African Higher Education: Opportunities for Transformative Change for Sustainable Development

This publication was produced for USAID’s review by the Knowledge Center on Higher Education for African Development.
Three Takeaways


2. African higher education lags behind all other regions. The time to invest is now.

3. Investments should focus on institutional transformation, not tweaks at the margin.
What are higher education’s contributions to development?
# Returns to Schooling by Education Level

<table>
<thead>
<tr>
<th>Region</th>
<th>Primary</th>
<th>Secondary</th>
<th>Tertiary</th>
<th>GDP/pc (PPP 2005)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>World</td>
<td>10.3</td>
<td>6.9</td>
<td>16.8</td>
<td>6,719</td>
<td>74</td>
</tr>
<tr>
<td>Middle East and North Africa</td>
<td>9.4</td>
<td>3.5</td>
<td>8.9</td>
<td>3,645</td>
<td>7</td>
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<tr>
<td>South Asia</td>
<td>9.6</td>
<td>6.3</td>
<td>18.4</td>
<td>2,626</td>
<td>4</td>
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<tr>
<td>Eastern and Central Europe</td>
<td>8.3</td>
<td>4.0</td>
<td>10.1</td>
<td>6,630</td>
<td>7</td>
</tr>
<tr>
<td>High Income Economies</td>
<td>4.8</td>
<td>5.3</td>
<td>11.0</td>
<td>31,748</td>
<td>6</td>
</tr>
<tr>
<td>East Asia and Pacific</td>
<td>11.0</td>
<td>6.3</td>
<td>15.4</td>
<td>5,980</td>
<td>6</td>
</tr>
<tr>
<td>Latin America and Caribbean</td>
<td>9.3</td>
<td>6.6</td>
<td>17.6</td>
<td>7,269</td>
<td>20</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>13.4</td>
<td>10.8</td>
<td>21.9</td>
<td>2,531</td>
<td>24</td>
</tr>
</tbody>
</table>

What is the state of higher education in Africa?
Enrollment Levels in Higher Education

North America & Western Europe
Central & Eastern Europe
Latin America & Caribbean
East Asia & Pacific
World Average
Central Asia
Arab States
South & West Asia
Sub-Saharan Africa

2010
1990
Research and Development Expenditure
2001

Source: www.worldmapper.org
Current Challenges for African Higher Education

Serious problems in quality and relevance of African Higher Education
UNESCO: Sustainable development post-2015 begins with education

“...postgraduate students comprise a shrinking fraction of total enrolments. This means that universities are not producing sufficient numbers of the next generation of lecturers and researchers at exactly the time when they should be increasing – in numbers as well as quality.”
Percentage of Educational Lending for Higher Education by Major Development Banks, 1960s to 2000s

How can the U.S. best support African Higher Education?
institutional transformation
2 key recommendations

1. Concentrate USAID Investments and combine system level interventions with institution-level transformation.

2. Do this through partnerships with peer institutions that are long-term, engage the private sector, and focus on comprehensive institutional performance improvement.
What does it take?

• A flexible partnership, not a contract.
• Being *resident* long-term.
• Expertise in *institutional performance improvement* and change management.

Implement USAID’s HICD framework!
HUMAN AND INSTITUTIONAL CAPACITY DEVELOPMENT HANDBOOK

A USAID MODEL FOR SUSTAINABLE PERFORMANCE IMPROVEMENT
What do US institutions have to offer?

• Peer-institution partnerships are more sustainable
• Bring considerable resources
• External support and legitimacy for change
• US institutions undergoing their own transformations – shared learning
AFRICAN HIGHER EDUCATION:
OPPORTUNITIES FOR TRANSFORMATIVE CHANGE FOR SUSTAINABLE DEVELOPMENT

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