

## Contributions of Tertiary Education in Sub-Sahara Africa

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### Abstract

This article reviewed the contributions of Tertiary Education in Sub-Sahara Africa. It extols the impact of the global application of education in social, economic and political development in sub-Sahara Africa. The paper highlighted the Aims of tertiary education in sub-Sahara Africa such as Production of the much-needed high-level manpower essential for the nation's growth and development, provision of centers of excellence in teaching, research and storehouses of knowledge for nurturing the manpower needs of the nation, promotion and encouragement of scholarship and community services, teaching and research and development. The Conceptual Links of the contributions of tertiary Education in sub-Sahara Africa were succinctly analyzed in the paper. Similarly, the Crux of Tertiary Education in sub-Sahara Africa was meticulously explained in the review. Some African Countries with concrete commitments to Tertiary education such as Burkina Faso, Burundi, Cameroon, Chad, Djibouti, Guinea, Madagascar, Malawi, Mali, Mauritania, Niger, Senegal and Uganda were showcased in the study. It further unveiled the Challenges of tertiary Education in sub-Sahara Africa such as inadequate funding, inadequate teaching staff, poor policy implementation, lack of resources, lack of information communication technology facilities, frequent labour disputes and closures of tertiary institutions, brain drain and poor leadership. The paper was recapped by putting forward the prospects to effective tertiary education in sub-Sahara Africa.

**Keywords:** Contributions, Tertiary education, Sub-Sahara Africa.

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## INTRODUCTION

Globally, the application of Tertiary Education has enhanced the social, economic, and political development of the economy. Education in general and Tertiary education in particular builds the knowledge of individuals and the society at large (Adeyeye, 2003). Tertiary education in Sub-Sahara Africa as a whole is characterized by many lapses to include lack of finance, inadequate learning facilities, dilapidated structures, examination malpractice, incompetent employees, and poor governance. These long existing lapses have been tripled due to more quests for economic knowledge, coupled with the advent of technology, growth in the telecommunication industry and the globalization of trade and business (Bloom *et al.*, 2016). Successful development entails more than investing in physical capital, or closing the gap in capital. It also entails acquiring and using knowledge as well as closing the gaps in knowledge.

Education is widely accepted as a leading instrument for promoting economic growth. For Sub-Sahara Africa, where growth is essential if the continent

is to climb out of poverty, education is particularly important. For several decades, African countries and their development partners have placed great emphasis on primary and, more recently, secondary education. But they have neglected tertiary education as a means to improve economic growth and mitigate poverty (Keller, 2006). The Dakar summit on "Education for All" in 2000, for example, advocated only for primary education as a driver of social welfare.

It left tertiary education in the background. Sub-Saharan countries have sharply expanded higher education since independence in the 1960s. Immediately after independence, stress was put on human resource formation to develop and modernize various economy sectors. Tertiary education was viewed as a tool for development - producing a more significant number of graduates to create a critical mass of skills and experts for economic growth and development (John and Bruce, 2006). The rationale for considerable investments in higher education across different African countries has been that higher education would continue to contribute to output

growth and economic development, besides the personal economic and non-economic benefits.

Higher education builds employment capacity through human capital formation (Keller, 2006). Achieving sustainable growth in Sub Saharan Africa (SSA) requires that the region's economies develop workforce skills that can harness scarce resources for higher economic productivity (World Bank, 2004). Thus, investing in Tertiary education is key to providing individuals with the skills and knowledge to sustain economic transformation. Research has shown that Tertiary education significantly contributes to economic growth and development.

According to Grace *et al.*, (2006) tertiary education should satisfy the labor market demands, assuming that one of the roles of higher education is in broadening and deepening the labor market, creating jobs, and growing Sub Saharan African economies. The benefits from investment in African higher education are significant for young people, society, and the economy: great employment opportunities, a better quality of life and improved economic growth. Part of the reason for the exclusion of tertiary education from development initiatives lies in the shortage of empirical evidence that it affects economic growth and poverty reduction.

#### **Aims of tertiary education in sub-Sahara Africa**

The aims of Tertiary education in sub-Sahara Africa highlighted by Adepoju (2007) are:

- Production of the much-needed high-level manpower essential for the nation's growth and development.
- Provision of centers of excellence in teaching, research and storehouses of knowledge for nurturing the manpower needs of the nation.
- Promotion and encouragement of scholarship and community services.
- Teaching
- Research and development
- Knowledge generation and dissemination and international cooperation
- Dedicated services to the communities through extramural and consultancy services

All these stated aims are closely related to quality education. Sub- Sahara Africa has considered quality higher education a veritable instrument for achieving radical social, economic and political development. Nigeria intends to use education as a vehicle for fostering development of all her citizens to their full potentials in the promotion of a strong, democratic, prosperous, indivisible and indissoluble sovereign nation (Mohammed, 2007).

#### **Contributions of Tertiary Education in Sub- Sahara Africa**

The benefits derivable from a good and functional Tertiary Education system can never be overemphasized. The entire developmental apparatus of the socio-economic structure revolves around a good tertiary education. The contribution of tertiary education to development comes in varied forms as shown by (Ajayi, 2007). Firstly, it helps in the rapid industrialization of the economy. This it does by providing manpower with adequate professional, technical and managerial skills. In another vein, a good tertiary system helps to boost the transformation of societies into knowledge societies. This it does by providing not just educated workers, but knowledgeable workers who will contribute immensely to the growth of the economy (Adepoju and Akinola 2007).

Adeogun (2006) further agreed that tertiary education helps to instill good attitudes and engenders attitudinal changes that are necessary for the socialization of the individuals, thereby, leading to the modernization and overall transformation of the society. It is also clear that a functional tertiary system helps, through teaching and concise research, in the creation, absorption, dissemination and application of knowledge. Healthy tertiary education helps in the formation of a strong nation-state and at the same time aids globalization. Finally, it allows people to enjoy an enhanced life of mind offering the wider society both cultural and political benefits (Maigard *et al.*, 2012). In spite of such monumental importance a good tertiary education, the Sub-Sahara African tertiary system has been subjected to and constrained by what one could describe as several weaknesses. Even though the tertiary system in sub-Sahara Africa has not had a very smooth sail from inception, it has witnessed many successes

According to Amaele (2005) tertiary education is more than the next level in the learning process; it is a critical component of human development worldwide. It provides not only the high-level skills necessary for every labor market but also the training essential for teachers, doctors, nurses, civil servants, engineers, humanists, entrepreneurs, scientists, social scientists, and a myriad of other personnel. It is these trained individuals who develop the capacity and analytical skills that drive local economies, support civil society, teach children, lead effective governments, and make important decisions which affect entire societies. This function of tertiary education can be seen vividly in action in Nigeria. Adepoju (2007) outlined the functions of tertiary education as follows:

*The tertiary education in sub-Sahara Africa has led to the development of many Africans into sound and effective citizens. Here, tertiary education more than any other, has led to higher self-awareness and self-realization of individuals at various tasks, enhanced better human relationships, national consciousness and*

*effective citizenship. One cannot doubt the fact that tertiary education system has enhanced social, cultural, economic, political, scientific and technological progress in Africa. The continent is more blessed now with specialists at various fields of endeavour: medicine, law, engineering, philosophy, education, etc. And due to this development, the continent is becoming more and more dynamic and self-reliant as the days go by. This has been made possible because of tertiary education. In addition, tertiary education has been on the vanguard of creating opportunities for the teeming population. The opportunity to do this in Africa has been largely provided by tertiary education. Apart from serving their fatherland, tertiary education has continually churned out scholars who have contributed meaningfully to the world's reservoir of knowledge. There is thus growing evidence that tertiary education, through its role in empowering domestic constituencies, building institutions, and nurturing favorable regulatory frameworks and governance structures, is vital to a country's efforts to increase social capital and to promote social cohesion, which is proving to be an important determinant of economic growth and development (Adepoju, 2007).*

Development of tertiary education is important but, to be effective, public investments in this sector should be made within a policy framework that:

- i. Promotes improved quality of training and research,
- ii. Adjusts training programs more closely to a country's development needs, and
- iii. Promotes greater equity in the benefits from public education spending among different income groups.

The World Bank's support for reform and revitalization of tertiary education in SSA over the last decade has been provided in the form of analytical work, knowledge-sharing and lending. With respect to analytical work, the Bank's policy is informed by an increased appreciation of the development contributions that tertiary institutions can make to their countries in the 21st century, a time characterized as the "knowledge society", the "information era", and the "globally competitive economy." The key role played by knowledge and information was examined by the Bank's World Development Report of 1999, Knowledge for Development, which underscored the contributions that information and knowledge make to economic growth (World Bank 2004).

Sub-Saharan African Institutions have improved learning conditions by increasing faculty salaries so professors need not work outside jobs, by instituting mechanisms to monitor teaching hours, and by enabling peers and students to evaluate teaching. They have restocked libraries and begun to develop their capacities to provide information services. They have installed new laboratory equipment and provided

Internet connectivity. Often they have made management more effective—in part by transferring responsibilities to faculty or department levels. Successful tertiary institutions have frequently developed new study programs to meet the demands of their countries' rapidly changing economies (Davras *et al.*, 2017). Tertiary education leaders who have carried out reforms often stress the importance of an institution finding—and "owning"—its own solutions. Typically, changes are designed by an inner circle of reform leaders and the reform agenda takes the shape of a strategic development plan. But an additional, essential component appears to be long and deep consultations with stakeholders—especially faculty members, but also representatives of students, businesses, labor unions, local government, and non-governmental organizations.

Capuano *et al.*, (2013) posits that tertiary institutions making concerted effort to reinvigorate themselves have often found a willingness on the part of donors and multilateral organizations to provide additional funding to support specific elements of these strategic plans. After more than a decade of focusing mainly on support for primary education, the World Bank and other donors have, in recent years, become convinced that tertiary education too is a needed component of economic growth and social development, even in the poorest countries.

African higher education wasn't always in a bad state. In fact it got off to an auspicious start during the period of national independence almost half a century ago. Most newly independent African countries saw the establishment of local tertiary institutions as essential to their plans for economic development, alleviating poverty and closing the gap between themselves and the developed world. In most cases, they had to start from scratch, since the colonial powers left behind few institutions of higher learning. In 1960 only 18 of the 48 countries of sub-Saharan Africa possessed a university (Akinmusuru 2007). The challenge is to produce a 'job creator,' not a 'job seeker, the strategic plan says. To that end, the main goal of education must be "cultivating analytical skills and developing critical thinking." At the same time, more emphasis has been placed on teaching students business and financial skills in order to encourage entrepreneurship.

### **The Conceptual Links of the contributions of tertiary Education in sub-Sahara Africa**

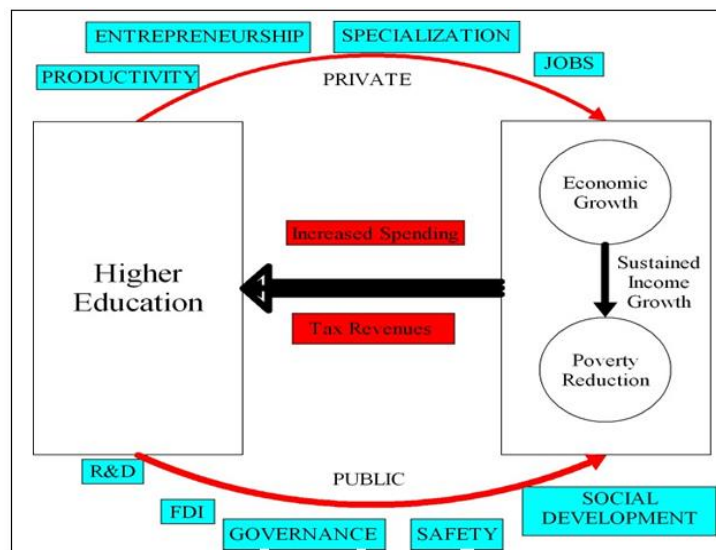
Adeyeye (2003) posits that, Signs of progress for Tertiary education are appearing in Sub-Saharan Africa. According to him, the international development community has begun to realize the importance of advanced schooling, while some African countries have introduced innovative policies to strengthen tertiary education systems. This progress is small in comparison with the progress of other world regions, perhaps partly

as a result of insufficient understanding of the positive effects that Tertiary education can have on economic development.

It is important to present a conceptual framework outlining how these effects might occur. Figure 1 below shows that, tertiary education can lead to economic growth through both private and public channels. The private benefits for individuals are well established, and include better employment prospects, higher salaries, and a greater ability to save and invest. These benefits may result in better health and improved quality of life, thus setting off a virtuous spiral in which life expectancy improvements enable individuals to work more productively over a longer time further boosting lifetime earnings. Public benefits are less widely recognized, which explains many governments' neglect of tertiary schooling as a vehicle for public

investment. But individual gains can also benefit society as a whole. Higher earnings for well-educated individuals raise tax revenues for governments and ease demands on state finances. They also translate into greater consumption, which benefits producers from all educational backgrounds.

In a knowledge economy, tertiary education can help economies keep up or catch up with more technologically advanced societies. Higher education graduates are likely to be more aware of and better able to use new technologies. They are also more likely to develop new tools and skills themselves. Their knowledge can also improve the skills and understanding of non-graduate co-workers, while the greater confidence and know-how inculcated by advanced schooling may generate entrepreneurship, with positive effects on job creation.



**Figure 1: Conceptual Framework showing the Public and Private Contributions of Tertiary Education**  
Source: World Bank Policy Research Working Paper 2881 (2012)

Tertiary schooling can also have direct benefits for economies. By producing well-trained teachers, it can enhance the quality of primary and secondary education systems and give secondary graduates greater opportunities for economic advancement. By training physicians and other health workers, it can improve a society's health, raising productivity at work. And by nurturing governance and leadership skills, it can provide countries with the talented individuals needed to establish a policy environment favorable to growth. Setting up robust and fair legal and political institutions and making them a part of a country's fabric, and developing a culture of job and business creation, for example, call for advanced knowledge and decision-making skills. Addressing environmental problems and improving security against internal and external threats also place a premium on the skills that tertiary education is best placed to deliver (Capuana *et al.*, 2013). Although none of these outcomes is inevitable, the framework presented in Figure 1 does suggest many

possible routes through which tertiary education can benefit economies.

### ***The Crux of Tertiary Education in sub-Saharan Africa***

Prevailing legislation often hampers efforts to increase the efficiency of tertiary education enrollment and improved teaching quality in Sub-Saharan Africa. In some countries, highly centralized policy making on higher education restricts the autonomy of tertiary education practice and politicizes them, thus subverting the learning experience in response to political objectives. Policy centralization also makes it difficult for universities to be responsive to changes in knowledge, the labor market, and economic development. In other countries, meanwhile, a lack of centralization and system oversight allows fly-by-night private operations to fleece students or provide them a low-quality education at a high cost, a minimal return on their investment (Experton and Fevre 2010).

Benin, Tanzania, Cameroon, and Madagascar are examples of countries where governments supervise many aspects of tertiary education operations. In Benin and Tanzania, the government appoints senior tertiary education managers. In Cameroon, the Minister of Education retains supervisory authority over tertiary institutions. The Ministry of Education in Madagascar appoints all faculty members, sets salaries, and determines working conditions, which results in close links between faculty members and the political system for effective tertiary education.

Fonkeng and Ntembe (2009) found out that not all African countries have stifling laws on tertiary education. Angolan law allows tertiary institutions full autonomy in decision making, and the state encourages the establishment of private higher education institutions. In Guinea and Liberia, public institutions have considerable legal autonomy, and a law passed in the Republic of Congo in 1990 allowed the private sector to provide tertiary schooling for the first Poverty Reduction Strategy Papers and Higher Education. The World Bank's lack of emphasis on tertiary schooling has resulted in its absence from the Poverty Reduction Strategy Papers (PRSPs) of all but a few African countries. Except for larger projects in Ethiopia, Ghana, Mauritania, and Mozambique, only about twenty countries mention tertiary schooling in their PRSPs. In most of these, it is only a small element of the development strategy.

Tertiary education in sub-Saharan Africa is geared towards prioritizing measures to improve countries' economic situations. They are country-led mechanisms for national development, often with the guidance and support of the World Bank, the International Monetary Fund, and external development partners (Sketch, 2016). Tertiary education operating mechanisms are updated every three years to look anew at ways to encourage broad-based growth and ease poverty. They serve as a country's road map for addressing the first Millennium Development Goal of reducing extreme poverty. Many countries are required to gain access to the highly strategized tertiary education.

#### Some African Countries with concrete commitments to Tertiary education:

- **Burkina Faso:** Increased Tertiary education funding by 50 per cent; increased public vocational education by 116 per cent. Burkina Faso sets aside money for improvements in tertiary education.
- **Burundi:** Established a National Education and Training Plan to strengthen technical education and tertiary education programs.
- **Cameroon:** Increased private sector involvement in capacity development (including transport and physical infrastructure); created new tertiary

institutions. Cameroon proposes to increase the share of the education budget allocated to higher education from 3.8 per cent to 5.8 per cent.

- **Chad:** Developed short courses to supplement skills acquisition for improved tertiary education.
- **Djibouti:** Strengthened National Open operations in a bid to enhance the efficiency of tertiary education in Djibouti.
- **Guinea:** Created a support program for the development of Tertiary education.
- **Madagascar:** Hired 150 tertiary-level teachers to boost manpower provision in the country.
- **Malawi:** Reserves 30 per cent of tertiary places for girls; introduced scholarship schemes for girls and needy students; expanded tertiary places from 3526 to 6824.
- Malawi pledges no increase in spending outside education.
- **Mali:** Established a Technological Institute for Civil Engineering and Mines across tertiary institutions in the country; started a Vocational Training Consolidation Project. Mali pledges to increase the share of tertiary education in total education spending from 19 per cent in 2000..
- **Mauritania:** Built technical training centers tailored towards improved technical education across tertiary. Institutions.
- **Niger:** Increased the proportion of enrollments in technical and vocational training colleges from 8 per cent in 2001 to 20 per cent in 2005 and 50 per cent in 2015.
- **Senegal:** Created training centers in all tertiary institutions aimed at promoting girl child /women education.
- **Uganda:** Increased tertiary enrollment from 25,000 in 2000 to 50,000 in 2003.

Tertiary education is necessary for growth but not sufficient. "It is vital," they argue, "that the social, political, and economic structures and the technological level of the society to which the educational system belongs are such that graduates can actually make use of their accumulated knowledge. Tertiary education students are more likely to engage in entrepreneurial activity, and more educated entrepreneurs created larger numbers of jobs than less-educated entrepreneurs. Another channel for improvement is through research and development, which can boost economic growth and productivity growth (Sketch *et al.*, 2014).

#### Challenges of tertiary Education in sub-Saharan Africa

However, one critical weakness to quality tertiary education especially university in Nigeria is funding. African governments appear not to have seen the need to allocate a reasonable proportion of budget to

tertiary education. World Bank (2004) analysis of budgetary allocation to education in selected countries of the world indicates that African countries have the least budgetary allocation compared to other countries around the world. The analysis shows that Ghana allocated 31%, Cote d'Ivoire 30.0%, Uganda 27.0%, Morocco 26.4%, South Africa 25.8%, Swaziland 24.6%, Mexico 24.3%, and Kenya 23.0%, Botswana 19.0%, USA 17.1%, Burkina Faso 16.8%, Norway 16.2%, Colombia 15.6% India 12.7%, Nigeria 8.4%. UNESCO (1995) had recommended 26% budgetary allocation to education in terms of GDP but many of the Sub-Saharan African countries appear to play down on this recommendation. The standard argument for African countries not paying adequate attention to the education sector is the competing demand from other sectors such as transportation, health and similar areas of services to the economy. This study is based on the contributions of tertiary education in sub-Saharan Africa. A growing population necessitates some growth in Tertiary education to accommodate the increasing number of students seeking tertiary education diplomas and degrees, yet the potential of Nigerian tertiary education systems to fulfill this responsibility is frequently thwarted by problems of finance, efficiency, equity and quality (Bloom *et al*, 2016).

***Quality Tertiary Education in sub-Saharan Africa is bedeviled with a lot of challenges as highlighted and discussed below:***

### **1. Inadequate funding**

Inadequate funding is the most critical challenge that has threatened the attainment of good quality Tertiary education in Nigeria. The problem of inadequate funding of education has been a bane to educational development in the country. The major constraint to attaining academic excellence in Sub-Saharan Africa is financial constraints which made many academics and non-academics to be working under difficult circumstances.

### **2. Inadequate teaching staff**

A big challenge to the attainment of quality Tertiary education in Nigeria is the lack of academic staff. Teachers are the hub of any educational system. Teachers determine the quality of education because they transmit educational policies into practice and action. As rightly pointed out by Amaele, (2005), without adequate number of inspired, well-informed teachers, fully prepared to meet their responsibilities in our schools, we cannot have good education and without good education, we cannot hope for long to meet successfully, the challenges of a changing world. Ajayi (2007) seems to concur with the above when he noted that good teachers are needed for good education which in turn is indispensable for social change, social transformation and national development. The importance of teachers cannot be over emphasized. Despite the importance of teachers in the attainment of good education, Tertiary institutions in Sub-Saharan

Africa are short of lecturers to adequately handle teaching and learning activities. The institutions because of inadequate funding are not able to employ additional lecturers. The few available lecturers are seriously over worked. In some Tertiary institutions, because of shortage of lecturers their programmes are not accredited by the accreditation agencies. Attainment of good quality in higher education requires teaching staff of adequate quantity and quality.

### **3. Poor policy implementation**

Poor policy implementation is a challenge to quality delivery in education. The poor quality delivery is responsible for the abysmal low performance of graduates of tertiary institutions of learning in sub-Saharan Africa in their world of work and the alarming incidence of examination malpractice. Ajayi (2007) argued that our policies are written by knowledgeable writers who have foresight and believe strongly in what they write for the future but the problem comes when it comes to translating theory into practice by implementers. However, several factors could be adduced as inhibitors to smooth implementation of educational policies and thereby resulting to poor quality delivery. Such factors as government underfunding of education and injudicious utilization of available funds by implementation agencies such as vice chancellors, rectors, provosts deans of faculties, heads of departments etc. when funds meant to deliver quality education is misappropriated or embezzled, the education which learners receive becomes worthless. Adepaju, (2007) noted that money the government votes for running the institution does not get to the institutions and the little that gets there is normally wasted by education managers. Additionally, in many of the African tertiary institutions of higher learning little attention is paid to teaching effectiveness of academic staff. The "publish or perish" syndrome which places more emphasis on research makes lecturers to be more committed to research. Akinmusuru, (2009) attributed the low quality of tertiary education graduates to little attention given to teaching effectiveness, stressing that institutional policies are not geared towards making students learning a priority.

### **4. Lack of resources**

Quality tertiary education is dependent on the quality and quantity of human and material resources put in place in institutions. The lack of infrastructures such as science laboratories, workshops, students' hostels, libraries and electricity will affect the quality of education. Unfortunately, most tertiary institutions in Sub-Saharan Africa, the lecture halls are overcrowded with majority of the students standing at the corridors during lectures. Besides, the libraries in most tertiary institutions in the country are stocked with obsolete text books, with current journals and text books lacking. In the opinion of Grace *et al.*, (2017), the library is at the heart of the academic effort in a college or university.

For an institution to be strong academically, it must have a formidable library put in place. This explains why the top universities of the world (Harvard, Cambridge, Tokyo and University of California) are academically of high strength and quality. The acute shortage of educational facilities in many of the tertiary institutions in Sub- Sahara Africa has led to decline in the quality of education in the country. For example, in most tertiary institutions, the science laboratory and vocational and technical education workshops are empty, lacking the equipment needed for effective teaching and learning. It is not uncommon to see a student graduating from chemistry department without handling volumetric analysis apparatus.

### **5. Lack of information communication technology facilities**

Another challenge to quality attainment to tertiary education in Sub- Sahara Africa is lack of information communication technology facilities. Unfortunately, most tertiary institutions in Africa, there are acute shortages of computers, multi-media projectors, electronic white boards, and automation of lecture halls and lecturers offices. Even majority of the institutions are not linked with functional internet connectivity. According to Mohammed, (2007) these new digital technologies make possible a learning revolution in education. As rightly noted by Adepoju and Akinola, (2007) information and communication technologies could be used to prepare lesson plan, collect data and analyze students' achievement. Curriculum content could be enriched through search from the internet by teachers. Through such internet search, information and relevant school practices which are unknown to teachers and students and which cannot be found in textbooks, can easily be downloaded for use.

### **6. Frequent labour disputes and closures of Tertiary institutions**

A big challenge to quality Tertiary education in sub- Sahara Africa is the incessant staff union disputes and subsequent closures of the institutions. Closure of the tertiary institutions affects staff productivity and the realization of educational aim and objectives. Keller (2006) identified the variables inducing the frequent trade union disputes as poor conditions of service of staff, non-implementation of agreements with governments, lack of autonomy and academic freedom and poor funding. Most tertiary institutions in Sub- Sahara Africa lack staff development programmes for training and re-training of staff. Vibrant staff development programmes on a continuous basis will help academics and non-academics to clarify and modify their behaviour, attitude, value, skills and competencies. In this way, they grow and develop in their knowledge and thus become more effective and efficient in the performance of tasks. Staff development is paramount because knowledge of today is only sufficient for today. In this

era of knowledge explosion and emergent knowledge based economy, staff development should be the priority of any nation. A big challenge to quality in tertiary education in Sub-Sahara Africa is the increasing activities of secret cult groups, kidnappers and other vices. As a result of the activities of cult groups and kidnappers' majority of students, lecturers and their families live in perpetual fear. Some of these cult groups indulge in armed robbery, rape, assassination and infrastructure destruction. They cheat in the examination openly and threaten lecturers when caught.

### **7. Brain drain**

A big challenge to the quality of tertiary education in Sub-Sahara Africa is the problem of brain drain. Over the past decades, there has been mass exodus of brilliant and most talented lecturers to other sectors of the economy. Some of the lecturers left tertiary institutions to join the business world, some joined politics while others left to other developed countries for better services. Brain drain has led to decline in research outputs from institutions of higher learning in Nigeria vis-à-vis the disappearance of research centers in Tertiary institutions. Research brings about improvement in teaching and learning (Amaele, 2005) but when there is exodus of brilliant and seasoned academics from institutions of higher learning, the quality of education delivery is threatened.

### **8. Poor leadership**

Poor leadership both at the government level and at the institution level has been a big challenge to quality tertiary education in Nigeria. Since the nineties, the governments of most African countries have not shown enough commitment to tertiary education development. One of the several indices for properly evaluating government commitment to educational development in any country is budgetary allocation and disbursement to education. UNESCO had recommended 26% budgetary allocation to education based on GNP but the amount allocated to education by most African countries has continued to be smaller. Poor leadership of some Sub- Saharan African countries administrators has been a bane to the attainment of quality tertiary education in their home countries.

If Africa did not knowingly or conspiratorially destroy the educational system, it will be easy to attract capable Africans to help rebuild the nations that they aptly criticize from the Diaspora. The government and concerned relevant agencies should therefore rise up to the challenge of revamping the tertiary education system in Sub- Sahara Africa so as to benefit lavishly from the benefits that are accruable from this sector monitoring performance. An educated populace is vital in today's world; this fact becomes more indubitable considering the convergent impacts of globalization, the increasing importance of knowledge as a main driver of growth, and the information and communication revolution. Knowledge accumulation and application

have become major factors in economic development and are increasingly at the core of a country's competitive advantage in the global economy.

### **Prospects to Effective Tertiary Education in Sub-Sahara Africa**

The paper meticulously unveiled the systemic genesis of the current state of Tertiary Education in Sub-Sahara Africa, particularly in Nigeria, so that various stakeholders can come together to retrace footsteps and begin to resolve the lingering issues in the tertiary education system. We must all share the blame for the state of the nation's educational system equally in Sub-Sahara Africa. Government must be blamed for not creating an enabling academic environment through prioritization of funds and the creation of necessary employment to justify the establishment of so many universities. The lecturers must take responsibility for deciding to play financial politics instead of proudly teaching the students. It must be acknowledged that some may have been driven to the brink by circumstances beyond their control but this does not excuse them. Students share part of the responsibilities because they work so hard to purchase degrees/certificates in cash or in kind without mastering what it takes to be worthy of the degree/certificates. Finally, our capable and able parents failed to monitor the progress of their children against morally, socially, academically acceptable standards. If the African governments are very serious in revamping the educational systems, it is time to bring home some of the country's professionals in the Diaspora. If Africa did not knowingly or conspiratorially destroy the educational system, it will be easy to attract capable hands to help rebuild the nation that they aptly criticize from Diaspora. The government and concerned relevant agencies should therefore rise up to the challenge of revamping the Sub-Saharan African education system so as to benefit lavishly from the benefits that are accruable from this sector monitoring performance. An educated populace is vital in today's world; this fact becomes more indubitable considering the convergent impacts of globalization, the increasing importance of knowledge as a main driver of growth, and the information and communication revolution. Knowledge accumulation and application have become major factors in economic development and are increasingly at the core of a country's competitive advantage in the global economy. However, the state of tertiary education in sub-Sahara Africa has been very discouraging and sad. It is very sad because it reflects the frustration that tertiary lecturers, students, some in government, and parents have been feeling for a long time. What should be new, however, is that instead of feeling sorry, Africans should renew their interest and resolve to revive the quality of the educational system for the next generation. No African can exonerate himself from the culpability of the deplorable state of the educational system. A cursory review of the genesis of events that led Africa to this discouraging paradigm

is necessary. A pertinent question here is, does African government have the capacity to change the direction of the nation or is it just paying lip service to all problems? Let no one make the mistake, that Africans will survive in any situation they find themselves but we want them to survive in an academically, socially and morally acceptable environment just like their counterparts in other parts of the world. The deplorable conditions of Tertiary Education and the rates of unemployment in Nigeria and other African countries are clear and present dangers to any old and new political party. Africans need benevolent and patriotic governments consisting of people that are ready to wipe falling tears of the citizens and help them dream again.

### **CONCLUSION**

This article discussed the contributions of tertiary education in Sub-Sahara Africa. It contends that Sub-Sahara African countries have continued to be the main financiers of education and have not been able to meet the demands of tertiary institutions in their home countries. Government alone cannot continue to fund education. Attainment of quality Tertiary education can be achieved by collaboration of tertiary institutions with industries in research and development activities. The industries can assist by financing tertiary institutions in research or training students in practical areas required by the industries. This paper maintains that to improve the quality of tertiary education in Sub-Sahara Africa; much sacrifice is required from all stakeholders. An educated populace is vital in today's world; this fact becomes more indubitable considering the convergent impacts of globalization, the increasing importance of knowledge as a main driver of growth, and the information and communication revolution. Knowledge accumulation and application have become major factors in economic development and are increasingly at the core of a country's competitive advantage in the global economy. A cursory review of the genesis of events that led Nigeria to this discouraging paradigm is necessary. Let no one make the mistake, Africans will survive in any situation they find themselves but we want them to survive in an academically, socially and morally acceptable environment just like their counterparts in other parts of the world. Africa needs a benevolent and patriotic government consisting of people that are ready to wipe falling tears of the citizens and help them dream again.

### **Ways of promoting Tertiary Education in Sub-Sahara Africa**

To promote quality tertiary education in Sub-Sahara Africa, the following recommendations are hereby put forward:

- Sub-Sahara African Governments should place high premium on education by meeting up the recommended 26% educational spending prescribed by UNESCO, to help revitalize the Tertiary system of Education.



- Enabling environment should be created for staff through improved conditions of service, provision of basic infrastructures, virtual libraries and information communication technologies and internet connectivity.
- Tertiary institutions in Sub- Sahara Africa should set up internal quality assurance and monitoring of lecture units to enhance good quality delivery.
- Reform in existing Tertiary education practice in Sub- Sahara Africa can be promoted through deliberate collaborative efforts by government, business sectors, civil society and the academia. This could help to reinvent Tertiary education system for better quality delivery in research, teaching

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