

Chapter 3

Intercontinental Collaborations and their Impact on Africa's Higher Education

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Abstract

Higher education on the African continent has been evolving over the past two decades. Higher education refers to an educational level after graduating high school (matric), and is provided by universities, universities of technology and colleges for three or four years and at completion students are awarded degrees. Although some African countries are still faced with challenges that adversely affect higher education, there are engagements in place to assist in enhancing the quality of higher education in these African countries. One of the major challenges discussed at length by academics is that a larger number of students is seen dropping out before completing their degrees. This is due to many factors such as a lack of funding, poor family background, poverty, pregnancy etc. There are engagements in place to help students in need to fund their studies, such as bursaries and grants/scholarships, both local and international, such as the Fulbright scholarship programme.

Post-apartheid, some researchers have found a transformation in the curriculum in terms of the engagement of students and educators. Yet other researchers argue that the African higher education scenario is a product of colonial powers and uneven power relations. It is no public secret that some African universities are still providing degrees that are

outdated, and their academic curriculum is still colonized. In terms of decolonizing the curriculum, there is still a long way for African higher education to go. During those early years democracy, institutions in the North fostered a commitment to assisting in the development of academic institutions in emerging nations as part of their academic purpose. These developments in the African higher education space were funded by developed countries. The collaboration between African institutions and international institutions have evolved over time. African higher education is investing in collaborations with international universities to ensure that students are also exposed to international education, such as the COIL initiative (Collaborative Online International Learning). European countries' academic institutions have shown interest in working together with African higher education institutions to develop strategies that will improve African education.

This chapter will focus on the different collaborations in place in African higher education and discuss their impact on education.

1. Internationalisation and Development of African higher education

African higher education is facing enormous problems in the 21st century. Not only is the desire for accessibility irrepressible, especially given Africa's historically low post-secondary enrolment levels, but higher education is also acknowledged as a critical driver for modernization and development (Teferra & Altbachl, 2004). Additionally, higher education has been identified and acknowledged as an important facilitator of Africa's development process. However, higher education in Africa has consistently faced a number of obstacles, particularly as societal demands have increased. With scant resources, insufficient capacity and a history of neglect, the sector has struggled to meet these expanding demands over the years, resulting in continuous capacity deficits (Kwaramba & Mukanjari, 2013). Africa is one of the

world's largest continents, and its higher education has been linked to the Western system since the 18th century through the colonial ties formed (Alemu, 2014). In today's globalized world, it is critical to prepare university students for job markets by providing them with a set of transferable abilities across sectors and cultures. These abilities can be developed through international study experiences. Internationalisation is an essential component of higher education in the twenty-first century (Fourie & Neale-Shutte, 2006). Higher education in Africa has achieved drastic change in recent years, such as impressive growth in relation to the number and variety of universities and academic programmes. Thus, enrolment growth is accelerating, quality assurance standards are being developed, and institutional governance is being strengthened. These transformations are the outcome of numerous local and international recent developments that have allowed the industry to reclaim its major role in Africa's growth. The expanding impact of internationalisation on Africa's higher education system is one of the new developments (Kwaramba & Mukanjari, 2013).

In a study conducted by Zolfaghari, Sabran, and Zolfaghari (2009), the term 'internationalisation of higher education' is defined variously by the many stakeholders involved, such as the government, the corporate sector, the university, the academic staff, the academic field, and the students. Many programme methods for the internationalisation of higher education are based on these divergent perspectives for a variety of reasons. Language, academic progress and financial inequality all have an impact on how motivated and capable institutions are to internationalise in the global setting. Higher education officials must be prepared to follow and comprehend the widest global trends in higher education, as well as the internationalisation of higher education in particular, while also effectively attending to the distinctive needs and aspirations of individual institutions, local communities and the country-wide context (Rumbley, Altbach, & Reisberg, 2012).

African and other developing nations could employ knowledge to close the income gap between themselves and richer nations. In order to face this challenge, these countries will need to build and improve their higher education institutions. The world of higher education, on the other hand, is changing and internationalisation is one of the key forces impacting and defining higher education (HE) at this moment (Oyewole, 2009). Over the years, tertiary education in developing countries has been shaken by numerous gusts of innovation. This has been notably evident in the world's economically developing nations, particularly those in Sub-Saharan Africa that have become overly reliant on external development assistance (King, 2020). Research is one of the most important activities that take place at higher education facilities. As the twenty-first era is acknowledged as a knowledge period, universities and other institutions of higher learning are required to perform more research in order to produce the necessary knowledge and to create information applicable to their specific context. As a result, interdisciplinary research work amongst higher learning institutions in the Global South and North has been viewed as vital in increasing individual academics' and institutions' intellectual output (Molosi-France & Makoni, 2020).

Over the last two decades, universities' foreign operations have grown in size, complexity and intricacy. The international initiatives vary from traditional study-abroad programmes that allow students to learn about different cultures to offering access to higher education in nations where local institutions are unable to satisfy demand. Other efforts emphasise improving students' international perspectives and skills, improving foreign language programmes, and promoting cross-cultural understanding (P. G. Altbach & Knight, 2007). The term's meaning, rationale and manifestation in many situations show the complexity and shifting dynamics of internationalisation. Many terminologies have been employed in relation with internationalisation, further complicating its definition (Jowi, 2012). Globalisation is defined as the economic, political and societal forces

driving higher education in the twenty-first century towards greater international involvement. For the first time, global capital has extensively capitalised on knowledge industries around the world, including higher education and advanced training. This replicates the advent of the 'knowledge society', the increase of the service industry, and numerous societies' reliance on knowledge products and highly educated personnel for economic prosperity (P. G. Altbach & Knight, 2007). African universities have a great desire to internationalise in order to strengthen and consolidate their capacity in teaching, research, scholarship and innovation. International relationships, policy/model imports, invitations to Western technical advisers, student mobility, and other forms of internationalisation are examples. International agents, assistance providers and institutions drive bilateral relationships. These interactions are inextricably related to aid, which is conditional and has a significant impact on national policies and structures, as well as academics (Alemu, 2014).

2. Collaborations and Partnership

In higher education, an integrated approach to internationalisation through foreign cooperation is widely employed and recognized as vital. When one partner produces a larger financial contribution than the other due to superior economic power, the stronger partner's impact on partnership decision-making procedures is likely to be greater. Universities may use this mechanism to obtain a competitive advantage, especially when the partners differ significantly in size, shape, research output, reputation and economic power (Hagenmeier, 2015). Partnerships in education and development are defined as mutually beneficial alliances between two or more institutions, such as enterprises, industries, universities, non-governmental organisations (NGOs), school systems and service organisations (Semali, Baker, & Freer, 2013).

2.1 Funding

Student loan schemes in Africa (Experton & Fevre, 2010)

Many countries have loan programmes to help students pay for their higher education expenses. These loan programmes allow students to borrow money from government agencies or commercial banks to pay for their tuition or living expenses. Student loans must be repaid once the student has completed their studies (Woodhall, 1992). Student loan schemes in Africa were established initially not to enable cost recovery, but rather to support student living expenditures in a less expensive manner than grants (Johnstone, 2015). The following are loan schemes in African Higher education:

Botswana Grant-loan scheme administered by the Department of Student Placement and Welfare (DSPW)

In 1995, the Department of Student Placement and Welfare (DSPW) implemented a Grant/Loan Scheme. The programme is intended to encourage more students to pursue important occupations and professions. Students entering high-priority areas receive priority assistance over those pursuing less-important sectors (Leader, Weeks, & Leader, 2009). The loan/grant system was reviewed in 2008 in an attempt to solve some of the issues that had arisen after it was incorporated (Pillay, 2010). Botswana's contentious grant/loan scheme has supported over 100 000 students. One out of every ten students studied in sectors with critical skills shortages (Morris, 2015).

Table 1: Grant eligibility categories

Group	Sector	Full/ Partial Grant
Category 1	sciences, medicine, and engineering	Full grant (including tuition and living expenses)
Category 2	economics, town planning, and agricultural science	Partial grant (Full tuition grant and 50% loan on living expenses)

Group	Sector	Full/ Partial Grant
Category 3	law, journalism, social work, and psychology	Partial grant (Full tuition subsidy and 100% loan for living allowances)
Category 4	sociology, philosophy, and physical education	Partial grant (50% loan on tuition and 100% loan on living expenses)
Category 5	cosmetology, photography, and performing arts	100% loan (tuition and living allowances)

Source: (Morris, 2015)

This grant played a significant role in providing students with funding, especially those who wished to study further in higher institutions. It funded students whilst also encouraging them in studying in the sector with shortages of skilled employees. This meant that most of the students that will graduate will have a higher likelihood of getting employment and be able to pay back the loan/grant.

Burkina Faso FONER loans

In 1994, The National Fund for Education and Research (FONER) was established by Decree, with an aim of assisting students to pay loans and grants. According to the Decree, the goals of FONER are as follows:

- assisting with infrastructure and research,
- assisting with the manning of facilities or services in equipment,
- involvement in financing activities for continuing education and personal growth in teaching and research, as well as
- assistance for any action related to assisting national educational and research endeavours (Van Lill & Gaillard, 2014).

In 2006, there were 30 472 students enrolled in public higher education institutions in Burkina Faso, with a predicted number of 75 200 students in 2015, representing a 2:5 ratio. Since the 1990s, this stipend has been based on merit and amounts to CFA 500,000 per student yearly (Some, 2010).

According to Bank (2017)^{fap^}, FONER collaborates with higher education institutions to improve access and the quality of education in key regions. This collaboration increases the enrolment of students in higher education institutions as they are now able to afford the tuition fees. In 2020, the scholarship decided to buy at least 50 000 computers to students amidst the covid-19 breakout. This initiative aimed to provide access for students to education, while the higher education institutions were suspended during lockdown (Telecom, 2020).

Ethiopia Graduate tax

Cost sharing was implemented in higher education institutions in Ethiopia following the publishing of the Higher Education Proclamation and Cost Sharing Regulations in October 2003. Any graduate student who has a payback obligation and has graduated from a public higher education institution is required to contribute to the cost of education, training and other services. After graduation, the fee will be paid as a tax withheld from one's income or other earnings. The chosen technique is a Graduate Tax, which is based on Australia's Income Contingent Repayment System but has been slightly modified/adapted for usage in Ethiopia (Yizengaw, 2007). The Higher Education Cost-Sharing Council of Ministers Regulation established a graduate tax as a technique to recover student loans, which were initially given to students to assist with living expenses during varsity. The process of collecting the money includes obtaining a fixed rate of 10% from the income of the student until the loan is fully recovered. The students who pay their loan in a lump sum in advance will get a discount of 5%, while those who pay as a lump sum in the first year following graduation will receive a 3% reduction (Marcucci & Johnstone, 2007).

Higher education enrolment in Ethiopia is quite low (about 1.5%), contributing significantly to the acute shortage of educated and qualified human resources. Ethiopia's higher education system is shifting away from exclusive and depressingly low enrolments and towards more involvement. To increase access, correction of inequitable taxpayer subsidies to a small part of the age cohort, and diversifying revenue and cost sharing was introduced to complement public money (Yizengaw, 2007).

Ghana Students Loan Trust Fund (SLTF), introduced in the 2006/07 academic year

The SLTF, a new student loan programme established by an act of parliament in 2005 to replace the Social Security and National Insurance Trust (SSNIT) loan scheme, began operations in 2006. The SLTF is a Ministry of Education-affiliated public service organisation. It is supported by a combination of public funds, SSNIT loans and private/corporate contributions. To improve proximity, the SLTF has zonal and campus offices located around the country. SLTF loans are available to students enrolled in accredited programmes at accredited private and public higher institutions (Dary & James, 2018). The Trustee Incorporation Act 1962, Act 106, established the Students Loan Trust Fund (SLTF) in December 2005. The Student Loan Trust Fund Act, Act 820 (2011), was approved by the Government of Ghana as part of measures to make accredited university education more accessible to the majority of qualified Ghanaian students. It provides for the efficient and effective dispensing of loans to tertiary students. The Trust Fund is responsible for recovering student loans after they have completed their higher education (Oduro-Mensah & Biney, 2014).

Higher education is often seen as both a drag on economic growth and a policy tool for promoting individual economic mobility and social fairness. The rising cost and returns on a college education have resulted in significant rises in the demand for student loans in numerous countries, including Kenya, Uganda, Tanzania and Ghana (Owusu-Antoh,

2019). For example, universities in Ghana have faced serious constraints such as inadequate and dilapidated infrastructure; falling standards; relevance and quality of programmes due to ineffective instruction; and a lack of motivation on the part of faculty, resulting in an unbridled emigration of qualified teachers. With dwindling financial resources, the student loan system, a complicated cost-sharing arrangement, has emerged as an alternate strategy to mitigating the financial crisis that polytechnics and universities experience (Atuahene, 2008; Dary & James, 2018).

Kenya HELB, introduced in 1995

Since independence, Kenyan higher education financing has evolved through a variety of funding models, ranging from complete support to cost-sharing and even private participation (Odebero, Bosire, Sang, Ngala, & Ngware, 2007). Since its inception, the Higher Education Loan Board has assisted over 645 000 students in pursuing further education at both public and private universities, technical training institutes and polytechnics. The major purpose of HELB is to ensure that every Kenyan receives funding and that he can repay it gradually with interest. As a result, previous recipients are defaulting, denying the board a staggering Sh8.5 billion (Abdulrahman, 2020). The Higher Education Loans Board (HELB) was created by the government in 1995. It was tasked with expediting the payment of loans, scholarships and bursaries to deserving students, reclaiming all outstanding loans disbursed since 1952 through the old Higher Education Loans Fund (HELF), and establishing a revolving fund from which monies may be drawn (Kossey & Ishengoma, 2017).

A study conducted by Onang'o and Orodho (2016) highlighted that the first highly ranked consequence of the present level of HELB loan on students' involvement in university study was the loan's insufficiency, which resulted in the majority of students dropping out. The HELB loan did not meet students' expectations since the inadequate loan allocation caused most students to cancel their semesters, leaving them behind their fewer disadvantaged

contemporaries. However, according to the HELB (2020) report to present, the HELB has distributed around Kshs. 113.1B to 1 002 070 students. Throughout the years, the number of loan recipients and the student loan budget have grown dramatically.

Lesotho National Manpower Development Secretariat loan grant scheme

The NMDS is a government department in Lesotho that reports to the Ministry of Finance and Development Planning. It was founded in 1978. Its mandate is to handle all training and scholarship issues. The NMDS scholarship is a 'soft loan' that recipients must repay once they have completed their term of study. The NMDS sponsors students to study at post-secondary institutions in Lesotho, the Republic of South Africa, Botswana, Swaziland, and other nations (Nchaka, 2009). The National Manpower Power Development Council Act 8 of 1978 was enacted in order to facilitate the granting of loan bursaries from a fund controlled by the National Manpower Development Secretariat (Nkisi, 2021).

NMDS implemented a quota system in which the department limits the number of new students it is willing to sponsor at each higher education institution in the forthcoming academic year. This trend often resulted in a decrease in enrolments in higher education institutions due to students who did not get NMDS financing being unable to pay for themselves (Tlali & Hapazari, 2018).

Malawi University Students Loan Scheme

Students in Malawi have been obliged to contribute financially to their university education since 1985. Various finance systems, including loan programmes, have been devised to allow students from low-income families to benefit from university education (Dunga, 2013). Malawi's public universities are supported or subsidized by the government. In 2001, a cost-sharing mechanism for universities was introduced, but it was met with strong opposition from university student unions (Shawa, 2014). Amongst other

things, the newly established Public Universities Student Loan Programme compels students to pay 17% annual interest on tuition and book allowance loans. Student unions claim that not only are many of the new scheme's provisions ambiguous, but that it also restricts access to higher education, which is a sensitive topic in Malawi. The student discontent comes just a few months after the government decided to implement a 220% increase in university fees, despite complaints from the general public, political parties and student organisations that it would impede access to higher education (Mashinga & Ndovi, 2011).

The price tag on college is undoubtedly a source of concern in Malawi, as evidenced by the ongoing call for the government to boost its budget on higher education as a percentage of GDP [gross domestic product], and to prioritize access for the majority based on merit rather than socio-economic status. Almost 15 000 poor students requested loans in the 2015/16 academic year, but only 5 000 were approved. This accounts for 30% of all poor enrollees. The outcome would be a probable dropout of 10 000 pupils, accounting for 70% of the enrolment (Ross, 2018).

Namibia Student Financial Assistance Fund, created in 1997.

Student Financial Support Schemes (SFSS) have grown in importance in both developed and developing countries for providing financial aid to students pursuing higher education (Kaulinge, 2011). As a loan/grant initiative of the MoE, the NSFAP aims to assist underprivileged students in pursuing their studies at HEIs in Namibia and abroad in order to become productive citizens of the country. The Namibia Students Financial Assistance Act, Act No. 26 of 2000, established the NSFAP by an Act of Parliament. If there is proof that no provision was made for the student's education, orphans are automatically eligible for an NSFAP loan (Kanelombe, 2019).

Students that are eligible for this loan have not been able to repay their debt after the completion of the qualification. The NSFAP has had several issues and presently owes more than N\$400 million in student loans. The recipients of these

loans are pressuring the government to turn it into a bursary so that they do not have to repay it (Shidhika, 2020). In 2022, the acting CEO of Namibia Students Financial Assistance Fund, Kennedy, waived interest for a period of 12 months. However, the students are still required to repay their debt (Anon, 2022).

Nigeria Education Tax Fund and the Student's Scholarship Board consolidated into the Education Trust Fund in 2007

The Federal Government of Nigeria established the Tertiary Education Trust Fund (TET FUND) to address the issue of inadequate funding of tertiary institutions, which had been a major source of industrial unrest and disharmony in these institutions (Fejoh & Adesanwo, 2021). The Tertiary Education Trust Fund (TETFund) is a significant source of funding for various Nigerian Federal and State Universities. TETFund is an intervention organisation established to give supplemental support to all levels of public tertiary schools, with the primary goal of using financing in conjunction with project management to restore and consolidate higher education in Nigeria. The major source of funding for TETFund is the 2% education tax paid on the assessable profit of Nigerian enterprises (Faboyede, Faboyede, & Fakile, 2017).

The Education Tax Fund (ETF), established by the Education Tax Act 1993 as a homegrown answer to the various challenges of education, particularly funding, is the result of a 1992 agreement between the Federal Government of Nigeria and ASUU (Faboyede et al., 2017). Although the Education Trust Fund (E.T.F.) was founded to address the myriad issues that face learning in higher institutions, it is also challenged with tremendous issues that threaten its foundation (Adavbiele, 2016). According to Adavbiele (2016), the foundation is facing issues such as fraud, a lack of proper accounting and resource wastage, which are making it difficult for it to play its role in developing Nigerian higher education institutions.

Rwanda Student Financing Agency for Rwanda (SFAR) student loan scheme

The Student Financing Agency for Rwanda (SFAR) was established by law in 2006 after being founded by the government in 2003. The government totally funds the Agency. Its operations were moved to the Rwanda Education Board (REB) in 2011, then to the Development Bank of Rwanda (BRD) in 2015 due to its low loan recovery record. Due to a lack of feasible debt collection tools, loan recovery has been a significant difficulty for the SFAR. It was yet to recoup around US\$ 98 million in loans disbursed since the 1990s, as of 2015. Beneficiaries are expected to return their loans at an interest rate of 11% within 15 years after obtaining work (Kossey & Ishengoma, 2017). The Student Financing Agency for Rwanda is in charge of financing higher education (SFAR). This was originally a separate independent organisation, but it is now a part of the newly formed Rwandan Education Board. It finances state universities and administers the Rwandan higher education loan system. Student support eligibility is increasingly means-tested, and the amount of the entitlement is determined by the anticipated unit expenses of the subject in which the student is enrolled (Paxton, 2012).

Several well-wishers and government funds, such as the Student Finance Agency, helped students from disadvantaged and marginalized areas who met all academic standards for public higher education (SFAR). Despite this, access to higher education remains extremely limited in comparison to the requirement for competent graduates to fill employment openings in many areas. To overcome the graduation deficit, the government encouraged private businesses and individuals to invest in higher education (Nshimiyimana & Berndt, 2015).

South Africa National Student Financial Aid Scheme, 1999

Student loans are disbursed in South Africa via the National Student Financial Aid Scheme (NSFAS), which was founded under the NSFAS Act No. 56 of 1999 to absorb the Tertiary Education Fund of South Africa (TEFSA), which had existed since 1991. NSFAS loans are needs-based and subject to

a relative interest rate, with repayment dependant on income (Kossey & Ishengoma, 2017). The National Student Financial Aid Scheme (NSFAS) was formed in 1999 to help eligible students obtain entrance to public higher education institutions by granting loans and bursaries. The following are eligible to get NSFAS:

- Those whose household income is less than the lowest level, as determined by the current South African Revenue System tax tables;
- Those who attended a Quintile 1 school, which comprises those who are exempt from paying school fees in public schools; and
- Those from disadvantaged municipalities (Sader & Gabela, 2017).

NSFAS supported access to HE for a wide, diversified set of beneficiaries between 2005 and 2015, with a focus on African and female recipients (Mabuza, 2020). People obtained financing from NSFAS for an average of 3 to 6 years, with a far lower fraction obtaining awards for longer durations. Most awards (90%) were loans and based on the rising trend of 100% conversion loan awards, the academic performance of NSFAS-funded students has been improving. Yet, the total graduation percentage of 46% remains fairly low (Wildschut et al., 2018). According to research conducted by Sokhweba, Obokoh, Abiola, and Oji (2021), the scheme has provided funding for students with access to tertiary education. Nonetheless, there are several difficulties that impede students' seamless access to the money that policy-makers must solve.

Swaziland Loan component of scholarship under the Scholarship Secretariat of the Ministry of Education

This scholarship plan is administered by the Ministry of Education's scholarship division and is offered to students in the form of loans for the duration of their education. Following completion of studies and employment, 50% of the total amount obtained from the government is repayable at 5% simple interest for a period ranging from four to eight years.

This means that in Swaziland, while the government continues to devote the majority of resources to higher education, households/parents pay heavily to the education system at the lower levels (Akinkugbe, 2000).

Tanzania HESLB

Tanzania's Higher Education Students' Loans Board (HESLB) was created by Act No. 9 of 2004 to oversee government student loans. It was introduced in July 2005, replacing an older scheme that was established in 1994. Its two main goals are to aid financially needy students who gain admission to approved higher education institutions both within and outside the country, and to recoup all loans disbursed since 1994. The foundation of the HESLB is also consistent with the 1999 National Higher Education Policy, which stated, amongst other things, that cost-sharing was required in order to successfully support higher education in Tanzania (Kossey & Ishengoma, 2017). The HESLB is primarily responsible for the administration of student loans for higher education in the country (Puja, 2009). HESLB's primary duty was to make loans available to students and to reclaim loans from previously supported students to fund the new cohort (Ngowi, 2013).

Tanzania's government worked hard to boost the number of loan recipients to 124,711 in 2016/2017. However, it has been struck a huge blow by a significant increase in the number of people missing out on state education financing, the worst instance in the last five years. At the same time, the number of students requesting loans has steadily surpassed the Tanzania Universities Commission's (TCU) yearly admission estimates (Nyoni, 2018). According to Memba and Feng (2016), the HESLB's budget has continued to grow despite massive deficits, according to the results. On the one hand, this may be perceived as undermining the fund's laudable objective of giving loans to poor students desiring to pursue higher education in Tanzania and abroad, but also impacts its role in the country's growth through the production of much needed human capital.

2.1.2 *International scholarships*

Africa London Nagasaki (ALN) fund

The Africa London Nagasaki (ALN) Initiative is a scholarship fund established to assist African scientists in pursuing a master's degree in a field related to infectious disease control in Africa. The grants help candidates pursue a Master of Tropical Medicine degree at Nagasaki University's School of Tropical Medicine and Global Health, or an MSc at the London School of Hygiene and Tropical Medicine in London, UK. For the years 2010 to 2019, four or five prizes will be given each year. Each successful applicant will receive a maximum of \$50,000 in tuition, travel and living expenses (ANL, 2019; Watts, 2017).

This initiative has been quite successful, with 500-1000 applications submitted each year for 4-5 awards. The ALN scheme fully supported 31 students to pursue a master's degree, 29 of them graduated successfully, one student is still pursuing her studies via distance learning, and one failed. Regrettably, 2019 was expected to be the last year in which awards could be granted because, despite a generous contribution from Sysmex, sufficient resources have yet to be raised to prolong the programme (Greenwood, 2019).

Aga Khan Foundation scholarship

This scholarship is awarded to a limited number of outstanding postgraduate students each year from select developing countries who have no other means of financing their studies. The primary goal of this funding is developing effective scholars and leaders and preparing them for employment, primarily within the AKDN (Foundation, 2020). The grant is distributed on a 50/50 basis through a competitive application process once a year in June or July. The Foundation prioritizes requests for Master's level courses, but is willing to accept applications for PhD programmes only in the event of outstanding students who have been strongly recommended for doctoral study by their teachers and who require a PhD

to achieve their career goals (academic or research oriented) (Sood, 2022).

Commonwealth Distance Learning scholarship

Since 2002, the Imperial College London Distance Learning Programme (DLP) has received over 100 Commonwealth Scholarship Commission grants for postgraduate master's level courses given via distance learning. The scholarships were given to students from the Southern African Development Community (SADC) and Ghana (Gregson, 2006). Commonwealth Distance Learning Scholarships are available to candidates from the Commonwealth's least developed, low-income, and lower-middle-income nations for part-time Master's study via distance learning on chosen programmes offered by UK universities. The Foreign, Commonwealth and Development Office funds these scholarships and contribute to Commonwealth countries' development requirements by offering training for experienced and qualified personnel in important development sectors. High-quality postgraduate students who want to obtain training that is not accessible in their home countries, who want or need to stay in their home country while studying, and who have the potential to help their home countries develop with the knowledge and leadership skills they gain, are eligible (Commission, 2022).

The Beit Trust Scholarship

The Beit Trust was formed through the will of Alfred Beit, a financier and philanthropist, in 1906. Each year, up to twenty Beit Scholarships are awarded, which are supported in collaboration with partner universities such as Cambridge. They are open to Zambian, Zimbabwean and Malawian nationals who are also permanent residents in their respective countries (and to those nationals only). Beit Trust Scholarships are exclusively available for postgraduate studies. They do not offer undergraduate scholarships, and the postgraduate focus is on Master's degrees (T. B. Trust, 2021).

Rhodes scholarship

The Rhodes Scholarship is the oldest (first awarded in 1902) and probably most internationally recognized scholarship programme, allowing brilliant young people from all over the globe to study at the University of Oxford (T. R. Trust, 2020). The scholarship is now open to applicants from all backgrounds and genders around the world. The scholarship grant covers study-related expenditures and gives a stipend for two to three years in order to pursue any postgraduate programme offered at Oxford. Around 20% of Rhodes scholars are black, with half of them being black indigenous or people of colour. This is consistent with Oxford's goal of diversifying its postgraduate population, notably its Black student population. By 2020, 19 African students will be selected each year to receive a scholarship stipend, with the goal of expanding this number to 32 (Wikipedia, 2022).

Fulbright Foreign Student Programme

The Fulbright Programme was founded in 1946 as a result of Senator J. William Fulbright's efforts to promote academic and cultural contacts between the United States and the rest of the globe (Bashir, 2012). The South African Fulbright Foreign Student Programme gives funding to South African university graduates to pursue postgraduate study in any topic at a university in the United States (excludes MBA and studies that require contact with patients). Students are chosen following a rigorous application and interview process and are provided with extensive support, including visa processing and health insurance, as well as a complete pre-departure orientation and re-entry session (Cottrell, 2012).

2.2 Exchange programmes

2.2.1 *Mandela Washington Fellowship for young African leaders (YALI)*

This fellowship is the flagship programme of the Young African Leaders Initiative (YALI), a non-profit organisation that develops young people via academic courses, leadership

training and networking opportunities (Watters, Smith, Flores, Clowser, & Cissé). The Fellowship provides up to 700 outstanding young leaders from Sub-Saharan Africa with the chance to perfect their abilities at a U.S. higher education institution, as well as professional development support once they return home. Institutes concentrate on leadership and skills development in one of three areas: business, civic engagement, or public administration. After completing a 6-week programme in a U.S. college or university, up to 70 Mandela Washington Fellows will be able to participate in a 4-week Professional Development Experience with a U.S. business, civil society group or government agency (Becker, 2017).

Since its inception in 2014, the Mandela Washington Fellowship has sent almost 5800 young leaders from every Sub-Saharan African country to the United States for academic and leadership development. The Fellows are successful visionaries and pioneers in their communities and nations, ranging in age from 25 to 35 (Fellowship, 2023).

2.2.2 Global Undergraduate Exchange Programme

The Global Undergraduate Exchange Programme is a full-tuition scholarship for one semester of non-degree academic study at an allocated institution or university in the United States. Participants are emerging leaders who care about their communities. Throughout the programme, Global UGRAD participants are challenged to investigate US society, culture and academic learning. They also volunteer in the community and work to improve their professional abilities. All participants will be enrolled in full-time, non-degree, undergraduate courses from their host institution's existing curriculum. The scholarship allows students to learn about US society, culture and learning methods. Participants have the opportunity to live with American residents whilst simultaneously participating in activities that promote the well-being of the individual. The African countries participating in this programme are as follows: Algeria,

Egypt, Ethiopia, Kenya, Mauritania, Niger and Zimbabwe (U.S. Embassy, 2015).

2.2.3 *The Tübingen–South Africa Programme*

This is a cultural and language exchange programme that offers South African students the chance to be exposed to the German culture and language. It also aims to bring about closer ties and understanding between South Africa and Germany (International, 2019).

2.3 **Research partnership**

2.3.1 *North–South Research Relationships in Higher Education: The Irish African Partnership Model*

Partnerships are intended to assist South African HEIs in addressing issues such as brain drain, a lack of academic personnel with Doctor of Philosophy (PhD) degrees, unsuitable curricula, and bad infrastructure, to name a few. International relationships can assist HEIs when they are aimed at finding solutions to such difficulties. Institutions, on the other hand, face significant challenges in managing collaborations, particularly in the North–South environment (Chasi, 2019). The Irish African Partnership for Research Capacity Building, a programme reinforced by Irish Aid and Universities Ireland, brings together all nine academic institutions on the island of Ireland in collaboration with four universities in Malawi, Mozambique, Tanzania and Uganda to develop a coordinated thirteen partner universities. They demonstrate the possible shared benefits from partnerships in Higher Education that emphasise capacity building in both the North and South (Nakabugo, Barrett, McEvoy, & Munck, 2010). The initiative's fundamental objective is to collectively build research capacity in support of the international development goal of alleviating poverty (and related concerns such as sustainable livelihood, environmental conservation, and catastrophe risk reduction), especially in Sub-Saharan Africa. Three overarching goals were decided upon from the start under this broad ethos:

- To increase capacity in development research at nine Irish universities;
- Strengthening research capacity at four African partner universities in health, education, gender, and ICT; and
- Creating a long-term Irish-African network of expertise in development research (E. B. M. G. Nakabugo et al., 2010).

2.3.2 African-US higher education initiative

In 2007 mid-year, numerous organisations from the US and Africa convened to discuss what could be done to help boost African higher education's capacity to teach and address challenges related to national and regional development. These meetings culminated in an attempt to increase the capability of African higher education through long-term cooperation between African and American higher education institutions (Owoeye, 2021). According to participants at the annual Association of International Education Administrators meeting in San Francisco, a number of ambitious US-led projects are helping to revitalize African higher education. They attempt to enhance and expand African universities through relationships with US schools, and are largely funded by the US government (Banya, 2010).

2.3.3 Canada-Africa higher education

Canada's universities are collaborating with members of the Association of African Universities on an initiative to strengthen relationships between higher education and the corporate sector. The Association of Universities and Colleges of Canada has initiated an initiative to establish 27 new university-industry collaborations, with Canadian and African researchers working on projects targeted at integrating the chosen African university into a local or regional industry. The Association of African Universities (AAU) has launched "Strengthening Higher Education Stakeholder Relations in Africa" in collaboration with the (AUCC) (Fine, 2010). The three components of this plan are as follows:

- Strengthening African University Outreach,

- University-Industry Linkages, and
- AAU Stakeholder Relations in Collaboration with AUCC (Fine, 2010).

2.3.4 *Southern Africa-Nordic Partnership (SANORD) in Higher education*

SANORD is a collaboration of 25 research-led higher education institutions from Denmark, Finland, Iceland, Norway and Sweden, as well as universities from Malawi, South Africa and Zambia. SANORD's mission is to enhance international academic partnership between institutions in the Nordic nations and Southern African areas in order to address innovation and development concerns (Teferra, 2011). SANORD, as a network of academic institutions, plays a vital role in addressing the difficulties of academic freedom and knowledge decolonization. It is important to develop awareness about knowledge that is not influenced by political or commercial interests, and to foster an environment in which the SDGs can be addressed openly, critically and creatively (Halvorsen, Evans, & Penderis, 2017).

2.3.5 *The Academic Exchange Service of Germany (DAAD)*

For over two decades, DAAD has played a prominent role in African university cooperation. Currently, there are approximately 35 duos with one or more African partners. Furthermore, five new African centres of excellence and five new international centres of excellence with African university participation are being supported. A new cooperation model enables the DAAD and the German University Union to work together to develop quality-assurance systems with university administrations and higher education authorities (Austauschdienst, 2015; Grothus, 2003).

2.3.6 *The African Academic Diaspora*

The African Institute of Mathematical Sciences (AIMS) Research Chair programme aims to help excellent African graduates with more than two years of postdoctoral research

experience who are based outside of Africa establish themselves firmly in Africa while pursuing international-class research. AIMS has hired eight African diaspora research chairs based in Europe and North America for four- to five-year terms amongst its six centres in Cameroon, Ghana, Rwanda, Senegal, South Africa and Tanzania, with plans to hire an additional five in 2018 (P. T. Zeleza & Foulds, 2014). AIMS, which was created in 2003 and is located in Kigali, Rwanda, selects bright university graduates and provides them with cutting-edge mathematics training that allows them to enter technical occupations or pursue graduate studies in technical disciplines (Ogachi, 2015).

2.3.7 Fulbright South African Research Scholar Programme

The Fulbright South African Research Scholar Programme (SARSP) provides South African university professors or research institute personnel with the chance to do research in their field of expertise in a U.S. academic or research institution for 3 to 9 months. A research grant allows the scholar to do high-level research in a U.S. educational institution in order to develop academic programmes or curricula at his or her home university (U. S. Embassy, 2022).

3. The role of these collaborations in higher education in Africa

Each year, national governments, supranational entities, huge charity foundations, higher education institutions, and many smaller organisations contribute significantly to international scholarship programmes for higher education (Mawer, 2017). Historically, specific South African academic institutions have been characterized as either teaching-oriented or research-oriented. The government has sought to promote a more balanced interpretation of scholarship at both former research universities and teaching universities by encouraging a diverse staff and student population, emphasizing service learning in and with the community in which the institution is located,

and emphasizing the link between equity and quality (Chetty & Lubben, 2010).

The demand for some form of government-sponsored student loan programme is a need that is acknowledged in most nations, even if only carried out successfully by a few. This follows from the cost-sharing approach and strategy. Lending can, at the very least, offer a significant amount of money to finance higher education, thereby contributing a 'third leg' to cost-sharing and complementing revenue from parents and taxpayers (Johnstone, 2005). Student loans, from an economic standpoint, present an alternate solution to the financial limitations that students face. They provide a route for students from low socio-economic backgrounds who would otherwise be denied entry to higher education due to their inability to pay (Atuahene, 2008). There have been no concrete arguments about what type of loan system is practical in Africa because those that have existed have only been experimented with, with limited recovery. It would be counterproductive to increase loan-fuelled demand for higher education with graduates who are unable to find work (Oketch, 2016).

Sponsoring students through taxes is no longer a practical and sustainable solution, particularly in a society of conflicting needs from many industries and an ever-expanding student population seeking higher education. Government funds cannot support free higher education in Africa, and funding for bursary programmes has placed a significant burden on educational institutions (Masaiti, Mwelwa, & Mwale, 2016). Due to a lack of investigation, most students are unaware of bursaries for higher education before enrolling in university. There are several bursary options on the African continent that will give financial support to African youth to pursue a post-secondary diploma and will not demand repayment after graduation (Siebritz, 2023).

International scholarships are one of the possibilities with a long and successful history of increasing opportunity, intellectual capacities and international awareness—attributes that are more vital than ever in the twenty-first

century (Marsh, 2018). It is critical to recognize the importance of international education. For decades, institutions such as LSE have provided opportunities for African students to study abroad. This is not without complications, particularly when one considers the colonial connection that some Western institutions have had with the African continent (De Wit, Hunter, Howard, & Egron-Polak, 2015a).

Over the years, engagements with Western countries have been the main component of research and development in Africa's higher education. Africa is one of the world's larger continents, and its higher education has been linked to the Western system since the 18th century through the colonial ties formed. Firstly, Africa represents a developing political economy. Secondly, Africa is a periphery in the centre-periphery dichotomy of higher education, and thirdly, Africa regards the internationalisation partnership as unbalanced (Alemu, 2014). Research cooperation between African higher education institutions and those in developed regions are the most fruitful framework for reinvigorating and improving research capabilities (Molosi-France & Makoni, 2020). International collaborations have been critical in driving higher education research performance for Africa over the years. Furthermore, African higher education institutions have had substantial research connections with universities in Europe and North America for over a century (Eduan & Yuanqun, 2019).

To conclude this chapter, it can be highlighted that most African countries are providing the students with finance to access higher education through student loans and scholarships. However, there are still challenges that hinder their progress. These include (but are not limited to) fraud, mismanagement of funds and the inability of students to repay these loans. Over the past years, students have been fighting for fees to fall and asking the government to convert these loans into bursaries. In South Africa, the initiative was successful because since 2018, NSFAS has been providing students with bursaries. Other countries still have a long way to go and struggle to collect these loans from students

after graduation. It is recommended that the governments of these countries encourage private companies to invest in public education.

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