



SUB-SAHARAN HIGHER EDUCATION IN A BIG PICTURE

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**NO FUTURE
FOR UNIVERSITY
COOPERATION?**

**ACT
NOW!**



**When lost. It is better to return to a familiar point before rushing on.
African proverb.**

Joseph Ki-Zerbo

A university's contribution to development turns on the quality of knowledge it generates and disseminates.

Akilsgpsa Sawyerr

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1. Factsheet

- 1. Break in the African education system by the colonial system: inadequate systems for self-governance and rapid economic growth**
- 2. Impossible discussion of higher education without a consideration of the role of the donors, international agencies, and especially the World Bank**
- 3. The World Bank wrote education policies for Africa**
- 4. For many years the WB shifted its resources from Higher education to primary education. It also advised other donors**
- 5. Is it possible to design an education of Africa for Africa?**

Jomtien Conference in 1990 (Thailand)

- **Education for all strategy (199-2000)**
- **World Bank: “Education Sector Paper”: Lending to primary education from 11% to 30%**
- **Higher education from 40% to 30%**
- **Dropping on formal and adult education**
- **WB, Harare, 1986: Most African countries were better closing universities, a luxury**
- **WB sees Higher Education through an economic lens**
- **National Elite is seen as a luxury**

Consequences of these Hesitations

- 1. State Intervention role in the higher education sector**
- 2. Cost Sharing principle with no consideration for business, privatization and diversification work in Africa**
- 3. No attention to equity, responsiveness, worthiness with regard to enrollment, drop-out rates**
- 4. WB: book and food allowances, free tuition disappear: universities become places for better-off families**
- 5. Links with more affluent universities from the north for research, publications, journals (Direct Support)**
- 6. In 1990: filthy toilets, classrooms with broken windows under the threat of starvation**
- 7. Brain drain**
- 8. Some experts from the north still go to the south**
- 9. Rare exceptional cases**



2. Cooperation with Sub-Saharan Africa

Task force on Higher Education and Society, 2000

- **Experts from 13 countries invited by the WB and the UNESCO**
- **Higher education in Developing Countries: Peril and promise (World Bank, 2000)**
- **Knowledge Construction – Challenges of tertiary Education (World bank, 2000)**
- **Higher Education is the modern world's “basic education,” but developing countries are falling further and further behind. It's time to drive home a new message: higher education is no longer a luxury, it is essential to survive”. Henry Rosovsky**

Makerere Miracle or Makerere Syndrom

- 1. What happens to a university if it is only governed by the market in a poor country: education as a commodity**
- 2. Charging fees for evening classes: an increase of students from 2, 300 to 14,000: from fees and donors, reduction of the dependency on the government**
- 3. But questions for housing, learning environment (Pressure on space)**
- 4. More than half of students did not attend lectures: lack of seats**
- 5. One teacher reading from a book, lost pages from a book**
- 6. Language Issue at the University levels: imported skills in foreign languages: English, French, Portuguese**
- 7. The link between the academia and ordinary people is lost**
- 8. Values and knowledge creation through basic research**
- 9. Business of workers and theories learned in class “People-bridges”**

Challenges of Education in Africa

- Without education, development will not occur. Only educated people can command the skills for a better quality life
- The progress is insufficient, the response of the international community far from adequate
- Severe decline in agriculture and food productions, health issues
- Local commodities prices have fallen, low GDP
- Main challenges: human resources will ensure accelerated development and modernization: (1)education to the younger, (2)equitable distribution, (3)misuse of resources, (4)relevance for the job market, (5) education policy, analysis and evaluation of training programs (6) diversification of sources of finance, (7) Revitalization of existing educational infrastructure, training and vocational facilities in post-secondary sector, (8) New technologies (and traditional), (9) Building national and regional research and development systems, (10)Women and gender perspectives in different projects

May 7: Act Now, Not to abandoning Cooperation with Universities of the South



NO TO ABANDONING COOPERATION WITH UNIVERSITIES IN DEVELOPING COUNTRIES!

**To the attention of the Federal and Community
Governments of Belgium NO TO ABANDONING
COOPERATION WITH UNIVERSITIES IN DEVELOPING
COUNTRIES**

**YES TO A STRONG, SUSTAINABLE COMMITMENT
FROM BELGIUM FOR ACADEMIC COLLABORATION
WITH DEVELOPING COUNTRIES**

**Among the economy measures decided upon by the
Belgian Federal Government on 11 March 2012,
featured an end to Federal State funding of university
development cooperation, and the transfer of
responsibility to the Communities under the heading of
'misused skills'. The undersigned share the following
opinion:**

- 1. Cooperation with universities in developing countries is in no way a skill that would already have been transferred to the Communities.**
- 2. This cooperation represents a long-term investment for our country, and for all universities where hundreds of men and women have been working together for decades.**
- 3. It reinforces southern universities as an essential driving force in developing their countries so as to respond to global challenges, such as a global economy, food safety, environmental and climate changes, and the progress of democracy.**
- 4. Since it was established, it has represented more than one hundred partner institutions, almost 2,000 researchers and more than 10,000 scholarships for the South. An abrupt end to funding would undermine its impact, as well as the continuation of these achievements. Such an end would entail giving up our values.**
- 5. The undersigned therefore request that the Federal and Community Authorities guarantee the following. ..the continuation of further action. In the event of a transfer, a concentrated, efficient, participative, carefully-thought-through transition with respect to all parties concerned.**



3. Survey of African academic scientific resources

Your Excellency Development Cooperation Minister /Belgium

**A cry of alarm from teachers and students from the Unilu
CIUF, CUD first institutions do help the Unilu after the
isolation decade**

**PIC (Interuniversity Private Projects) for a common interest 60
Belgian students visit the Unilu**

**Opening up the university, equipment, modernization,
training locally and in Belgium, participation in local
development statement academic, University teaching, 20
teachers annually get their PhD, factory processing of ores by
flotation, Observatory of Urban Change, School of
Criminology**

Is this the best possible way of Cooperation?

A problem shared is a problem halved

Nothing succeeds like success

Strike while the iron is hot



4. Suggestions for a road map: EU Task force

1

- **Successful Stories and African needs: Ghana, Senegal, South Africa,**
- **Past. Present, and future**
- **African Universities: developing three poles: (1)Ghana or Senegal, (2) South Africa , and (3) Kenya or Tanzania**
- **World priorities from Africa: drought, desertification, water, forest and ecosystem, hunger, mineral exploitation, pandemics**

2

- **Human Rights, Academic Freedom, proxy wars, borders**
- **Students as partners**
- **New technologies and African Traditions**

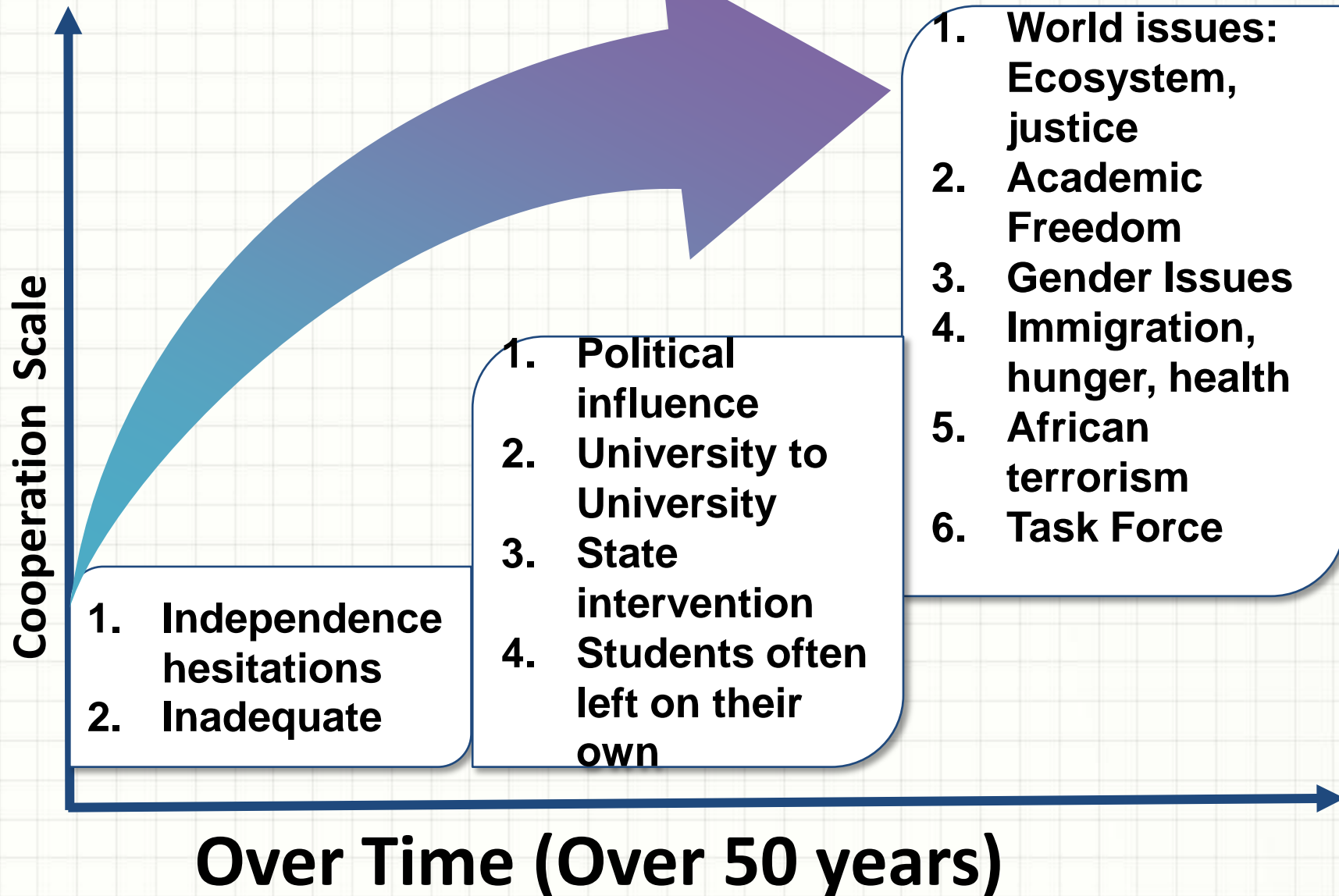
3

- **Task Force: European Union and Africa**

Cooperation and Academic Freedom

- **Scholars at Risk Network: a network of 320 Higher Education, strategies for Prevention, Protection, and Promotion**
- **Scholars Monitoring: Africa, Middle East, Southern and Southern Asia**
- **Academics are targeted, and brain drain is continued**
- **Dictatorship**
- **sarmonitoring@nyu.edu;**
www.monitoring.academicfreedom.info

Working for the best possible Cooperation



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