Blignaut, 2025). This approach gave us a better grasp of the problem by allowing us to reflect on the research focus and by carefully reviewing previous studies as related to this focus. Conference proceedings, journal articles, and book chapters from the databases of AJOL, ERIC, EBSCO, Google Scholar and SCOPUS, were used to perform the literature search.

The published literature on "gradauteness" was limited because the concept is context-driven and orientated. However, we set inclusion criteria for the literature review, ensuring that only articles about gradauteness or what it is perceived to represent in the African higher education or literature were chosen and reviewed. Articles that did not meet the inclusion criteria were excluded. To fully situate the subject of this research, we used the following search terms: "African Graduates," "Graduates", "Graduteness in Africa," "Higher education," "University," "Attributes and skills of African graduates," "Africa," "Challenges militating against gradauteness in Africa," and "Strategies for improving the status of African graduates." We were able to streamline the literature review with the help of two of our university librarians. As we gathered the data from this literature, we carefully reviewed and considered the implications of the findings concerning the study questions, and incorporated our personal views, ideas and conclusions, based on our experience as higher education faculty and teacher educators.

Figure 2: Conceptualisation of Graduteness

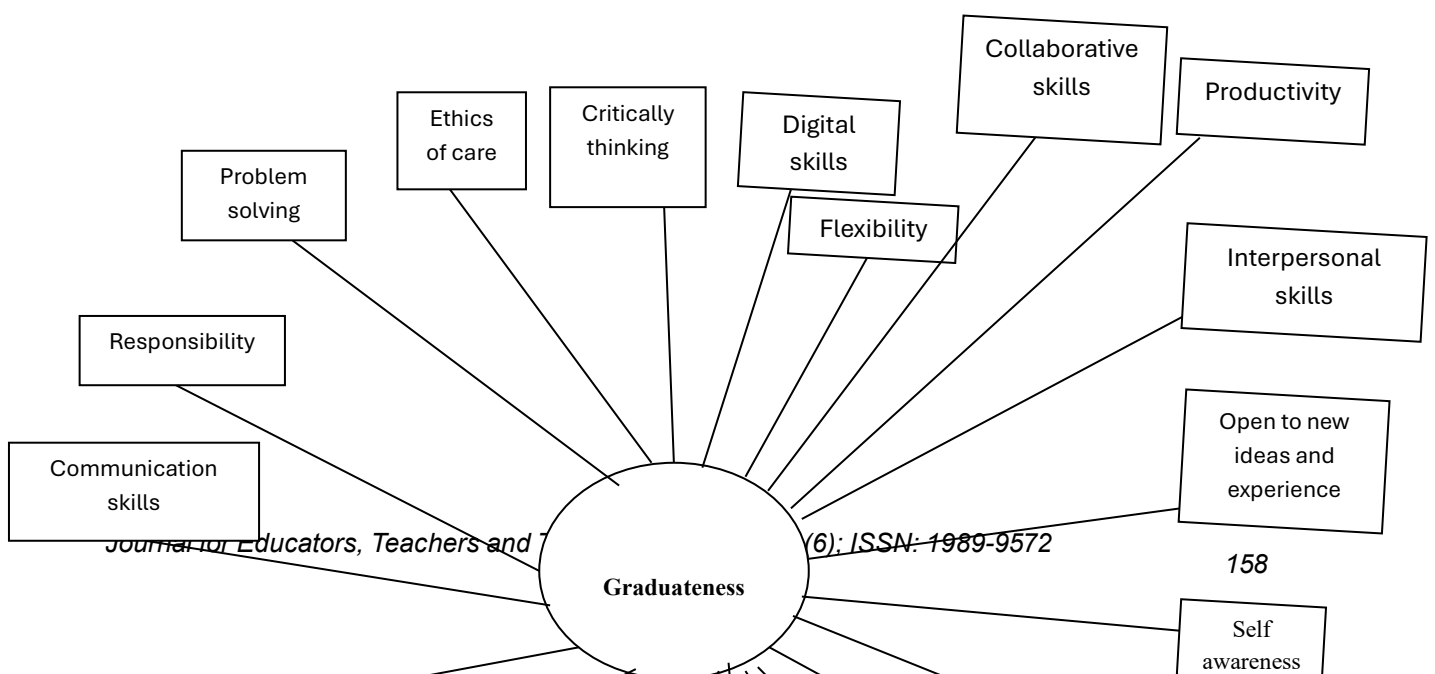


Fig. 2.: Authors' own Work

Fig. 2 denotes what we conceptualise as gradueness and its cognate attributes.

Findings and Discussion

RQ 1: What defines gradueness in the African context?

A finding of the study indicates that several prior research has termed gradueness as encompassing academic achievement, soft and practical skills, and work experience (Blayone et al., 2020; Nyembe & Ojo, 2024; Steur et al., 2019); skills, knowledge, and talents of graduates that are beyond their particular subject knowledge and are usable in a variety of contexts (Onoyase, 2019); blending theories and reflective thinking (Steur et al., 2012); individual growth and transformation (Pitan & Muller, 2020); transferable skills and personal traits that demonstrate graduates' employability and readiness for the world of work (Yamada and Otchia, 2020); critical thinking, problem-solving, and communication skills (Ashwin, 2020); experiences both inside and outside of the classroom, and "year in industry" and its effects on the graduate's life (Dziallas & Fincher, 2016); standards for scholarship, moral citizenship, and reflective thinking (Steur et al., 2016); a high level of maturity, sophistication, and professionalism, that requires an individual to be adaptable, resilient, and open to new ideas and experiences (Brennan, 2018).

Most graduates out there (particularly with respect to Africa) are underemployed and unemployed (Mgaiwa, 2021; Mncayi & Meyer, 2022; Molobela, 2024). We argue that if gradueness only entails obtaining a university or college degree which approves such recipient the qualities and suitability for the world of work, then, cases of underemployment or unemployment may not have been the case. Therefore, gradueness is beyond what is learned from academic institutions. It comprises formal academic training, skilling and upskilling, experiential and incidental learning, learnings and experiences gathered from the society and communities, and those from the graduate's immediate surroundings (home and family-related).

RQ 2: What Attributes and Skills are African Graduates expected to Possess?

A finding of this study has indicated that graduates are to possess the following attributes: communication, problem-solving, and critical thinking skills, and capacity to collaborate well with others and adjust to changing circumstances (Ashwin, 2020); knowledge and abilities required to promote economic growth, entrepreneurship, innovation, and expertise in various fields (Brennan, 2018); excellent analytical and problem-solving abilities, communication and interpersonal skills, collaborative skills, the capacity for creative thoughts and the development of novel solutions to challenging issues, and skilfulness in digital technologies (Adebayo, 2020; Kwame, 2019; Oyewole, 2019); be lifelong learners and capable of adapting to somewhat difficult situations (Naidoo, 2020); ability to live and work in the 21st century (Bester, 2024); agents of social good for the society (Bosanquet et al., 2022); engagement, interdisciplinary effectiveness, professional and ethical, cultural competence, and skills in project planning and delivery (Eimer & Bohndick, 2023). We surmise that while literature summarises what graduate attributes and skills should entail, focus should also include high level of emotional intelligence, proactive to problem-solving and decision making, humanity (ethics of care) and responsibility to immediate family and the society/nation at large. See Fig. 2 for further highlights.

RQ 3: What are the Impacts of Graduates on African Society?

Graduates do influence the intellectual, civic, social, and economic dimensions of societies. By raising workforce quantity and skill levels, which boost productivity and creativity, they help accelerate economic growth and development (African Development Bank, 2022; Li et al., 2024; Olaniyan & Ojo, 2022). They have a major role in raising national incomes and taxes, which in turn fund infrastructure and public services (Akpan & Udoh, 2020). Through research, employment creation, and better health outcomes, graduates propel local economies and advance regional development (Valero & Van Reenen, 2019). Additionally, they develop into leaders, inventors, and entrepreneurs who launch new industries, and provide employment, hence boosting the economy (Nwosu & Okoro, 2021; Zemlyak et al., 2023). Through leadership positions, charitable contributions, and volunteer labour, graduates enhance civic life and build stronger, more prosperous communities (Adebayo & Afolabi, 2021; Giancaspro & Manuti, 2021). By expanding knowledge, advocating for social justice, and aiding public health programmes, graduates advances society which has a good knock-on effect both within and beyond the academia (Dempsey-Brench & Shantz, 2022; UNESCO Institute for Statistics, 2020; World Bank, 2020; World Health Organisation, 2019).

RQ 4: What Challenges militate against Graduateness in Africa?

A finding of this study has revealed that graduateness is hampered by several challenges, particularly in Africa. Sociopolitical, economic, and structural variables are the causes of these challenges. Africa's 9% higher education enrolment rate is still quite low when compared to the global average of 38%, and it also restricts the number of graduates coming from these institutions (UNESCO, 2024). For women and in certain academic discipline (such as STEM fields), access is particularly restricted (UNESCO, 2024). There is a severe lack of competent personnel in critical fields, which suggests that education is not well matched with the up-to-date global and economic demands (Mba, 2017). In addition, Africa invests only 0.6% of its GDP in research and development, compared to the global average of 1.79% (UNESCO, 2024). This underinvestment in faculty development, infrastructure, and research remains a burning issue (Mba, 2017; UNESCO, 2024). The capacity of African universities to innovate and adapt to local demands is hampered by institutional and governance issues, especially those pertaining to leadership deficiencies and a lack of institutional autonomy (Mba, 2017).

Talent migration and brain drain are other issues that have now become a sore spot in Africa. Numerous abled and gifted graduates who may have had a positive impact on the

continent depart Africa in pursuit for greener pastures. This undermines the capacity of higher education in the region as well as the calibre and quantity of graduates. Because of the colonial heritage and continued imitation of Western education, African curricula and research do not correspond with African development aspirations or what we could refer to as the 'Africanisation agenda'. We argue that localised curricula that prioritise creativity, sustainability, and local relevance are necessary. The higher education environment and the graduates quality are further destabilised by frequent academic disruptions in several African higher education institutions brought on political instability, administrative bottlenecks, and widespread corruption at the institutional and governmental levels (Maringe & Chiramba, 2022; Omodan, 2023).

RQ5: What Strategies can be Adopted to improve the Status of Graduates in Africa?

Government, business, and education partners have to collaborate together to improve the status of graduates in Africa. To redesign African higher education curricula, universities and other graduate training institutions should work closely with employers to make sure that both the general and technical skills needed by the labour market are taught (Matabane et al., 2024; Olaniyan & Ojo, 2022; Osiesi et al., 2024; Osiesi & Blignaut, 2025a; Osiesi & Blignaut, 2025b). Digital innovation and entrepreneurship training needs to be incorporated into all levels and disciplines of graduate school in Africa and made a required curriculum. This encourages an innovative culture and equips graduates for self-employment (Awotunde & Aregbeshola, 2025). Governments and education stakeholders must encourage more financial support (funding) and mentorship for entrepreneurial endeavours.

In order to assist students (to-be graduates) in making educated career decisions and navigating the transition to the workforce, we believe it is critical to build and improve career advisory and counselling centres within educational institutions (Alnajjar & Abou Hashish, 2024). The participation of alumni networks to guide and counsel these soon-to-be graduates for improved career development and choice might enhance this. To increase employability and build talent pipelines in high-demand economic sectors, structured graduate development programmes and job placement activities in collaboration with leading industries could also promote African graduateness. To promote academic integration and graduate mobility, African nations might create and execute continental and regional collaboration frameworks (Jowi, 2024). Governments and universities could foster an atmosphere that supports the expansion of the private sector. Driving a sustainable and effective graduateness programme

in Africa requires fostering excellent governance, accountability, and leadership in education management and at the governmental levels (Asongu & Odhiambo, 2020).

Conclusion

Based on literature evidence and our experience as faculty, we provide further illumination of what constitutes graduateness, graduate attributes and skills, the impact graduates make in the African society, challenges that militate against 'graduateness' in the continent, and the strategies we believe could be adopted to improve the status of graduates in Africa. While we concur that graduateness need not make one an "all-rounder" or an "absolute expert", we visualise that such an individual (the graduate), should possess some (if not all) of the attributes/skills outlined in this article (see Fig. 2). Being a graduate, we have argued in this paper, goes beyond what is taught within the walls of a classroom. It includes formal academic training, skill development and upskilling, accidental and experiential learning, knowledge and experiences gained from the community and the larger society, and those from the graduate's personal surroundings (family and home). A graduate should amongst other things, be emotionally intelligent, humane, ethical, innovative, abreast with the current societal cum global trends, proactive to problem solving and sound decision-making, and responsible to the needs of his or her immediate community and the society. Enabling environment for graduates to make significant impact in their immediate society and the world be made available and easily accessible. Hence, we maintain that all hands be on deck in ensuring that the challenges militating against graduateness, the development of graduate attributes and skills in Africa be vehemently addressed. The strategies as highlighted herewith be adopted and activated for the sustenance and enhancement of the African graduates.

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