



Management and Funding Challenges Facing Higher Institutions in Some African Countries

Le Défis De Gestion Et De Financement De L'enseignement Supérieur Dans Certains Pays Africains

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Abstract

The paper examined the problem of managing higher education in Africa where leadership problem and ideological issues have combined to limit tertiary education funding. As funding is limited and lacks sustainability, enrolment is fast increasing due to population growth rates. The methodology of the paper is based on qualitative research design and relied on secondary data to carry out its analysis of higher education funding in Africa. The paper adopted a co-relational and critical approach of data analysis. The paper concludes that unless a sustainable policy on higher education funding in Africa is instituted, African countries will continue to battle with the problem of funding. The recommended a paradigm shift in higher education leadership that places emphasis on innovation and strategic visioning for increased higher education funding.

Résumé

L'article examinait le problème de la gestion de l'enseignement supérieur en Afrique où les problèmes de la direction et les problèmes idéologiques se sont combinés pour limiter le financement de l'enseignement supérieur. Comme le financement est limité et n'est pas viable, les inscriptions augmentent rapidement en raison des taux de croissance démographique. La méthodologie du document est basée

sur la conception de recherches qualitatives et s'appuie sur des données secondaires pour effectuer son analyse du financement de l'enseignement supérieur en Afrique. Le document a adopté une approche co-relationnelle et critique de l'analyse des données. Le document conclut qu'à moins qu'une politique durable de financement de l'enseignement supérieur en Afrique ne soit instituée, les pays africains continueront à lutter contre le problème du financement. Il a recommandé un changement de paradigme dans la gestion de l'enseignement supérieur qui met l'accent sur l'innovation et la vision stratégique pour un financement accru de l'enseignement supérieur.

Key words: *higher education, funding, enrolment, leadership, ideology*

Mots clés : *enseignement supérieur, financement, inscription, la direction, idéologie*

Introduction

The development of higher education in Africa is very fundamental to the liberation of the continent from the shackles of underdevelopment. The development of Africa, its higher education administration and management, as well as its human capital development, are inextricably interwoven. Research has shown that higher education funding in Africa is trapped in a complex paradox-the paradox of a rapidly expanding higher education competing for scarce resources in the face of limited and already overstretched government resources (Teferra and Altbach, 2013). While the development of human capital to boost development is regarded as a critical factor, higher education administration, particularly enrolment and funding in Africa, which play pivotal role in raising the stock of human capital, is beset with a number of daunting challenges. Studies indicate that paramount among the factors militating against higher education in Africa is the problem of funding (Teferra, 2013a). Population growth rates in Africa are very high, and this places considerable demand on higher education and sustainable financing of higher education.

Whereas the total number of students seeking higher education in Africa has tripled, rising from 2.7 million in 1991 to 9.3 million in 2006 (an annual average rate of 16%), Africa has maintained the same level of funding higher education, allocating approximately 0.78% of its GDP, and about 20% of its current public expenditure on education. The situation in poorer African countries is even more troubling where approximately 0.63% of GDP is allocated to higher education, and where during the 2000-2015 period, the number of students quadrupled (World Bank, 2015). Africa has the negative distinction of standing out as the only region in the world that has suffered a decrease in the level of current public expenditure per student (30% over the last 15 years) (World Bank, 2015).

Higher education institutions in Sub-Saharan Africa are the most financially challenged in the world (Teferra, 2013). The decline in higher education funding in Africa adversely affects the quality of learning, and teaching and the provision of infrastructure. The effect of the decline in funding higher education in Africa varies from country to country (Bloom et al, 2016). Expectably, the decline is more noticeable in countries with low rate of public expenditure per student (some countries spend less than US\$1,000 per student, especially in Sub-saharan Africa).

Coping with ever increasing demand for higher education by admitting more students has implications that affect the quality of learning. Universities are unable to recruit and maintain quality staff, classrooms are over-crowded and dilapidated, laboratories are without the necessary facilities, training and research is relegated to the background, while teachers must supplement their incomes by doubling as teachers in private schools and universities.

At the present rate of demand for higher education in Africa, students' enrolment for the entire continent is estimated to rise to between 18 million and 20 million by 2015, with the level of expenditure rising to 75% higher than the quantum of public resources that could be mobilized by African countries. Remarkably, the total required number of teachers would double from a total of approximately 456,000 in 2006 to 908,000 by 2015 (World Bank, 2015).

Because of the paucity of public financial resources which affects higher education financing, public universities in Africa find it difficult to recruit and retain the required number of senior teaching staff, who are needed for the conduct of research, maintain the quality of pedagogical instruction and scientific research. The poor funding of higher education in Africa has exacerbated the flight of quality teaching staff from Africa to universities in Europe (euphemistically referred to as brain drain (Ade et al., 2016). This has contributed in no small way to the poor rating which African universities suffer globally. In African universities, PhD holders are in terrible short supply because of the limited number of professors who are required for their training and the supervision of PhD research work (Adejumobi, 2014). Indeed, the investment required over the 2006-2015 period to increase the capacity of current institutions (classrooms, libraries, laboratories, workshops and lecture halls); establishing new institutions that are better distributed and equipped; and improving administrative and teaching materials is estimated at approximately US\$45 billion for public higher education as a whole, of which US\$20 billion is for low-income countries (UNESCO, 2014).

With limited funds which has led to the reduction in public expenditure per student, it will become even more difficult to maintain existing facilities, buildings, and service infrastructure. This will exacerbate the already poor learning conditions and could eventually generate public discontent. Given the critical role which higher education plays in the development of any nation, African countries must prioritize higher education funding to meet international standards of quality. The study explores the challenges of management and funding facing higher institutions as it affects some selected African countries. The aim is to determine the average expenditure required to support the expansion of higher education in selected African countries at current enrolment rates and unit costs, 2004-2015.

The Nature of African Economies and the Challenge of Leadership: Why Higher Education Funding is relegated to the Background

How healthy and wealthy an economy is determines to a large extent the level of funding which goes into the provision of public services,

including higher education. Africa suffers not only from a narrow resource base but also from capital flight. Historically, African countries and their economies are a creation of western capitalism, which has created an unhealthy fiscal and monetary regime with its adverse effect on government finances (Ake, 1981). Western capital was exported from Europe into African countries through the instrumentality of multinational corporations. This left African economies distorted, disoriented, and marginalised. Their economies became disarticulated. African economies produced what they did not consume while consuming what they did not produce. At the dawn of political independence, African countries inherited an economy that was already integrated into the global capitalist economy as producers of raw materials for Europe, and importers of finished product (Ake, 1981). Their economies became structurally weak and suffered lack of diversification because of the absence of industrialization and frequent fiscal instability, arising from fluctuations in global market prices for primary products, which negatively leads to contraction in foreign exchange earnings, which in turn affect higher education funding. African countries, especially south of the Sahara, are generally poor, buffeted by undiversified economies which constrain foreign exchange earnings and poor revenue mobilization for the funding of education, health and housing (ADR, 2010).

Studies have also shown that the monolithic nature of their economies foreclosed the ability of their economies to generate multiple sources of foreign exchange (Obadan, 2012). Their governments had to rely on a single export commodity to earn foreign exchange. Herein lies the origin of the funding problem of higher education in Africa. Thus, while the financial demands of governance and public administration is rising, African governments are suffering from the paucity of revenue with which to execute the task of public administration, of which higher education is one. Apart from the need to fund higher education which is critical to raising the stock of human capital to stimulate economic growth and reduce poverty, there are other social and economic problems like HIV/AIDS, climate change, desertification which require funding (UNESCO, 2014). In other words, the quest for the funding of development programmes is competitive, and in a situation where financial resources are limited

and visionary leadership is lacking, the tendency is that priorities would be misplaced while important sectors like higher education would suffer underfunding. Apart from the problem of funding which emanates from the external forces of dependence which has tied African economies to the apron strings of global finance capital, the problem of funding is exacerbated by the internal contradictions of African countries which have social, political, ideological and leadership dimensions (Ihonvbere,1989). These contradictions range from poor ethical values and orientation; dysfunctional democratic and political systems; lack of visionary and transformational leadership; dependence on foreign systems and beliefs, corruption etc.

In general, African economies are vulnerable to external shocks in the global demand for their exports, to changing terms of trade for their exports (largely agricultural, mining and oil commodities) and their imports (predominantly manufactured goods and oil for non-oil producers), and to net capital inflows (both private flows and official development assistance) (ADR, 2010). The resilience of different countries to external shocks through these channels depends on a range of factors, including their macro-economic stance, their level of dependence on external flows, the linkage of production with higher technology imports, and the extent of their export diversification. Due to the fact of their integration into the global capitalist economy, African economies are affected by global economic crisis which further poses tremendous challenge to higher education funding (Ihonvbere,1989).

Africa's economic predicament notwithstanding, the problem of higher education funding is also ideological as well as it is leadership-driven. Adequate and prioritised funding of higher education is not a priority to African leaders. Their basic pre-occupation is to sit tight in office and pillage the resources of their countries endlessly. Studies on corruption in Africa indicate that Africa's political elites hold somewhere between US\$700 to \$800 billion in offshore accounts outside the continent (Igwe, 2010). The looted financial resources could have been deployed to meeting the financial challenges of higher education, where there is good governance and a leadership ideological orientation that is transformational, like the type that was responsible

for the rapid development of the Asian tigers. African leaders do not believe in (and cannot provide) home-grown solutions in solving socio-economic problems within their countries. They rely majorly on western institutions whose prescriptions are clearly divorced from African socioeconomic realities. African leadership is inept and lacks vision (Nwogbo, 2013). There is no doubt that the problem of funding of higher education in Africa will persist as long as Africa lacks transformational and visionary leadership- a leadership that sees beyond the present challenges of higher education funding by proposing a roadmap for the escape from the entrapment of underfunding; a leadership that regards the challenge of economic crisis as an opportunity for the diversification of their economies; and a leadership that gives priority attention to higher education funding, instead of engaging in primitive accumulation of wealth and conspicuous consumption. What did African leaders do with the boom in the export of primary commodities in their countries since political independence? What percentage of the boom was invested in higher education? What percentage of African countries' GDP is devoted to research and development? These are questions begging for answers.

According to Norman et al, (2012), the neoliberal ideological framework of economic management which African countries inherited at the dawn of independence has imposed serious constraints on the management of their economies and higher education. Their belief in market-driven prescriptions from the World Bank and International Monetary Fund (IMF), as typified by the introduction of the Structural Adjustment Programme (SAP), has blurred the imperative for the transformation of African higher education. The fiscal and monetary challenges bedevilling their economic management have further dampened the prospects for higher education funding, in a way that has created a yawning gap between access and funding. While Europe is providing adequate funding for higher education through scholarship awards, loans, grants, and global partnerships; African countries are starving their universities of funds and implementing World Bank-inspired structural adjustment reform programmes in the management and administration of higher education. No African university is rated among the best one hundred universities (100) in the world (Luhange, 2011). According to Aina

(2014), the most significant challenge to the health of African universities comes from the neoliberal policy package designed by the World Bank and IMF in response to the economic and political crisis faced by African countries in the 1970s and 1980s. As Luhange (2011) et al have carefully documented, the western-inspired prescriptions include the introduction of privatization, cost-sharing, financial decentralization, rationalization, retrenchment of staff, and dilution of academic programmes. Rather than ameliorate the problem of African universities, these prescriptions aggravated the problems, reduced standards, and limited their capacities to cope with increasing enrolment, arising from population growth rates. Ironically, countries with low rate of public expenditure per student must inevitably strive to cope with high demand for students' enrolment (Buchert, 2011). Otherwise, a crisis situation of a large army of school leavers seeking higher education admission would have been created. This is problematic with its socioeconomic implication.

Studies have shown that massive corruption due to the nature of leadership in Africa is also at the root of poor funding of higher education. Most of the proceeds from foreign exchange earnings were stolen and stashed abroad in Switzerland and other western countries. Massive corruption greatly constrains the amount of financial resources that are available for development, especially in funding higher education, especially in the provision of infrastructure. Igwe (2010) posits that Africa has enormous resources to attack its myriad of problems; sadly, such resources are looted by African leaders. The capital flight from Africa to Europe which is in the form of looted funds is enormous (Obadan, 2012). While these looted funds create jobs for European economies, Africa is impoverished and cannot adequately fund its public universities. Consequently, studies reveal that African universities cannot respond to the challenges of the 21st century in terms of building capacity (research and innovation) for a knowledge-based economy required for escaping from the tragedy of underdevelopment. According to Boulton(2010) quoted in Bamiro (2012), it was observed that in the last two decades, higher education worldwide has moved from the periphery to the centre of governmental agenda in most countries: universities are now seen as crucial national assets in addressing many policy priorities, and as sources of new

knowledge and innovative thinking; providers of skilled personnel and credible credentials; contributors to innovation; attractors of international talent and business investment; agents of social justice and mobility; contributors to social and cultural vitality; and determinants of health and well-being (Buchert, 2011). The reverse is the case in Africa where endemic corruption, sexual harassment, plagiarism, obsolete equipment, unethical practices and culture, disruption in academic calendar due to incessant strikes, poor lecturers' remuneration, political instability, etc, have contributed to negate the growth and development of African universities.

The Challenge of Funding Higher Education in Africa

It has been noted that poor funding of higher education in Africa has its roots in the leadership problem bedevilling African countries. The colonization of Africa did not stop with economic marginalization and dependency; its educational system was equally westernised (without the development of relevant vocational and technical skills) and even in the post-colonial era, Africa's ability to escape from the entrapment of the neoliberal ideology, which has influenced governance in Africa, will be difficult. Studies have indicated that African policy makers have refused to think outside the box (ADR, 2010). There is a clear lack of Afrocentric ideologies to propel African development, including higher education. These ideologies are not anchored on the drive for innovation, critical thinking and problem-solving approach, which should constitute the prerequisite parameters for driving higher education (Aina, 2013). The problem of funding is compounded by political uncertainties, authoritarian regimes, corruption, inconsistent policy regimes, and contradictions within the universities which have to do with the steps to adopt in order to transform into a world class university. The problem of funding has led to incessant strikes and closures, degeneration in standards and quality, further degrading the standard of African universities. Studies have equally shown that although funding of higher education is acknowledged globally as a problem, even in wealthy nations; higher education institutions in Sub Saharan Africa (SSA) suffer from the worst form of funding challenge (Teferra (ed), 2014). The problem of funding of African higher education provokes debates and raises fundamental questions which bother on: What kind of policy measures should be implemented to

enhance the funding of higher education at the individual governmental level? What kind of ideologies should be promoted to counter the existing neoliberal ideology underpinning higher education funding in Africa? What governance systems should be administered at the micro level of individual African universities to bring the universities to international standard? and How can the growth potentials of African economies be leveraged for improved funding of African universities? Studies have indicated that the problem of funding higher education in Africa has negatively distinguished African universities as poorly rated without the features of world class universities (Assie-Lumumba et al., 2016). Meeting this challenge involves improvement in facilities and increased funding. African universities are therefore faced with the challenge of increasing enrolment as a result of demographic changes, improving quality, increasing equity and access (occasioned by social barriers) with limited and inadequate financial resources.

Sustaining higher education financing in Africa calls for fundamental restructuring of African economies, and less emphasis on recurrent expenditure so as to increase revenue mobilization and free financial resources as well as ensure that funding and facilities keep pace with demographic demands (Mamdani, (2013). One major problem of funding in Africa is the increasing cost of governance which consumes almost 70% of the budget to the detriment of investing more fund in higher education, in order to tackle the problem of poor remuneration of lecturers, obsolete facilities and equipment, inadequate and decrepit classrooms, etc. The problem of higher education financing is more critical in low-income African countries. African countries have poor revenue base, because of limited revenue potentials. Their tax base is limited, and demand for funding education is competitively shared by primary and secondary education. Due to the structural weakness of African economies, most of the sectors in their economies are buffeted by capital flight because of the integration of these sectors into the global capitalist economy (Obadan, 2012). The severity of the problem of funding is underscored by the fact that, on the average, their public revenue in recent years has amounted to only 18% of GDP compared to 29% in the continent's middle-income countries in Africa. Based on the scenario on the table (see Table 1 below), Africa has a cumulative financing gap of US\$6.75 billion for the 27 countries projected for the

period 2004-2015. This corresponds to an average annual gap of US\$613 million. The foregoing scenario also shows that maintaining the current rates of expansion of higher education poses enormous challenge for most African countries. The sizable increase in the number of students would lead to a cumulative level of current expenditure that is 75% higher than the quantum of public resources which African countries could mobilize (World Bank, 2015). Coping with the rate of expansion of higher education is a critical challenge which demands that African countries should seek alternative methods of financing higher education.

The emphasis on basic primary and secondary education by the World Bank and the United Nations has diverted African governments' attention away from adequate funding of university education (Mamdani, 2013). This is not unconnected with the neoliberal ideological framework being propagated by the World Bank. The neoliberal ideological framework has influenced African governments' perception and attitude towards the funding of higher education. The thesis being propagated by the World Bank is that basic education yields more returns than higher education because of its potency as a tool for poverty reduction (Awung, 2015). This belief falters in the face of historical reality in the sense that basic education and neoliberalism alone cannot liberate the mass of Africans entangled in abject and endemic poverty. The role of universities as centres of knowledge, research and societal transformation cannot be realized if emphasis is not placed on the development of higher education, especially universities. The increasing importance of knowledge creation and dissemination – the main business of universities – in the globalized economy has helped jettison the long-standing policy impediments to the development of higher education (Mamdani, 2012). Globally, primary and secondary education has received increased commitment and recognition with the launching of the Millennium Development Goals Summit and the World Education Forum in 2000. Primary education enrolment increased globally from 86.7 million in 2000 to 128.6 million in 2008, with gross enrolment rates peaking at over 100 per cent. Within the same period, enrolment in secondary education rose globally from 22 million to 36.3 million, while enrolment in higher education rose from 1.8 million to 4.5 million (Leslie, 2015). In

contrast, the educational system in Sub-Saharan Africa is buffeted by some difficulties. The high poverty levels in African countries have been a source of concern in the management of basic and higher education in Africa. Although tuition is supposed to be free; in reality, tuition fees are not free, and most parents cannot afford to pay. The consequence is that many prospective students are out of school. In Nigeria alone, for instance, about 13 million children are out of basic school due to poverty, while about 1 million candidates are denied admission (Nwogbo, 2013). In most African countries, the objectives of the Universal Basic Education are far from being realized. The quality of education at this level is poor because of shortage of facilities. The implementation of the scheme suffers from poor funding and many of its products cannot read and write. According to Leslie (2015), since the past 30 years, studies of rates of return on higher education, probably have impacted higher education financing policy more than any other information produced by researchers. Over the years, the belief by the international development community that primary and secondary education are tools of poverty alleviation, has forced African governments to pay less attention to higher (tertiary) education funding. A typical example is that, from 1985 to 1989, 17 per cent of the World Bank's global education-sector spending was on higher education. However, from 1995 to 1999, the proportion allotted to higher education declined to just 7 per cent (Bloom, Canning and Chan, 2014). According to Teferra (2014), the World Bank's perspectives had three immediate impacts on higher education development in Africa: (a) immediately affected other lending institutions directly, (b) constrained other (bilateral) development partners, and (c) prevented individual countries from supporting their own institutions and systems. The World Bank study had three immediate impacts on higher education development on the continent as it (a) immediately affected other lending institutions directly, (b) constrained other (bilateral) development partners, and, moreover, (c) prevented individual countries from supporting their own institutions and systems (Teferra, 2014).

The negative impact of the World Bank position on higher education financing in Africa only abated after the World Bank reversed itself by publishing several major policy papers on the importance of higher

education. By the time the World Bank changed its policy prescription on higher education funding in Africa, it had become late, and the incalculable harm to higher education funding had been done. As we had noted, the problem of inadequate funding has resulted in overcrowded classrooms; poorly-equipped laboratories; poor remuneration of teachers; brain drain, poor research culture; inadequate number in terms of the quantity and quality of teaching staff. The tragedy of higher education in Africa is the gross insufficiency of the capacity of existing institutions. For example, for every 100 student places that are available in public universities, the average number of students who are in attendance was 350 in Benin in 2010 (World Bank, 2010); 220 in Cameroon in 2012 (MINESUP, 2013); and 260 in the Central African Republic in 2013 (Universite de Bangui, 2018). Again, the classroom, library, and laboratory space available in Ugandan public universities was equivalent to 1.3 square meters per registered student (Uganda, Ministry of Education and Sports, 2016). To compare with other countries, the OECD ratio is 4-10 square meters. With the current rate of expansion of higher education, an estimated amount of US\$45 billion is required for the investment and rehabilitation of higher institutions in Africa, including US\$20 billion for low-income countries. Investment requirements for the period 2006-2015 have been assessed on the basis of a US\$3,600 billion, in 2006 dollars, cost estimate for 1 square metre per student, including the cost of service infrastructure, construction of teaching and administrative facilities, outfitting, and equipment (World Bank, 2016).

With limited funds, undoubtedly, African universities face the huge challenge of transforming to world class universities. Transforming to world class universities is a fundamental requirement for repositioning African universities to champion the liberation of Africa from the shackles of underdevelopment through research, learning and scientific innovations. According to Bamiro (2012), for an institution desiring to transform to world class, two complimentary perspectives (external and internal) need to be considered: one, the role of government at the national level and the resources that can be made available to enhance the status of the institution; and two, which is internal, has to do with the evolution and steps that the institution needs to take to transform itself into world class institution. For universities that are willing to

make the change, Jamil (2010) proposes the following activities: how can the institution build the best leadership team? what are the vision and mission statements, and what are the specific goals that the university is seeking to achieve? in what niche (s) will it pursue excellence in teaching and research? what is the target student population? what are the internationalization goals that the university needs to achieve (with regard to faculty, students, programmes, and so forth)? what is the likely cost of the proposed qualitative leap, and how is it going to be funded? and how will success be measured? what monitoring systems, outcome indicators, and accountability mechanisms will be used?

Table 1: Number of Students and Average Expenditure Required to Support the Expansion of Higher Education in some African Countries at Current Enrolment Rates and Unit Costs, 2004-2015

Total Number of Students				Average Annual Expenditure, 2004-2015(2004 US\$ Millions) ^a		
Country	2006	2015 trend value ^a	Ratio of 2015 to 2006	Resources	Expenditure	Difference (> 0 = gap)
Benin	58,560	192,700	3.3	27.6	66.3	39
Burkina Faso	30,472	75,200	25	23.1	37.8	15
Burundi	17,061	35,800	2.1	9.0	13.4	4
Central African Republic	9,673	16,300	1.7	4.7	6.1	1
Chad	11,669	25,100	2.2	9.2	13.2	4
Comoros	3,944	10,800	3.0	1.2	3.5	2
Cong. De Re. of	223,372	353,300	1.7	11.0	13.0	2
Cote d'Ivoire	135,221	182,800	1.4	80.1	78.9	- 1
Eritrea	5,474	11,800	2.2	4.8	6/9	2
Ethiopia	180,286	544,100	3.0	107.6	197.8	90
Gambia	4,337	15,900	3.7	1.6	7.9	6
Guinea	42,711	123,800	2.9	27.9	77.9	150
Guinea Bissau	4,624	11,400	2.5	0.1	1.1	1
Kenya	157,767	275,000	1.7	100.1	166.5	66
Madagascar	49,680	104,900	2.1	24.3	35.6	11
Mali	45,635	159,500	3.5	20.9	47.6	27
Mauritania	13,021	20,400	1.6	6.4	7.7	1
Mozambique	38,000	100,500	2.6	43.3	109.8	66
Niger	11,208	22,500	2.0	9.4	13.2	4
Rwanda	30,542	85,800	2.9	33.6	67.8	34
Senegal	62,539	220,000	3.5	70.0	157.1	87
Sierra Leone	18,183	40,700	2.2	8.7	16.1	7
Togo	28,371	124,400	4.4	10.9	29.4	18
Uganda	137,011	248,500	1.8	58.5	87.5	29
Zambia	33,592	47,700	1.5	24.5	30.7	6
Zimbabwe	56,732	96,700	1.5	75.7	98.6	23
Total: 27 countries	1,416,806	3,162,800	2.2	811.0	1,424.0	613
Cameroon	120,298	274,500	2.3	59.3	115.6	56
Congo	13,141	32,500	2.5	29.5	49.6	20
Lesotho	8,500	16,600	1.9	29.3	56.0	27
Total, 30 countries	1,558,745	3,486,400	2.2	929.0	1,645.0	716

Source: World Bank, 2014

Conclusion/Recommendation

A paradigm shift (in terms of ideas, vision, practices, and ideology) is required in higher education funding in Africa. The institutionalization of a sustainable funding policy is a requisite factor for addressing the challenge of inadequate funding of higher education in Africa. Instituting a sustainable funding policy for higher education in Africa requires the diversification of African economies, mobilization of resources, and the pursuit of strategic options geared towards meeting international standards. The challenge lies on individual national governments and the governing bodies of the various African universities to seek to be innovative in their approach to funding, and to enunciate a strategic vision and planning as well as transformation for implementation, in order to re-position African universities as catalytic agents of research, innovation and development in the 21st century. Above all, the managers of African universities must develop the capacity, requisite political and technocratic will as well as moral discipline to drive the necessary changes that are required for excellence in teaching, learning, research and development.

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