

Public-Private Partnership, Regional/International Cooperation, and the Role of the Diaspora

Abstract

A public–private partnership as a cooperative arrangement between one or more public and private sectors, typically of a long-term nature have been used by different governments throughout history. The public-private partnership has a significant impact on the cooperation of higher education. The regional and international cooperation and Diaspora’s engagement in higher education have a great role in African higher education. Internationally, UNESCO has played a catalytic role in developing an avenue for public-private partnerships in order to help meet the needs of the countries to achieve standard of quality, accessibility and affordability of higher education. In Africa, African Union is expected to act and work on higher education at regional level. However, the past few decades has seen a clear trend towards governments across the globe making greater use of various public-private partnership arrangements. There is ample evidence to show that the right to education is indeed almost a Constitutional policy issue under different countries policy framework and was motivated by cooperation of different stakeholders in higher education. However, there might be a tension between the international organizational type of cooperation and regional or national cooperation framework in Africa. But by and large, the major cooperation’s for higher education in Africa have evinced a strong desire to conform to international goals and visions on global higher education. The UNESCO Communities public framework for partnership with the private sector in higher education, can serve as opportunities for international and regional Cooperation’s including Africa. One can find that public-private partnerships in higher education in Africa have failed for various causes like lack of flexibility between the partners, priority focus vs. profit motives, accountability, and conflict of interest in the area and as stronger cause, lack of attention to provide possible and careful solution to the existing regional and international cooperation problems in higher education. Therefore, public-private partnerships, regional and international cooperation’s and Diasporas are expected to play an increasingly important role in the higher education in Africa for all drive, creating an alternative source of funding for the education and making more technical assistance available. The paper explores the implications of this cooperation in African higher education.

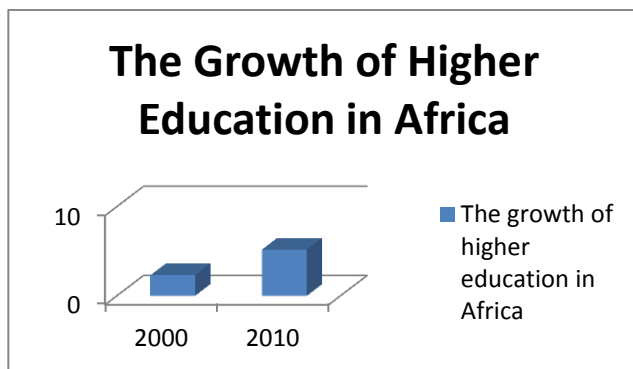
Key words: Public-Private Partnership, Diaspora engagement in higher education

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Introduction

Recent recognition of International-regional cooperation and Diaspora’s role on African higher education has been a watershed moment in Africa’s history resolve to foster social, economic and technological inclusiveness by calling the attention of member states and authors on the

area.¹ African countries will reap substantial socio-economic benefits from increased investments in improving higher education and developing strong curriculums for a knowledge-based global economy. A commitment to improving higher education will give the next generation of leaders an opportunity to create a better future for themselves, their community, and their country.² This has spurred significant growth in enrolment while the quality of higher education and the need of cooperation remains a concern area. Private higher education is one of the fastest growing education sectors in Africa. In 2009, there were around 200 public universities and 468 private higher education institutions on the African continent.³ Concomitantly, African Communities public framework for partnership with the public and private sector in higher education has also suffered in terms of forgetting to use Public-private partnerships (PPPs)⁴ as instrument of Linkage of African Higher Education and Industry and Globalization and its impacts on African Higher education and furthermore lack of industry orientation in the curriculum of colleges and university education networking with PPP for employment as well as institutional linkages and control. One of the significant reasons for insignificant cooperation's in higher education in Africa is due to limited support of African governments for Public Private Partnership cooperation's in higher education. 'The promising news is that universities in many African countries are experiencing a surge in their enrollment. Between 2000 and 2010, higher education enrollment more than doubled, increasing from 2.3 million to 5.2 million.'⁵



Source: State of Education in Africa Report 2015

¹State of Education in Africa Report 2015, A report card on the progress, opportunities and challenges confronting the African education sector, Pg. 10

² Ibid

³UNESCO, World Bank 2015. 'Higher education yields significant benefits for both African young people and society, as a whole: better employment opportunities and job prospects, improved quality of life, and greater economic growth.' See the Key Statics of State of Education in Africa Report 2015. Pg 10

⁴Public-private partnerships(PPPs) means a cooperative arrangement between one or more public and private sectors, typically of a long term nature have been used by different governments throughout history for the provision of assets and the delivery of services that allocates responsibilities and business risks among the various partners.

⁵Ibid, State of Education in Africa Report 2015, Supra note 1

Also in Africa, which has witnessed significant academia with variety of expertise collaboration's, has rightly highlighted the importance of research on public private partnership, can serve as opportunity for international and regional cooperation's on higher education. Accordingly, this discussed the public-private partnerships, regional and international cooperation's and Diasporas are expected to play an increasingly important role in the higher education in Africa. The research paper mainly have based on a study of relevant literature and recent reports of higher education in Africa used as it sets internationally accepted standards for determining the role of Public-private partnerships in African higher education. In the discussions in different topics selected by the writer and conclusion of the paper, recommendations made on how to address African higher education through Public-private partnership with regional and international cooperation's at different level.

Common Features and Practices of Public-Private Partnership in Africa

There is no uniform guiding principle for the adoption and application of Public-private partnership strategies and institutional design for implementation due to the existing difference in socio-economic development and political realities among nations in the world.⁶ In Africa, there is an increasing tendency to divest public responsibility in higher education to the private sector with its predominant concern for commercial exploitation. According to the Case Study of two public universities in Tanzania and the Democratic Republic of Congo, ‘Analyzing the perceptions of a random sample of 468 university administrators, academic staff, and postgraduate students at two large public universities in Sub-Saharan Africa results show that international partnerships resulted in three institutional benefits (institutional capacity, academic effectiveness, and internationalization) and four personal benefits (academic, cultural, economic, and strategic)’.⁷ Public-private partnership role may be seen in many instances as complementary to made to the public higher education institutions.⁸ So the private and public higher education institutions in Africa are more expected to form different kind of partnerships albeit their differences to build strong Africa.

Table1: Result of perceived benefits partnerships of public universities in Africa⁹

Institutional Benefits	Personal Benefits
Institutional capacity	Academic
Academic effectiveness	Cultural
Internationalization	Economic Strategic

⁶Public Private Partnership in Higher Education- Lessons from Best Global Practices by Dr. Mona Lisa Bal, Vol. 2, Issue 2 (2015), Pg.2

⁷The Perceived Benefits of International Partnerships in Africa: A Case Study of Two Public Universities in Tanzania and the Democratic Republic of Congo Felly ChitengKot (2015), Pg. 23

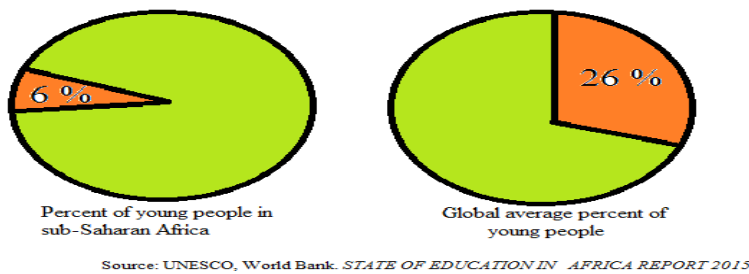
⁸ Private Higher Education in Africa, by N.V. Varghese(2004), Pg. 26

⁹The Perceived Benefits of International Partnerships in Africa, P.22

Also, public-private partnerships in higher education in Africa have failed for various causes like lack of proper support of African Governments contributed with inflexibility between public and private partners, priority focus vs. profit motives, accountability, and conflict of interest in the area and as stronger cause, lack of attention to provide possible and careful solution to the existing regional and international cooperation problems in higher education.¹⁰

Setting Priority Regarding the Areas of Public Private Partnership Cooperation's And Coordination's Based on Comprehensive Study

Today, only 6 percent of young people in sub-Saharan Africa are enrolled in higher education institutions compared to the global average of 26 percent.¹¹



To know the role of Public-private partnership in higher education, determining the priority areas regarding the challenges in African higher education is like targeting a gun to the point. The writer believes that the role of public private partnerships in higher education and cooperation's can only be understood after setting priority areas. Then a comprehensive study is needed on the identified focal areas. Under this topic, the writer sets the priority areas regarding the challenges in African higher education and the need of public-private partnerships as follows.

A. The Challenges of Priority of Quality Focus and Profit Motives in African Higher Education

Provision of quality of education is the primary aim of all public and private higher education institutions. The fees levied on students in private higher education's institutions in Africa are an issue to worry about. Contributed to lack of public private partnerships in public sourcing of funding, private higher education's levy fees from students and are the main sources of financing their activities. However, the level of fees levied varies among institutions.¹²

There is the need to pursue and further develop the management of education that is inspired by practices and experiences of knowledge management from other sectors within the economy and

¹⁰Interview with a director of quality assurance of Collage of Law and Governance of Hawassa University, June, 2017

¹¹ Ibid, Pg. 10

¹²Private Higher Education in Africa, N.V. Varghese, Supra note 8, Pg. 22

society.¹³ These developments point towards two major weaknesses in the present concern for education quality in Africa. University enrollment rates in Sub-Saharan Africa are among the lowest in the world. While governments are investing in their universities, partnership efforts must focus on expanding access and improving the quality of education to meet the needs of today's workforce.¹⁴

First, and to a large extent, policies and practices of only focusing in calculation of number of higher education institutions, forgetting the quality of education. African students are not on the receiving end of enough quality teaching time in the classroom.¹⁵ Second, the motives of the higher education institutions which could be public or private often lack the required quality when opening, get licensed or begin delivering the said type, standardized and required programs. These pressing problem demands the partnership of different stakeholders within the education system. There is a strong need for public and private partnerships in higher education, including its research function to improve the quality of higher education and serve as important instruments for education policy makers in responding to an increasing demand for greater accountability in the public and private higher education institutions in Africa.¹⁶

B. Public-private Partnership as Instrument of Cooperation and Coordination Linkage to African Higher Education and Industry

A higher education system which didn't make a network to industry linkage would never have a permanent continuous success since our today's global economy is industry demand driven one and require an education system to create industry linkage for the students and researchers in different educational institutions. Public private partnerships are the best instruments to create linkage for education institutions and industry. As Dr. Mona Lisa Bal said that:

‘Most of the primer US universities have significant industry support both in terms of research funding and grants. There is an increasing tendency to divest public responsibility in higher education to the private sector with its predominant concern for commercial exploitation. This trend must be eschewed early by promulgating a new education policy which is long overdue which puts a premium on collaboration with foreign universities, value quality research as an essential ingredient of college education.’¹⁷

Therefore, using partnerships of both public and private industries in Africa to link with the higher education institutions shall bring win-win benefits to an industry sector as well as higher education

¹³Bengton, *The Quality of Education at the Beginning of the 21st Century*, Pg. 16

¹⁴ Ibid, see for example ‘Building a Skilled Workforce for 21st Century Jobs in Africa report of 2015’ Pg. 14

¹⁵ UNESCO, World Bank key statics, *QUALITY OF EDUCATION IN AFRICA* (2015 report), see also ‘STATE OF EDUCATION IN AFRICA REPORT 2015, Pg. 10

¹⁶ Ibid

¹⁷ Public Private Partnership in Higher Education, Dr. Mona Lisa Bal, *Supra* note 6, Pg. 18

development. Once the partnership is created, it helps education institutions to inculcate graduates with industrial needs of trained and skilled man power.

C.Public-Private Partnership and Employment

In many countries in Africa and in Ethiopia in particular, the role of public private partnerships in higher education should address the issue why many highly qualified graduates are without employment.¹⁸The attempt to answer this question helps to identify what factors may have caused this situation and what is the role of government and private partnerships in formulating ideas that explains what can or should be done about it.

Across the continent, there are many countries in Africa where people with advanced degree are struggling to find employment. I think this is because full-time employment is no longer the cornerstone of modern economies. Public or private universities need to re-structure study options in order to keep abreast of this development since Africa is facing a severe shortage of highly-skilled African talent. Governments must make a concerted effort to correct a serious mismatch between skills of graduates and the demands of a local and global workforce.¹⁹People often declare that there is no work around them. In fact, there is plenty of work. Casual, on-call, par-time and temporary works have proliferated in recent years. What is much rarer now is permanent employment, meaning works with a long-term contract, benefits, stability, internal promotion and skills development organized by employers.²⁰

The problem is that the public and private universities education system was designed for employment-centered economy. People would dedicate anything from five to seven years to diligent study in order to get a guaranteed career at the end of it. There is no guarantee anymore and anywhere in Africa today.²¹

The solution is for public and private university education system to establish the public private partnerships, which accommodate new working arrangements. Study options need to be broken down into shorter “booster” qualifications taken on as needed basis with more part-time, evening, weekend and distance options. A more realistic Scenario now is for workers to balance two separate income streams while studying on the side perhaps for the length of their working life rather than studying full-time for five to seven years and then working full-time retirement.

The post-employment economy is only a problem for people who are not prepared for it. Unfortunately many of these people are highly qualified graduates who are the product of an antiquated education system. Revamping higher education institutions study should resolve the

¹⁸Road to preparation and practice, British Council’s Handbook (2012)/ see www.takeIELTS.britishcouncil.org, accessed on April 27, 2017

¹⁹Public Private Partnership in Higher Education, Dr. Mona Lisa Bal, Supra note 6, , pg. 15

²⁰Road to preparation and practice, British Council, Supra note 18

²¹Road to preparation and practice, British Council, Supra note 18

issue of higher education in Africa. The private sector has contributed handsomely to improved access to higher education. However, in terms of assuring quality, research transfer and promoting innovation, the role of government and private partnerships is indispensable thing beside in formulating policy and arrangements to break down study options in the higher institutions.

Also, there are indications that the Private Higher Education graduates in Africa find jobs more easily than those from the public universities. This is mainly due to the fact that the private institutions are offering employment oriented course. They respond more quickly to the changes in the employment market than public universities do.²² And majority of African governments are not making technical and vocational education and training a top priority. Budgetary constraints in the 1980s prompted governments to cut TVET programs in their education sector. Given Africa's need for more infrastructure development, increased investments in TVET will assist African countries to employ a skilled workforce to build and maintain new infrastructure projects.²³ So public higher education institutions should learn from the private higher education institutions and start a partnership. That is how they do respond to the changes in the employment market.

D. Public-Private Partnership, Globalization and African Higher Education

Globalization and technological changes are having a profound effect on the school in terms of what its role ought to be and how it is supposed to be organized and to operate. The faster the school in Africa adapts to globalization the better the likelihood of its survival in a technological world and use public private partnerships as channel to benefit from the globalization for improvement and consistency of higher education with global technology development. Public-private partnerships should be established to direct young people to be prepared for jobs in today's globalized economy to ensure a smooth transition of graduates into the global labor market. 'Andela, a tech company co-founded by Nigerian tech entrepreneur Iyinoluwa Aboyeji, is building a network of computer programmers in Africa by recruiting and training individuals to be software developers. Trainees, in turn, make a four-year commitment and are placed with a technology company where they receive ongoing training and professional development.'²⁴ Private partners like Andela are consistent with the globalization and contribute to the development of African higher education. Also the major challenge for the school thus lies in developing globally while acting locally with respect to the values and principles of indigenous African education.²⁵ Therefore, Public-private partnerships should respect the local indigenous knowledge's and culture of African states.

E. Public-Private Partnership and Control Mechanisms

²²Private Higher Education in Africa, N.V. Varghese, *Supra* note 8, Pg. 21

²³ *Ibid*, see for example C- grade is given for Vocational and Technical Training in Africa.

²⁴*Supra* note 1, See 'BUILDING A SKILLED WORKFORCE FOR 21ST CENTURY JOBS' *Moving Forward*, Pg. 13

²⁵Issues in African Education, SOCIOLOGICAL P ERSPECTIVES Edited by Ali A. Abdi and AilieClegghorn (2005), Pg. 304

Establishing effective control mechanisms ensure that there is a continuous commitment with negotiations in any time of trouble and even an outline for termination procedures if necessary.²⁶ Many countries in Africa have already established accreditation agencies and the regulations insist that the courses offered by the private higher education are subject to close scrutiny by these agencies and accredited by them. For example, the regulations of Kenya and South Africa are very strict in this regard. Some of the private institutions have foreign collaboration, and certificates are jointly awarded or by the foreign university or institutions.²⁷

For a country's holistic development social sector infrastructure in areas like education have to be built in tandem with economic infrastructure. Sadly in Africa PPP's in higher education infrastructure is not getting the requisite attention of the planners as it deserves. As it would be seen from the State in Education report in Africa in 2015, public spending on education has increased in most African countries. African governments must assess or control as per their country's priorities and needs and invest in areas that will foster innovations and help to build a skilled and educated workforce. Public-private partnerships will bolster public education budgets to garner improvements in the overall education system. Accordingly, it would worthwhile to draw experience of other countries like Sweden, Germany, Singapore & China where the PPPs model has worked wonders in controlling the progress of higher education. The key success factors have been agreement on shared objectives from the beginning of the partnership and political will for participation of the private sector, transparency and accountability within the PPP.²⁸

Conflict resolution, outreach and organizational development are items that managers can work on and even assign specialists to each task. Creating a timeline to be followed throughout the partnership assists in mutual understanding and communication as well.²⁹ Assigning specialists to work with skills in communication, conflict resolution, negotiation and policy analysis cross-sector partnerships have also been able to flourish.³⁰ PPP/concession law needs careful drafting to be consistent with the host country's existing laws. Legal draftsmen need to strike a balance between setting ground rules that encourage transparency and imposing general restrictions.³¹

1. The challenges of limited support of African Governments and Institutions entrusted to coordinate and cooperate Public-private Partnerships in African Higher Education

²⁶Babiak, K. &Thibault, "Challenges in Multiple Cross-Sector Partnerships". *Nonprofit and Voluntary Sector Quarterly*. (2009). **38** (1). Pg. 117–143

²⁷ Ibid, Pg. 20

²⁸Public Private Partnership in Higher Education, Dr. Mona Lisa Bal, Supra note 6, Pg.17

²⁹Smith, S. (2008). "The Challenge of Strengthening Nonprofits and Civil Society". *Public Administration Review*. **68** (supplement s1): Pg. 132–145.

³⁰Cairns, B. & Harris, M. (2011). "Local cross-sector partnerships". *Non-profit Management and Leadership*. **21** (3): Pg. 311–324

³¹ See review available at ppp@worldbank.org . last updated on Wed, 2016-07-13

Most African countries today's economy initially led by agriculture, has become more broad-based, with mining, services, and manufacturing sectors generating an increasing share of output.³² Higher education outputs are basic foundation in the economy. So the support of government is vital in helping or hindering the development of higher education in a country. To evaluate whether the African governments are helping or hindering public and private partnership in higher education, it is necessary task to identify the responsibilities of the governments to initiate and support partnership in higher education. The researcher have tried to list out six basic problems of most the African governments as follows which are his premises to conclusion that whether the government is helping or hindering partnership in higher education.

2.1 Lack of Effective Educational Programs of the Government and its Impact on Public-Private Partnership

If we look at the education programs and policy of most African countries from its bottom to top, it lacks implementation of already designed channels for different stakeholders to take responsibilities in formulating as well as filling gaps in higher education system and by providing tangible support to parties in education sector in general. The policy of the majority of African countries ruling government can be considered as 'Paper Tiger' since the implementation of the policy is not the same as it is written in the paper. The governments may formulate many educational policies including public private partnerships in higher education but the policy without implementation and support is a prejudice to the focus groups, private higher education institutions who simply assumes responsibility without proper support from concerned authorities on education.

As we speak, there are numerous youth students, scholars and researchers in various public and private higher institutions pursuing their academic ambitions. Also there are different regular and vocational programmed universities, collage and polytechnics education. However, they are not actively participating in sharing entrepreneur knowledge and experience due to factors which also contributed by limited support of the government in creating effective channels for partner public and private higher education institutions. For instance, the number national conferences, cooperation for experience sharing and related programs are very few. And also, the lack of independent agencies which are primarily established to make public private partnership cooperation is issue to worry about and establish accordingly. Furthermore, the higher education centers are weak in community service works. Thus, these all shows that the need to have effective education system that welcomes and support public private partnerships in higher education in Africa. The way in which the private sector engages and participates in education projects will reflect the strategy chosen by the relevant public sector body to best achieve its overall objectives.³³ So PPP is the best way to attract private partners to engage and participate in higher education in Africa.

2.2 Lack of Incentives and Control and Impacts on Public-private Partnership

³²IMF Report(2011)

³³Ifediora, 2013

Poor control of the government and incentives to partners who engage in higher education causes great challenge to domestic entrepreneurs not to use their utmost effort and capacity. But if entrepreneur partners in higher education's institutions are not encouraged and helped to have same cost with others, they cannot have opportunities to expand their operation and serve as creative force to devolvement of higher education. Hence, for instance, African countries government to support these entrepreneur partners, they should revise its tax law and put control on the import of materials and services for education purpose. There should be discount of payment of accessing and expansion of internet. Public-private partnerships will bolster public education budgets to garner improvements in the overall education system.³⁴

2.3 Lack of Government Motivation for Public-private Partnership

Motivation is the force that causes people to behave in a particular way.³⁵ The government can support entrepreneur partners in provision of higher education by providing reasons for them to work in the best interests of the country. The African countries including Ethiopian government is not as such motivating entrepreneurs in introducing new knowledge and using modern technological innovation so as they can satisfactorily provide quality education and make them loyal to their service since institutional value and loyalty are important ingredients for success of delivery of service.³⁶ Again the government is not motivating citizens to develop the habit trusting private partners in higher education though government motivation is needed as a support to them in improving their education quality, study programs, creating linkage and etc.

2.4 Lack of Access to Media Space and Public-private Partnership

Another problem from the government on the other hand is that it should give media space for advertisement of private higher education at reasonably lower cost than advertisements. By not doing so, in Africa including Ethiopia, public private partnerships have been viewed as unknown and parties are suffering a lack of connection to make them familiar with the environment and compete with others.

Public-Private Partnership in Network Sharing of Successful Entrepreneurs of Higher Education Institutions

Experience of successful creative and innovative thinkers are defining input for new entrepreneurs in higher education institutions. The roles of networking channels are incredibly high for entrepreneurs to share the experience of successful entrepreneurs and learn how they made their work. Now more than ever, however, leaders are recognizing that Network of channel of experience sharing for entrepreneurs in public and private education institutions. This need an access of ICT at all levels of higher education for successful entrepreneurs to share and learn each other. And

³⁴ Ibid 2, Pg. 15

³⁵David C. McClelland : Studies in Motivation on the impact of motivation on employee performance

³⁶Kotler, marketing management 10th ED (2004)

potential new entrepreneurs can learn how others could solve their problem during their path to success. I can safely say most African including Ethiopian government lacks this to do so.

2.5 Lack of Political Commitment and its Impact on Public-Private Partnership in Higher Education in Africa

Lack of Political Commitment is a cause to the effect for entrepreneurs in higher education for not receiving enough support from the government. When there is strong political commitment, there will be strong cooperation containing national interest and objectives. By political or government commitment, It means that the continuing interest and active support of these agencies and individuals who are in position to influence attainment of the planed objective to support partners in higher education ,whether through the allocation of human, financial and other resources or through the workings of the administrative and political apparatus. When government (at all levels) commitment is absent, weak or changing, obviously the implementation of objective will suffer. A lack of specialized appointees and rapid rotation of qualified political appointees in education sector is one of the bottlenecks for success of public partnership in Ethiopia and in Africa in general.

More importantly, the researcher believes that African people's fear their representatives and give recognition for their acts. It is obvious that peoples perceive officials and educated people as a bench market to act on certain conclusion. If the higher officials of the government initiate and sometimes participate in public private partnership conferences on higher education and recommend its importance to the public, citizens especially the young generation can easily be attracted to participate as they do on other things.

Therefore, higher officials should give great emphasis to this and should create public confidence for having public private partnerships and motivate partners in higher education to provide quality and competitive education with the foreigners and should act as a model to the citizens (customers).

Diasporas' Partnership in African Higher Education

Diasporas who move from one country to another are potential persons to bring new knowledge, ideas and skills to a given nation. Using Diaspora's is an indispensable thing for African countries in provision of higher education. Public-private partnerships in higher education are consistent with the on-going reform processes in the African countries which have power of creating access and opportunity for local and Diasporas academicians to contribute for the development of Africa.

One can understand that Diaspora initiatives have a significant to encourage private partners to contribute for the development of higher education.³⁷ Therefore, local, national and regional authorities in Africa should organize and establish Diaspora initiatives which call their attention to make partnership with the government. Thus public-private partnerships considered as the best mechanisms to attract Diaspora to work on higher education.

³⁷Interview with a Diaspora in Shashemene who came from USA and the owner of US College (Mr.Tolla) which have more than five branches in Ethiopia, April, 2017

2. Regional and International cooperation's in African Higher Education and Best Global Practices

The regional and international cooperation and Diaspora's engagement in higher education have a great for role in higher education. Globally, UN is an organization promotes public private partnerships for quality, affordable and accessible higher educations. In Africa, African Union is expected to act and work on higher education in regional level. However, the past few decades has seen a clear trend towards governments across the globe making greater use of various public private partnership arrangements in higher education. In regional scope the role of AU shall be discussed as follows.

- **African Union and African Higher Education**

African Union as a regional representative body of member states of Africa bears the responsibility of cooperating and facilitating public private partnerships for African higher education. It is appropriate that one of the objectives of the AU is to advance “the development of the continent by promoting research in all fields, in particular in science and technology.” The Constitutive Act also requires the Executive Council to coordinate and take decisions on “education, culture, health and human resource development” and on “science and technology.”³⁸ Moreover, the Constitutive Act established two Specialized Technical Committees that deal with knowledge and innovation: the Committee on Industry, Science and Technology, Energy, Natural Resource, and the Environment; and the Committee on Education, Culture, and Human Resources. In addition, the Science and Technology department within the Commission deals with ideas, knowledge, and innovation. Thus, knowledge and its application in development activities are at the core of the Union's objectives.³⁹ However, few universities are aware of the idea of 'The role of African Union for African higher education'. Still there is a lot to do to enable the African community to grasp general and crucial knowledge which helps us get ready to deal with the role of African Union for African Community including Ethiopia. AU and African countries are not well-aware of AU's institutional strength to support the public private partnerships and international cooperation in African higher education. The primary role of the AU can be providing technical legal service and policy support of member states on the preparation of the Public Private Partnership Strategic Plan. Emphasizing the need to build on the progress achieved in the past year and calling for more effort to address some of the still emerging challenges of the continent, AU conferences on higher education and pledged effort to give its full support for public private partnership works on the issues like higher education, sustainable peace and security, legal affairs, political affairs, humanitarian affairs, gender and development affairs, refugees and diasporas issues , is a appreciated thing for advancing the objectives of the African Union on education.

³⁸ The Constitutive Act of the African Union (2000)

³⁹ Knowledge and development, The African Union. Challenges of globalization, Security and Governance by Samuel M. Makinda and F. WafulaOkum. Page 94

It is an indispensable thing to expect a greatest role of AU in higher education if the AU were to exercise influence in world affairs, its member states would need to participate in the control of the fountains of knowledge. Africa's abject poverty and the lack of global influence appear to stem from its weak bases in knowledge and, in particular, in science, technology, and innovation. Ali Mazrui succinctly underlined the power of ideas when he observed: The entire international system of stratification has come to be based not on 'who owns what' but on 'who knows what. Urging African policy makers to pay more attention to science and technology, Calestous Jumahas argued: Much of the reference to Africa in international forums has focused on the continent's natural wealth. However, natural resource endowment is not a sufficient basis for economic growth.⁴⁰

Furthermore, other regional organizations in Africa like Intergovernmental authority on Development (IGAD) and Associations of African Universities (AAU) can strength regional cooperation's and enhanced public-private partnerships in research, curriculum development and performance appraisals. Also, as Africa's premier development finance institution, the African Development Bank's partnership in recent years are best opportunity to establish public-private partnership and long term cooperation for African higher education.

The private sector team has always worked with other multilateral development banks, development finance institutions, bilateral donors and United Nations agencies, as well as non-member states, private foundations and academic institutions, Pan-African, sub-regional and national institutions in Africa that share the values expressed in their mission statement which possibly can create partnerships which have been viewed increasingly as having the potential to help African academic institutions develop the human capacity needed to contribute to African development.

- **UN cooperation and coordination to promote public private partnerships in African Higher Education**

UNESCO as UN organ has played a catalytic role in developing an avenue for public-private partnerships in order to help meet the needs of the countries to achieve standard of quality, accessibility and affordability of higher education. African countries in UN general and other meetings should address the support of international organization to promote partnerships in African higher education. For instance, International donors, on average, finance nearly 6 percent of the education resources of African countries. 'The total amount of Overseas Development Assistance (ODA) committed to Africa's education sector was \$2.6 billion in 2008, reported The Organization for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC).'⁴¹ So the UNESCO Communities public framework for partnership with the private sector in higher education can serve as opportunities for international and regional Cooperation's including Africa and the role of UNESCO is the core stone for putting pressure on the

⁴⁰Knowledge and development, The African Union. Challenges of globalization, Security and Governance by Samuel M. Makinda and F. WafulaOkum. Pg. 95

⁴¹ UNESCO, "Financing Education in sub-Saharan Africa—Meeting the Challenges of Expansion, Equity and Quality" see PUBLIC SPENDING ON AFRICAN EDUCATION SYSTEM, Pg. 12

African governments to let them to understand the role of public private partnerships in higher education and question their higher education policy .

- **Lessons of Public Private Partnerships in Higher Education from Best Global Practices**

Accordingly, it would worthwhile to draw experience of other countries like Sweden, Germany, Singapore & China where the PPP model has worked wonders. The key success factors have been agreement on shared objectives from the beginning of the partnership and political will for participation of the private sector, transparency and accountability within the PPP. Sweden has regarded higher education as a ‘merit good’ and has a long tradition of substantial public spending.

It has substantive relationship with the private sector which includes sharing of roles, responsibilities, risks and rewards. In Germany, public commitment to take most risks has encouraged many small private enterprises to participate in the PPP model. Such models have important lessons for India.⁴²

This trend must be eschewed early by promulgating a new education policy which is long overdue which puts a premium on collaboration with foreign universities, value quality research as an essential ingredient of college education.⁴³

The lesson of Britain in organizing cooperation in formulating national policies of higher education is something other countries have to share to work on their educational systems. ‘Education is a good example of their debate because, in Britain, arguments about the proper role of central government have continued uninterruptedly from the nineteenth to the twenty-first centuries. Compared with other educational systems, Britain’s had been relatively decentralized (Rust and Blakemore 1990). For example, only since 1988 have they had a National Curriculum defined by central government. In this and in other ways, British educational policy has been rather different from the French, German and other European systems.’⁴⁴

Therefore, to effectively know the role of Public-private partnership in African higher education, any regional and international cooperation should share the global best practices that how Public-private partnerships had played the vital role in higher education development including taking the Diaspora exposure as a vital thing to use it to cooperate in African higher education

Concluding Remarks

The main purpose of this paper is to show the role of Public-private partnership and the need of regional and international cooperation, and the role of the Diaspora in African higher education. The paper identifies the roles of PPP as the greatest prospect of addressing the higher education quality, accessibility, network, and funding challenges of Africa and recommends African countries need to develop effective public private partnership in higher education. The paper has reviewed

⁴²Public Private Partnership in Higher Education, Dr. Mona Lisa Bal, Supra note 6, Pg. 17

⁴³ Ib. page 18

⁴⁴SOCIAL POLICY: AN INTRODUCTION. Third Edition by Ken Blakemore and Edwin Griggs, Page 46

different regional realities which demands setting priority regarding the areas of Public private partnership cooperation's and coordination's based on comprehensive study. Among the priority areas, the challenges of priority of quality focus and profit motives in African higher education and instrumental nature of Public-private partnerships and needed cooperation and coordination Linkages to African Higher Education and Industry, globalization, issue of employment and control mechanisms are important things for nations to deal comprehensively. A majority of African governments should use PPPs arrangements primarily for the technical and vocational education and training as top priority. Given Africa's need for more infrastructure development, employing PPPs and cooperation for investments in TVET will assist African countries to employ a skilled workforce to build and maintain new infrastructure projects. Observation of this paper poses at least four major challenges limited support for public-private partnerships in African higher education. First, there is an urgent need for this sector to establish partnership and networking with the new providers in terms of establishing effective educational programs of the government and its impact Public-Private Partnership. Second, arranging incentives, motivational initiatives and controls for public-private partnership in higher education is indispensable to concerned organs to address issues of higher education in Africa. Thirdly, enhancing an access to Media space for public-private Partnership as connection to public is a challenge which needs comprehensive support together with the need to have Network sharing of Successful entrepreneurs of higher education institutions. Lastly, in addition to regional and international cooperation's and coordination's, political Commitment of States has its own impact on the role of Public-private partnership in Higher education in Africa. All of these challenges lead stakeholders in higher education in Africa to develop a realistic and sustainable policy towards the public private partnerships in African higher education. In particular, there is a strong need for Public-private partnerships and cooperation in higher education for fund raising, networking, research and development as well as experience sharing.