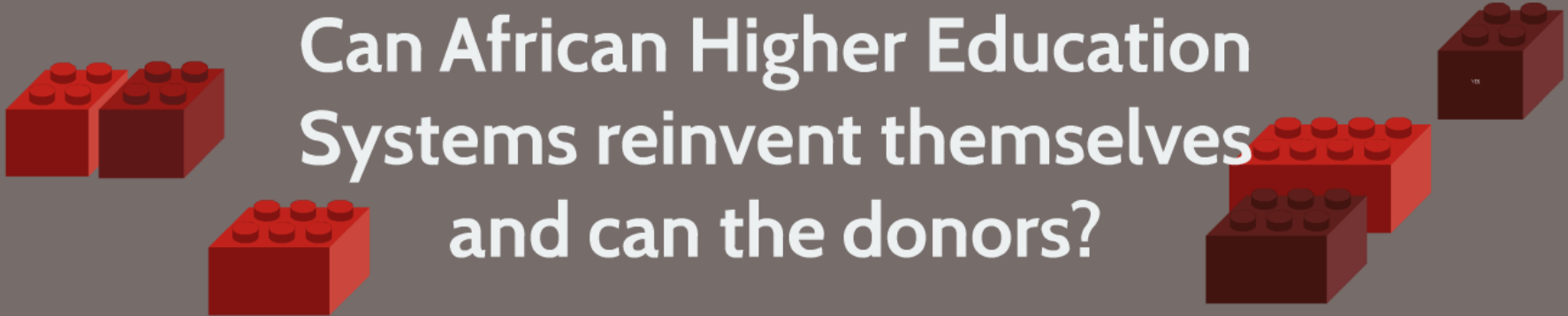


Can African Higher Education Systems reinvent themselves and can the donors?



Can African Higher Education Systems reinvent themselves and can the donors?



Why?

- Theory of change
- Change do to internal desire or external request?
- What is the organizations mandate official and unofficial?
- On what is the organization performance measured and what are leadership held accountable for?
- If there is internal desire for change who has this desire? What is their internal position of power?





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Reinvent or invent?

Serve society with: Adequate human capital, technical knowledge and critical thinking

Much has changed in the past 50 years

- From resource rich to run down
- From elite to mass education
- From quality to quantity
- From public to private sector led development

Optimising existing design versus reinventing







Why reinvent

Private universities

Students and parents

Governments

Online learning



Overseas education

Youth bulge

Why reinvent

Private universities
Students and parents
Online learning
Governments
Youth bulge
Overclass education



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Advantages

More the burden of getting progress through slowly more the owner (owner will succeed in performing)

Stronger owner leads to better functioning of these universities and leadership system - increased impact management ability and capacity

More owner leads to more open and shared quality (e.g. better governance, HR and financial management)

More universities higher flexibility as it has more ownership and decision power. The results are shared

More performance or management to Address Nation

African Higher Education Centers of Excellence

Performance based lending instrument

African Project Steering Committee with national and supra national

Competitive at regional level

Agree on the outcome

Clearly defined outputs - Disbursement Linked Indicators

Use the universities own systems not the donors (e.g. for procurement)

What is our capacity

	institutional capacity building
Endogenous process	XXX
Long term process	XXX
Ever changing iterative learning and adaptation process	XXX
Shifting coalitions and partnerships along the process	XXX
Change the way we do things – behavioral change	XXX
Labor intensive	XXX

	Development aid
External facilitated process	XXX
Short term	XXX
Clear plan from the beginning	XXX
Fixed teams and clear partnerships	XXX
Change the ability to do things – physical change	XXX
Capital intensive	XXX

	Development (2007-10, \$'m)	Development (\$)
Infrastructure	350	450
Education	300	400
Health	300	400
Environment	300	400
Other	300	400
Total	1500	2000

	Development aid	Development aid	Development aid
Infrastructure	400	300	300
Education	400	300	300
Health	400	300	300
Environment	400	300	300
Other	400	300	300
Total	2000	1500	1500

Important that it is not an either situation

But our instruments are better suited to address **institution building** than **institutional capacity building**

	Institutional capacity building
Endogenous process	XXX
Long term process	XXX
Ever changing iterative learning and adaptation process	XXX
Shifting ad-hoc teams and partnerships along the process	XXX
Change the way we do things – behavioral change	XXX
Labor intensive	XXX

	Development aid
External facilitated process	XXX
Short term	XXX
Clear plan from the beginning	XXX
Fixed teams and clear partnerships	XXX
Change the ability to do things – physical change	XXX
Capital intensive	XXX

	Institutional capacity building	Development aid
Endogenous process	XXX	
External facilitated process		XXX
Long term process	XXX	
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Ever changing iterative learning and adaptation process	XXX	
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	Institutional capacity building	Development aid	Institution building
Endogenous process	XXX		
External facilitated process		XXX	XXX
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Short term		XXX	XXX
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Use the universities own systems not the donors (e.g. for procurement)



Advantages

Place the burden of proving progress on the university not on the donor (increase self-interest in performing)

Strong incentive to establish a well-functioning internal monitoring and evaluation system -> increase project management ability and capacity

Increase incentive to improve institutional capacity (e.g. within procurement, M&E and financial management)

Give implementers higher flexibility as it focus on delivering results not on how the results are achieved

Poor performance or mismanagement is detected faster

Invent or invent?

capital, technical knowledge and critical thinking
ers

development
inventing

Why?

- Theory of change
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- If there is internal desire for change who has the vision? What is their internal position of power?



Advantages

There are two broad groups of progress in the university sector in Africa (University of Nairobi's performance)

Strong incentive to introduce well functioning internal monitoring and control systems - increase internal management ability and capacity

Incentive incentive to increase institutional capacity (eg. better procurement, HR and financial management)

One single source higher level of quality for our delivery results and how the results are achieved

Real performance or management is directed focus

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Important that it is not an either situation

But our instruments are better suited to address institution building than institutional capacity building

What is needed

Support and facilitate reforms in African Higher Education System

Institutional level

- We can and must continue to invest in building the internal system capabilities and that internal capabilities to truly address the need to improve quality of their internal systems. It is only when that the higher order system of education are addressed and our bodies expanded
- We must acknowledge that in the current system the internal incentives for African universities to address internal reforming higher education to improve quality and relevance of graduates is almost non-existing

What is needed

Support and facilitate reforms in African Higher Education System

National level

- Improved accountability (eg. through clearer and more formal contracts between Government and Higher Education Institutions)
- Higher degree of financial freedom
- More based appointments of top management
- Performance based contracts for staff
- Governance reforms to include private sector and civil society in management

What is needed

Support and facilitate reforms in African Higher Education System

Supra-national level

- African University Ranking System to supplement not substitute the internal
- Regional/continental accreditation system
- Higher degree of regional specialization
- Regional staff and student mobility schemes

African Higher Education

What is needed

Support and facilitate reforms in African Higher Education System

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What is needed

Support and facilitate reforms in African Higher Education System

National level

- Improved accountability (e.g. through clearer and more formal contracts between Government and Higher Education Institutions)
- Higher degree of financial freedom
- Merit based appointment of top management
- Performance based contracts for staff
- Governance reforms to include private sector and civil society in management oversight

What is needed

Support and facilitate reforms in African Higher Education System

Institutional level

- We can and must continue to invest in maintaining the current human competences and institutional capabilities but to truly unfold the institutions capacity to utilize their potential requires - in my view - that the higher order system dysfunctionalities are addressed and our toolbox expanded
- We must acknowledge that in the current system the internal incentives for African universities to seriously invest in reforming higher education to improve quality and relevance of graduates is almost none existing

What is needed

Support and facilitate reforms in Middle Higher Education Systems

Instrumental level

- We need to understand more the barriers in evaluating the current human competencies and institutional capabilities, but in the long and short term, the need to establish the current and future requirements in every state, so that the higher order systems (diploma and/or masters) are understood and can be better equipped
- We need an acknowledgment that the literature explains the historical experience for policies and practices to not really invest in reflecting the current relevance for the systems quality as an evidence of graduation to current needs, including

[illegible]

What is needed

- To appeal and facilitate influence in African higher education systems
- Matter of belief
 - o Impaired accountability (e.g. through closures and more formal control in between)
 - o Governance and higher education local issues
- Higher degree of financial freedom
- More limited appointment of top management
- Performance based contracts for staff
- Governance reforms to include private sector and civil society management alongside

- Improved accountability (e.g. through clearer and more formal contracts between Government and high school education institutions)
- Higher degree of financial freedom
- More limited appointment of top management
- Performance-based contracts for staff
- Governance reforms to include private sector and civil society in management oversight

What is needed

Support and facilitate reforms in African Higher Education System

Supra national level

- African University Banking System to supplement not substitute the international
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- African University Ranking System to supplement not substitute the international
- Regional/continental accreditation system
- Higher degree of regional specialization
- Regional staff and student mobility schemes

Advantages

- demand pressing progress on the university sector as
 (social and economic) is performing)
- have to establish a well-functioning internal
 evaluation system → increase product
 quality and capacity
- enhance international capacity (e.g. within
 EU and beyond management)
- cost higher. Availability as it has to be declining
 how the results are achieved
- answer to institutional requirements is often based on quality

- direct printing progress on the university not an issue self-interest in performing)
- create to establish a well-functioning internal control and evaluation system --> increase project stability and capacity
- move to improve institutional capacity (e.g. within PME and financial management)
- increase higher availability as it focus on delivering from the results oriented level
- increase in return on investment, business and finance

African Higher Education Centers of Excellence

• Outcome based funding instrument

• Subject Steering Committee with national and supra national representatives

• One at regional level

• *the outcome*

• *defined outputs = Disbursement Linked Indicators*

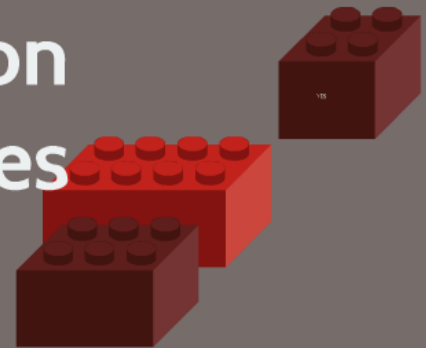
• *universities own systems not the choices (e.g. for procurement)*

What is our capacity

The figure consists of four small screenshots of a website. The first screenshot shows the course title 'Einführung in die Informatik' and a list of topics. The second screenshot shows a list of lecturers. The third screenshot shows a list of contact information. The fourth screenshot shows a list of contact information.



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YES