



# **HIGHER EDUCATION DEVELOPMENTS IN AFRICA**

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# OUTLINE

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- **History and Characteristics**
- **Key concerns and Trends for Revitalization**
- **African Union's priority H E programs**
- **Arusha Convention**
- **Pan African University (PAU)**
- **ADEA and Partners AHERS Initiative**
- **Some Concluding Observations**



# HISTORY

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- **Africa once the cradle of civilization** (Al Ahzar Univ. in Cairo 1<sup>st</sup> Century; Karawyyin Fez – 1<sup>st</sup> Century; Univ. of Timbuktu 13<sup>th</sup> Century; Fourah Bay College )
- **1950 and 60s African H E institutions had solid reputation as centers of excellence and comparable to the best globally**
- **80s economic crisis and structural adjustment gave priority to basic education**
- **Resources dwindled** (financial, human, infrastructure etc.) **resulting in deterioration in quality in all its form**
- **1990 – 2000 saw several attempts at institutional reforms**
- **2006 revitalization began with political leadership of the AU and support from partners including ADEA**



# CHARACTERISTICS

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- **Mostly university-based and state-funded**
- **Rapidly expanding non-university sub-sector**
- **Rapidly expanding private sector and off-shore providers**
- **Significant increases in access** (12%-60% 1999-2005)
- **Gross Enrolment Ratio still barely exceeds 5%**
- **Large proportion and categories of marginalized groups and little opportunity for life-long learning**
- **Weak productive sector linkage and relevance to economic and social development**
- **Weak public-private partnership**



# **KEY CONCERNS**

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- **Staff retention and declining qualified and numbers of staff and researchers**
- **Low post-graduate enrolment and output**
- **Low contribution to global research and publications**
- **Low ICT integration and issues of pedagogy**
- **Low science technology and innovation capacity**
- **Low female access and success**
- **Persisting decline in quality in all its forms**
- **Funding gaps persist in majority countries**



# POSITIVE TRENDS

- Increasing appreciation for the role of Higher Education as the key for development and lower levels of educ.
- Gap between policy and financing closing in some countries (Mauritius, Nigeria, Rwanda, Ghana, Tunisia)
- Increasing efforts aimed at harmonization (LMD reforms) and academic mobility within the continent
- Increasing stakeholders' demand for relevance, quality and value for money (governments, students/parents, employers)
- Growing awareness of impact of internationalization & global competitiveness
- Increasing political leadership by the African Union
- Growing partnerships and drive for synergy



# REVITALIZATION

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**2006 Second Decade Education Action Plan with Higher Education one of eight priorities with core areas of focus:**

- **Knowledge production**
- **Post-graduate training and research**
- **Science technological and innovation**
- **Quality and quality ratings**
- **ICT development integration**
- **Harmonisation (Arusha Convention)**
- **Diversification of resources**
- **Improved coordination**

# **AU's FLAGSHIP PROGRAMS**



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- **Pan African University (PAU)**
- **African Quality Rating (AQRM)**
- **Strategy for Harmonisation (Arusha Convention)**  
**Academic Mobility, Regional integration**
- **Mwalimu Nyerere Scholarships Program**
- **Africa-India Scholarship Program**
- **Strategy for Teacher Development and Teacher Mobility**
- **Science Research Grants and Awards**



# ARUSHA CONVENTION

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- Africa's Regional Convention for Recognition of Studies, Certification, Diplomas, Degrees and other Academic Qualification in Higher Education Africa
- To support the comparability and recognition of HE of programs and qualifications; facilitate mobility of academic staff and students within Africa; reinforce solidarity and integration among the State Parties; contribute to UNESCO's efforts to promote international academic mobility.
- 3 Levels of Institutional Implementation: National, Sub-Regional and a Regional Follow-up Committee.
- Introduced 5<sup>th</sup> December 1981 in Arusha Tanzania but only 21 Countries out of 54 had signed and ratified



# **ARUSHA CONVENTION**

**(Countries that ratified)**

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**Algeria, Benin, Burkina Faso,  
Burundi, Cote d'Ivoire, Equatorial  
Guinea, Egypt, Gabon, Guinea  
Conakry, Lesotho, Niger, Nigeria,  
Rwanda, Senegal, Seychelles,  
Sudan, Tanzania, The Holy See,  
Togo, Zambia**

# **ARUSHA CONVENTION**

## **(Structure and Content)**



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- **Preamble**
- **Definitions**
- **Aims**
- **Obligations of State Parties**
- **Implementation**
- **Ratification, Entry into Force, Adhesion, Denunciation, Amendment**
- **Witness**



# **ARUSHA CONVENTION**

## **(Challenges)**

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- **Low awareness and commitment by State Parties and African H E stakeholders**
- **Weak link between the 3 levels of implementation**
- **Weak link between AU's H E Harmonization Strategy and other sub-regional and continental initiatives**
- **The degree of transparency and credibility of State Parties' criteria and procedures of evaluation and recognition of degrees not robust**
- **Revision lagged behind developments in H E continentally and globally**
- **Fears of nationals' access; linguistic issues; quality concerns**

# **ARUSHA CONVENTION**

## **(Way Forward)**

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- Revised version to be presented to AU Summit of Heads of States in January 2012
- State Parties will then sign, ratify and begin implementation
- A number of State Parties very eager (Mozambique)
- LMD Reforms have accelerated the process
- UNESCO's support and global information and experience sharing is accelerating and challenging the process
- AAU's has intensified awareness-raising among institutions
- Need to bring on board other stakeholders (professional bodies)



**PAU**

Pan African University  
Université PanAfricaine



# **PAN AFRICA UNIVERSITY (PAU)**

## **(Model and Thematic Focus)**

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PAU a new generation of university, constituted and networked on existing education and research structures

Five (5) flagship institutes / hubs in areas relevant to Africa's

Development and allocated competitively by sub-region:

- **Space sciences** (Southern Africa)
- **Water and Energy including Climate Change** (Algeria)
- **Basic Sciences Technology and Innovation** (JKUAT Kenya)
- **Earth and Life Sciences** (University of Ibadan Nigeria)
- **Governance, Humanities and social sciences** (Yaoundé Cameroon)

# **PAN AFRICA UNIVERSITY (PAU)**

## **(Justification)**

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- **Increasing recognition of the critical role of H E for economic and social development and development of other levels of education**
- **Africa under-served by world-class universities focusing on post-graduate training and advanced research and innovation**
- **PAU aims to mobilize the contribution of brightest and young Africans including from the Diaspora**
- **PAU aims to accelerate academic mobility within Africa and foster regional integration**
- **PAU aims to bridge the acute gap between the aging professoriate and next generation of academics**
- **Through promoting quality promote Africa's competitiveness globally**



# **PAN AFRICA UNIVERSITY (PAU)**

## **(Mandate and Scope)**

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3 PAU Institutes will be launched by 2012. PAU Institutes will provide Infrastructure for world-class research and knowledge transfer and train Masters and Doctoral students:

- **Each Institute will enroll approximately 100 Masters and Doctoral students annually.**
- **Network with up to 10 Satellite Centers**
- **A Host Country that commits to provide resources**
- **A Lead Thematic Partner (LTP) for long-term dynamic academic and research partnership/cooperation with it's own academic community**
- **RECs expected to play active financing role**



# **PAN AFRICA UNIVERSITY (PAU)**

## **(Current Partners)**

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- **AU Member States**
- **Regional Economic Communities (RECs)**
- **European Union (Germany, Sweden, Italy, **Finland?**)**
- **African Development Bank (AfDB)**
- **World Bank**
- **UNESCO**
- **India**
- **Japan (JICA)**
- **Cuba**

# **PAN AFRICA UNIVERSITY (PAU)**

## **(Sustainability Concerns)**



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- Can a sustainable business model be developed for PAU implemented and sustainably financed ?
- How can PAU interface with other internationally funded ongoing initiatives (Zie Burkina, Nelson Mandela in Abuja, AVU)
- Can appropriate cost-effective financial controls be established and maintained ?
- Can appropriate technology transfer policies be developed adopted / implemented cost-effectively and successfully?
- Can such a dispersed network of institutions cost-effectively share curricula, services and resources?

# CONCLUDING OBSERVATIONS



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- Africa is moving to strengthen its higher education and research space (AHERS)
- ADEA is spearheading the AHERS initiative under the umbrella of AU and key partners (UNESCO, AAU, sub-regional HE bodies, WB, AfDB)
- Science technology and innovation the focus
- Primary goal is access to success through regional integration
- Quality the main pillar
- The destination global competitiveness



# CONTACTS

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