

# Education driving the future of sub-Saharan Africa

ESSA Strategic Framework: 2021 - 2026

# Introducing ESSA

## Vision

High-quality education in sub-Saharan Africa that enables young people to achieve their ambitions and strengthens society.



## Mission

Our mission starts with universities and colleges, using data and evidence to drive a dramatic improvement in education for young people.



Aligned to the SDGs:  
4 - Quality Education and 8 - Decent Work, and the  
Africa Union Agenda 2065

# From evidence to action: our approach



# Our Values



## Evidence-driven

- We are driven by data and evidence to find what works best, building an evidence alliance for education in sub-Saharan Africa.
- Through gathering insights from those we work with – from students, to university leaders, employers and policy makers – we have something new to say and get the right results.



## Strengthening trust

- We are accountable to young people and educators in sub-Saharan Africa.
- We prioritise inclusion and see strength in working across different cultures.



## Solutions-focused

- We seek the highest impact for young people and educators in sub-Saharan Africa with the cost-effective funds we invest.
- We measure our results and use our resources efficiently, earning credibility with our partners and investors.



## Always learning

- We listen and learn from people's first-hand experiences about education and work across sub-Saharan Africa.
- We bring fresh perspectives by joining-up those who share our passion to learn, through our practical step by step approach.

# The power of universities and colleges to transform Africa's future



50% youth population increase in next 30 years<sup>1</sup>

- Access to **quality education** and **work** critical to ensure the world's largest youth population is an **opportunity** to lift millions from poverty.
- Colleges and universities build **young people's skills** for work and to be **active citizens**.
- The skills are needed now more than ever in the wake of **COVID-19**. A generation risks being left behind.

By 2030 40 million more young people complete secondary school<sup>2</sup>



- These institutions are the **training ground** for professionals across all walks of life, including teachers, civil servants and vital health workers.
- Colleges and universities are **hubs for knowledge**, driving evidence and solutions for transforming society.

# Investment needed to harness this power and improve the system



**1. Access to education must expand:** Below **10%** young people enter university or college, global average 40%<sup>1</sup> with the cost of education being one of main barriers.<sup>2</sup>



**2. Quality of education must improve: 50%** more students per professor compared to global average<sup>3</sup> affecting course quality and relevance. Curricula and teaching methodologies are out of date.



**3. Work skills and opportunities needed:** **1/3**<sup>4</sup> young people unemployed, including many graduates who are experiencing a skills mismatch.<sup>5</sup> **87%** African CEOs concerned about graduate skill shortages.<sup>6</sup>



**4. Women and underrepresented groups must benefit:** These groups are underrepresented as leaders in education and work. **24%** of university and college faculty and just **2.5%** of vice chancellors in sub-Saharan Africa are women. Women make up 43% of those who receive tertiary education but hold **28%** of formal sector jobs.<sup>7</sup>

1, 3: UNESCO. 2019  
2,5: Quilt.AI 2021  
4: DfID. 2018  
6: PwC. 2019  
(cross-sector African business leader survey)  
7: McKinsey Global Institute. 2019

# Filling the knowledge gap

Decisions should be taken based on evidence and data to maximise scarce resources and improve young people's lives. The COVID-19 pandemic is rapidly changing what universities and colleges need to deliver and how they can deliver it.

**Yet there are big gaps in data and evidence about education and its relevance for work. Where data and evidence do exist it is hard to access. Those trying to reform the system are often operating in the dark.**

Crucial information is missing, for example:

- The most cost-effective ways to increase access, especially for the most marginalised.
- The numbers of university and college staff and academics needed to educate students effectively.
- Where young people go after they leave university or college.
- The impact of COVID-19 on the financial strength of universities and colleges and their ability to teach.

**This leads to low, badly-targeted investment.**



There is a wealth of research on education by researchers in sub-Saharan Africa. But this research is often not sufficiently used nationally, regionally or globally to solve challenges in education.

# Our goal for 2026

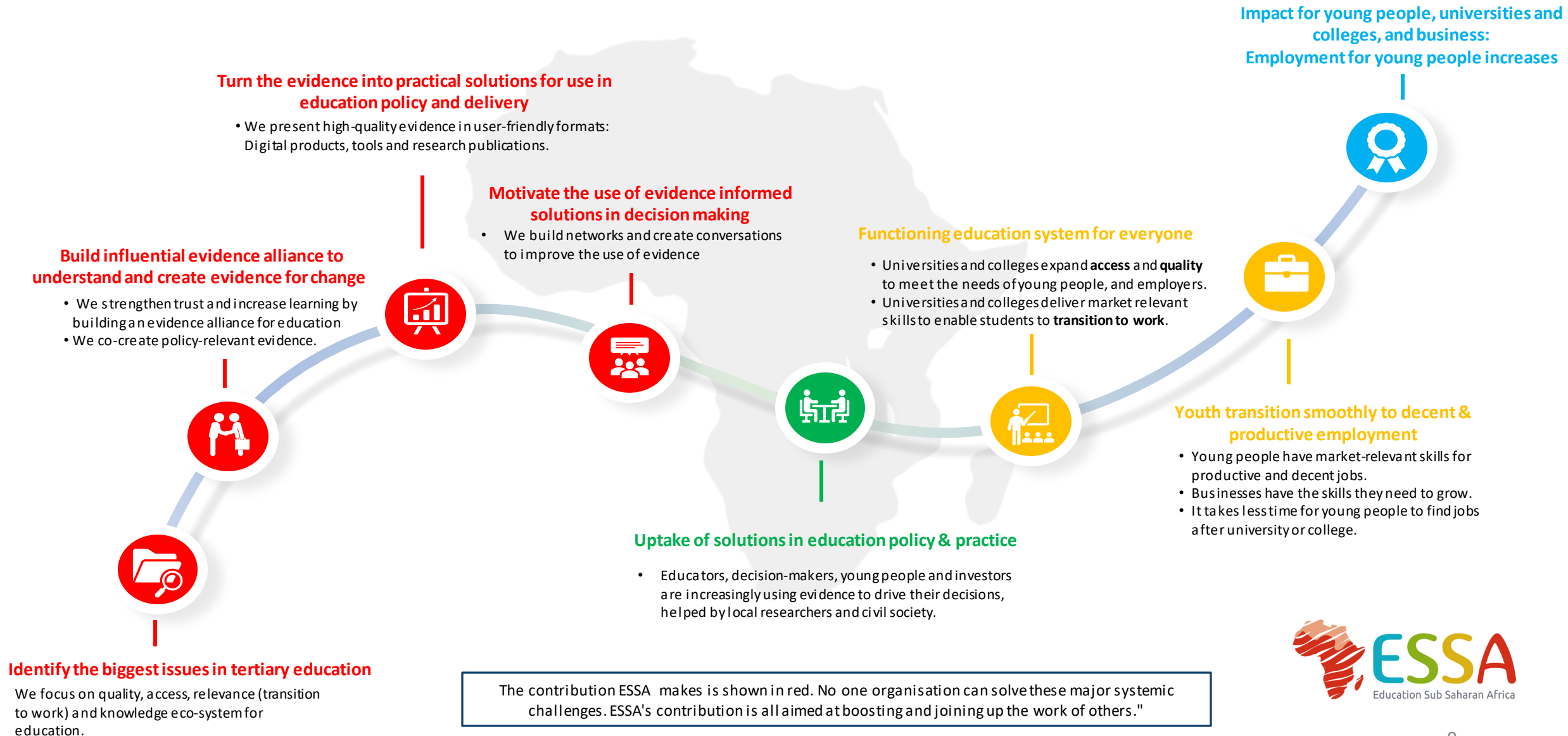
Support more than **1.4 million** current **students** at over **500 universities and colleges** in Ghana, Kenya, Uganda and Zambia to achieve their ambitions, and create more opportunity for the millions that will follow.

We will do this by supporting **University and college leaders, employers, policy-makers and young people** to use evidence together to:

- Increase access to universities and colleges, through impactful scholarships and loans.
- Develop business models that make sure universities and colleges have enough faculty to develop young people's skills for work.
- Match graduate's skills and ambitions with work opportunities.
- Ensure women, refugees, young people with disabilities, and others who are underrepresented, play a leading role in universities and colleges.



# Impact for young people through our work and beyond



# Our focus areas

Women & under-represented a priority across focus areas



## 1. Access to college and university

We are maximizing the return on investment of scholarships, loans and grants by building the evidence base and working with funders. We help young people to find the opportunities that are right for them.



## 2. Quality of education

We connect evidence on delivering quality education with education leaders and policy-makers. We ensure that investments to transform universities and colleges are based on data and insightful analysis.



## 3. Transition to work

We are joining up employers with universities and colleges to implement evidence-based approaches to help young people transition into work.

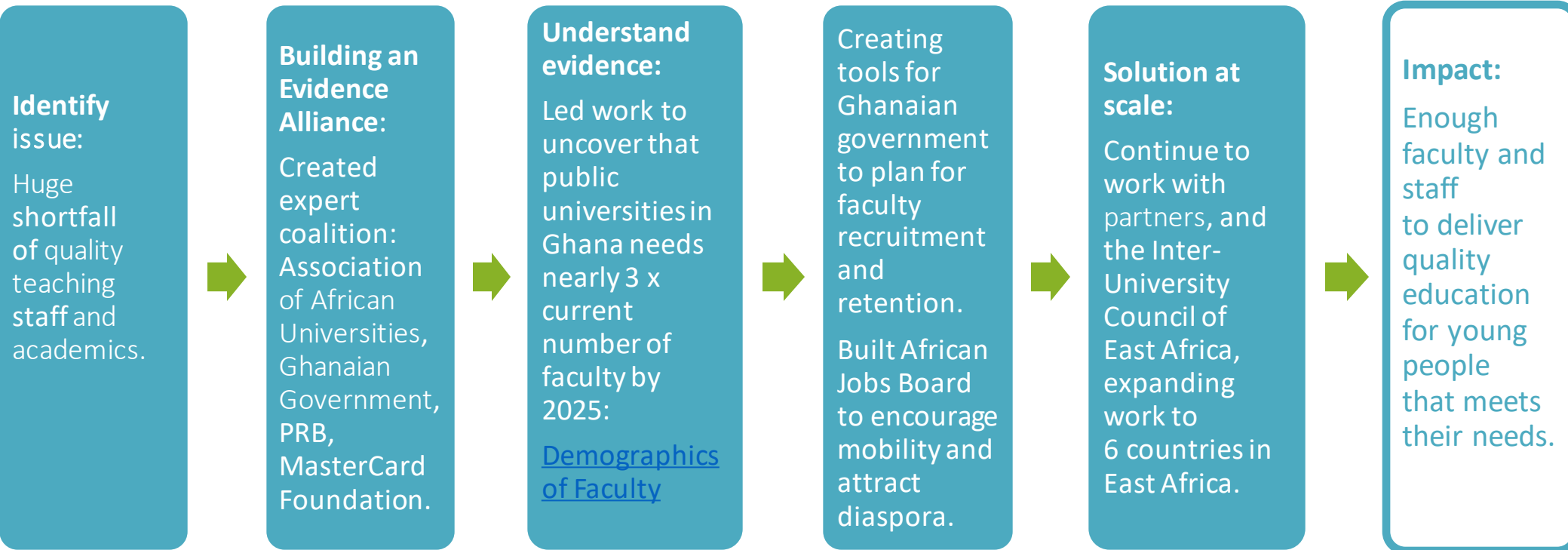


## 4. Education knowledge eco-system

We contribute to a sustainable knowledge ecosystem for education by raising the profile of African education researchers and increasing access to relevant data.

# Case study of our work – The faculty crisis

## Solving staff shortages as student enrolment booms



# Story of impact



*“ESSA's study found that Ghana needs **five times more faculty** to meet growing numbers of students. The results were timely and revealing. It made those of us in academia and policy making rethink the approach to solving the faculty deficit challenge. The local/ national capacity for producing doctoral graduates in universities in Ghana is inadequate. The practices and competencies of focus for faculty also need to be enhanced to include teaching and learning skills, research skills, grant management skills and other soft skills, which are not currently part of the requirement for becoming an academic in Ghana.*”

*Taking part in ESSA's workshop on the faculty crisis revealed to me in a most practical way, the skills and competences that effective academics should possess and the opportunities to develop more faculty with global perspectives in an international academic environment. Thanks to ESSA for that revealing initiative. I hope to see the impact of the study and workshop positively affecting faculty development in Ghana.”*

**Prof. Goski Alabi**, Co-founder of Laweh University College in Accra, Ghana, and participant in our Demographics of Faculty study.

# Case study of our work – Access to university and college

## Scholarships must have impact for young people and investors

### Identify issue:

Young people are concerned about the high cost of education (Quilt.AI 2021).

University and college scholarships are on the rise. They must change dramatically to become inclusive and achieve impact for young people.



### Building an Evidence Alliance:

Brought together students, universities, and influential scholarship funders and providers.



### Understand evidence:

Studied over 400 top scholarship programmes. Uncovered low return on \$750 million annual investment, limited access for disadvantaged students, high drop-out rates, limited support for students to find jobs.



### Solution:

Research in UNESCO's 2020 Global Education Monitoring (GEM) report. Created 'African Scholarships Hub' to increase scholarship access.



### Solution at scale:

Created KPI framework and network for impactful scholarships. Expanding digital hub to thousands of scholarships.



### Impact:

Scholarships deliver value for providers and students - improving young people's access to education and preparing them for employment.



# Story of impact



*"The in-depth analysis of scholarship opportunities for sub-Saharan African students, contributed by ESSA to our Report, filled a void in research that needed to be filled. Charged with a mandate to monitor the fourth Sustainable Development Goal, **SDG 4**, but with no systematic data on the number of scholarships mentioned in Target 4.b, this analysis was a critical piece for us. It successfully reinforced the message that scholarships must prioritize an inclusive focus if they are to be equitable."*

**Global Education Monitoring Report, UNESCO**

*"The prestige and recognition of being shortlisted and winning the scholarship, as well as the education gained as a result, will positively impact my career and my country for decades to come."*

**Akinlolu Ayo-Vaughan (left)**, a Business Management scholarships student from south-west Nigeria, provided us with insights into his experiences on a scholarship.

# Case study of our work – Knowledge eco-system

## Research by scholars in Africa solving challenges in education

### Identify issue:

Lots of research by scholars in Africa, but it is difficult to find and isn't used.



### Building an Evidence Alliance:

Partnered with African researchers and Equitable Access and Learning Centre (REAL) at the University of Cambridge.



### Understand evidence:

Created the first free online database of education research by scholars in Africa, over 4000 papers.

[African Education Research Database \(AERD\)](#)



### Solution:

Identified gaps in research and need for research community. Curating research from AERD promoting improved education e.g on [access to TVET for people with disability](#).



### Solution at scale:

Supporting network of researchers to inspire policy change in tertiary education in the region.



### Impact:

Local research meets the needs of local decision makers, for improved education delivery.



# Story of impact



**Samuel Asare, Research Manager at ESSA, is raising awareness of African-led research and its use in solving challenges in education.**

"Education scholars are best placed to drive the process of making data open. We work with funders and governments on research projects so can advocate for open access where these decision makers think otherwise. The bulk of education research in sub-Saharan Africa is not funded, only 15% of publications reported source of funding ([African Education Research Database Report](#)). This suggests that researchers and their institutions control whether data is made public or not."

**Maud Seghers, Senior Education Advisor at VVOB, has used our African Education Research Database, showing the impact of this platform.**

"Often the claim is that education is under-researched in Africa and there is not enough information available. While this is not completely untrue, the reality is that there is a lot of research and information out there that only needs to be unearthed and made visible. This is where the database comes in and so far, has done a very good job at increasing visibility of education research and scholars in Africa. The platform also has an impactful role in our daily work, as we are always looking for education research to learn from and improve our work."



# Where we work



**Ghana** **Kenya** **Zambia** **Uganda**

**Who we reach with our work and how we reach them is critical for us to be able to make a difference.**

Our work has relevance across the continent, but we are a small organisation and recognise that there is no "one size fits all" approach to development. ESSA therefore takes a country-specific emphasis to its work, co-creating and producing relevant, fit-for-purpose, useful and usable evidence to partners at the national and institutional levels.

We also work at the regional level, focusing on the East African Community through our partnership with the Inter-University Council of East Africa.

Many of our programmes are relevant to all 46 sub-Saharan African countries and so ESSA works with partners and networks across the region to disseminate our work.



**4** countries in 3 SSA regions



**572** Universities and colleges



**49,150** academics/faculty



**1.4 Million** students

Numbers are based on current data on TE students, faculty members and universities across our 4 focus countries.

# Ghana



It is a priority for us to establish a **presence on the continent. Ghana** is the natural choice given our strong networks and history of engagement.

Our work in Ghana focuses on improving faculty demographics and students transition to work.

1: Population within 19-23 years

2: Statistical report on tertiary education for 2016/2017 academic year, NCTE, 2017.

3: Quilt.AI 2021

4: World Bank Data (2020)

5: ESSA (2019)

6: Institute of Statistics, Social and Economic Research (ISSER) of the University of Ghana, 2017



## Access to education

Out of a youth population<sup>1</sup> of **2,645,989**, only **443,976** participate in university and college education. <sup>2</sup> The cost of education is one of the main barriers to student's participation. <sup>3</sup>

The current Gross Enrolment Ratio is **17%**, which is well below the global average of **39%**.<sup>4</sup>



## Quality of education

Only **11,906** faculty are available (in both private and public universities and colleges) to support **353,045** students.

To ensure that public universities are well staffed, the sector requires an additional **3,410** faculty members, **71%** would need to be women.<sup>6</sup>



## Transition to Work

Only **10%** of the country's university and college graduates are employed after National Service. Further, it takes more than ten years for most graduates to secure decent jobs after leaving school.<sup>6</sup>

# Kenya



In Kenya, we are excited about the prospect of working with national and regional partners to improve faculty shortage, the representation of women, and increasing access to data related to tertiary education.



## Access to education

University and college education participation rate is **11.5%**, which is short of global average of **39%**.<sup>1</sup>

Many young people in Kenya are unable to afford college and university education and drop out after high school in search for jobs.<sup>2</sup>



## Quality of education

Only **20,408** faculty members are available to teach **538,820** students.

Of the total number of faculty members, only **36% (7,091)** have Ph.D. and only **33% (3,798)** are women.<sup>3</sup>



## Transition to Work

The IUCEA asserts that as many as **49%** of new graduates from Kenyan universities are not adequately prepared for the labour market.<sup>4</sup>

In Kenya, there are limited job opportunities available to young people. Most of these opportunities come with higher job requirements.<sup>5</sup>

1,3: University Statistics (2017/2018), Commission for University Education

2,5: Quilt.AI 2021

4: Inter-University Council for East Africa, IUCEA (2014) Regional higher education qualifications gaps Vol II.

# Uganda



In partnership with the **IUCEA**, our work in Uganda is part of **our regional effort** to improve the **quality and quantity of faculty** in the East African Region.



## Access to education

Uganda has one of the largest education systems in Africa with **241** universities and colleges.<sup>1</sup> Yet, thousands of young people are missing out on university and college education due to high cost of education.<sup>2</sup> Participation rate is **6.85%**, which is well below the global average.<sup>3</sup>



## Quality of education

Only **17%** of the total faculty members (**12,638**) have Ph.D. qualifications.

Women are highly underrepresented among faculty members in terms of numbers, qualification and rank.<sup>4</sup>



## Transition to Work

Graduating with a degree does not guarantee a job in Uganda as most graduates are not equipped with the necessary skills and expertise needed for the labour market.<sup>5</sup>

A vast majority of employed youth (**79.5%**) in Uganda are undereducated for the job they are doing – signalling a huge skill mismatch.<sup>6</sup>

1,3,4: The State of Higher Education Report 2017/18 compiled by NCHE

2,5: Qui It.AI 2021

6: ILO School-to-work transitions surveys (SWTS), 2014

# Zambia



As a sector with lots of potential to grow and expand, Zambia's tertiary education space presents an exciting opportunity for partnership and impact.



## Access to education

With an exponential increase in the number of universities over the past 6 years – **from 7 universities in 2015 to 64 universities in 2019** – students in Zambia are faced with many options.<sup>1</sup>

However, only a small fraction (**1.7%**) of the Learning Programmes across the institutions are in the STEM fields.<sup>2</sup>



## Quality of education

There are **3,185 (75.9%)** male academic staff and **1,013 (24.1%)** female academic staff in both public and private universities.<sup>3</sup>

Only **23%** of the total academic staff hold PhD qualifications. To ensure that universities are well staffed, the sector currently requires well over **3,000** staff with PhD qualifications.<sup>4</sup>



## Transition to Work

Qualification mismatch is high among young workers in Zambia. One-quarter (**25.8%**) of young workers are overeducated for the work they do.<sup>5</sup>

More than three quarters (**77.1%**) of Zambian youth are employed in the informal sector (mainly subsistence agriculture and self-employment). Only **11%** of youth is formally employed.<sup>6</sup>

1: Quilt.AI 2021

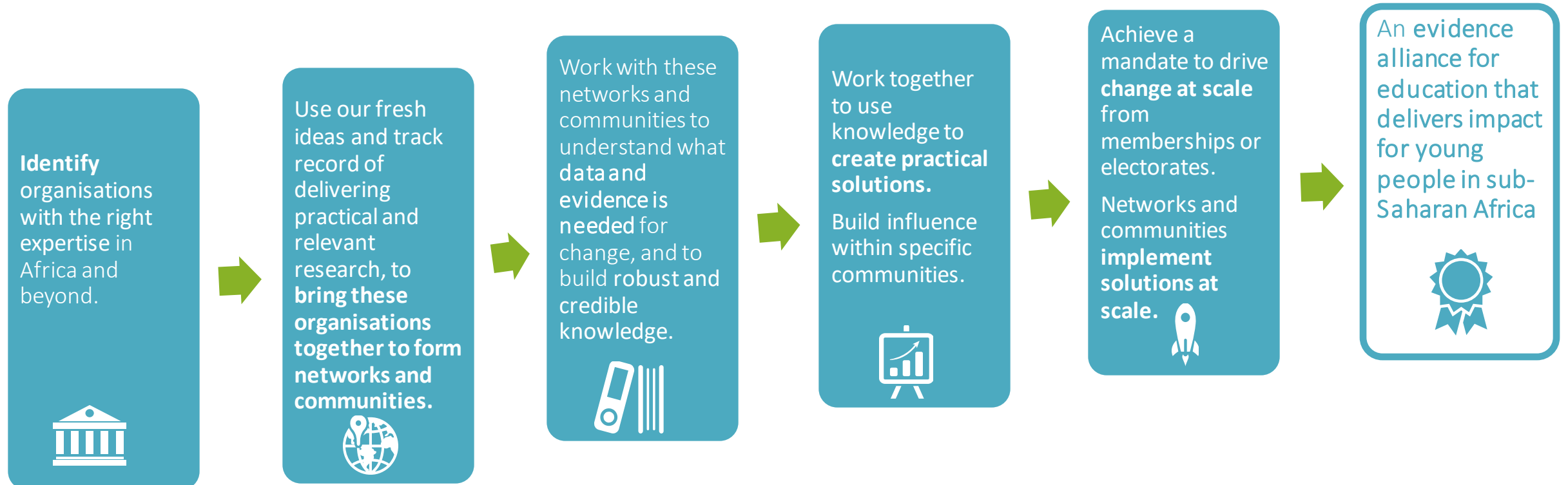
2,3,4: The State of Higher Education in Zambia, Higher Education Authority, Lusaka, 2020.

5: Labour market transitions of young women and men in Zambia. - Geneva: ILO, 2013

6: Bhorat et al. 2015

# Partnership approach

Partnerships have always been critical to ESSA's success. Our small team magnifies impact through those we work with. ESSA is one part of the ecosystem of individuals and institutions seeking to transform tertiary education in sub-Saharan Africa and our greatest successes have come from brokering partnerships within this ecosystem to deliver change.



# Our Partners



*“ESSA has ambitious goals for addressing systemic obstacles to increasing returns on investments in higher education in African countries.”*

**Jeff Jordan, President and CEO, PRB**

*“ESSA is a great partner for the AAU, and I particularly appreciate their fresh thinking, dynamic approach and highly collaborative way of working. ‘Joining up’ is really part of their DNA!”*

**Prof. Etienne Ehile, Secretary General, Association of African Universities**

*“This partnership presents an exciting opportunity for Dubai Cares to play a leading international role in contributing to the academic success of millions of students, boost employment in the long term, and help achieve the Sustainable Development Goals.”*

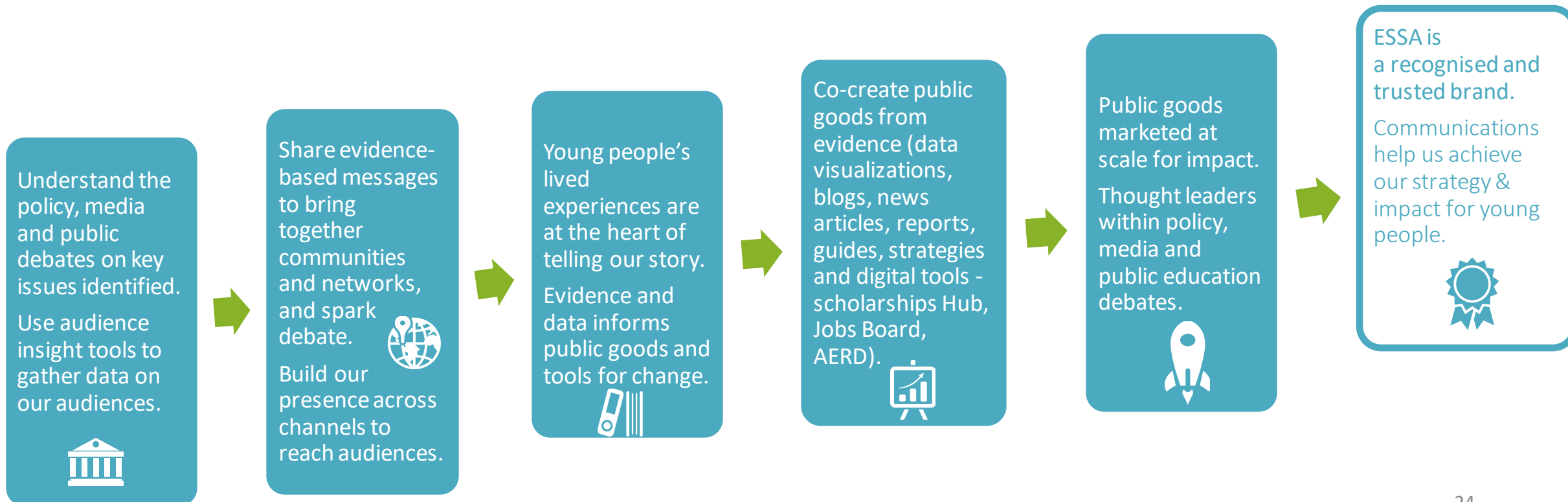
**HE Dr. Tariq Al Gurg, Chief Executive Officer, Dubai Cares**

*“ESSA has developed tremendously. The seed funding provided by us is offering high return on investment.”*

**Joachim Rogall, President and CEO, Robert Bosch Stiftung**

# Communications approach

External communication is central to our theory of change. It is how we increase our influence, inspire investment and build partnerships. We communicate evidence and data in ways that appeal to our audiences and create digital tools. We reach digital and traditional audiences in a joined-up way, creating compelling evidence-driven messaging and content to raise the profile of the issues we work on.





# Always learning: Improving Our Performance

To improve our performance, share lessons, and help strengthen our international reputation and relevance, understanding our impact is critical.

## We focus on the critical components of impact<sup>1</sup>:

- **Strategy and direction:** How appropriate and relevant are programme strategies for meeting the goals of ESSA?
- **Management:** To what extent do deliverables comply with ESSA's strategies, timetables, and resources?
- **Outputs:** What has been the reach, quality and usefulness of outputs produced and communicated?
- **Uptake:** How are stakeholders using and sharing (responding) ESSA's outputs?
- **Outcomes and impact:** To what extent has ESSA contributed to evidence-informed decision making, behavioural change and practice in education in sub-Saharan Africa?



*“M&E is core to what we do, we must learn in order to be effective and stay relevant”*  
– **Lucy Heady, ESSA CEO.**

# Tracking, Analytics and Learning

*We will continuously track our **IMPACT** and further develop as a **LEARNING ORGANISATION***

## Tracking

Monitoring will be a continuous activity across all our work strands.

Various tools/approaches will be employed for data collection. Example: Impact/engagement Logs; Direct feedback from stakeholders; User surveys; Activity tracking; Website and social media analytics; Interviews/Stories of Change.

## Reporting

Mid-year reports developed and presented at ESSA Board meetings for overall monitoring, planning and guidance.

At the end of every calendar year, annual impact reports will be prepared and shared widely among our partners and stakeholders. This will highlight key achievements for the year, lessons learned and recommendations on the way forward.

## Analytics

A mid-term evaluation will be undertaken in **July 2022** to assess the progress being made towards achieving set project objectives.

A terminal evaluation will be conducted in **2025** to determine the full extent of Plan implementation and the overall impact, as well as inform the preparation of our Strategic Plan.

## Learning

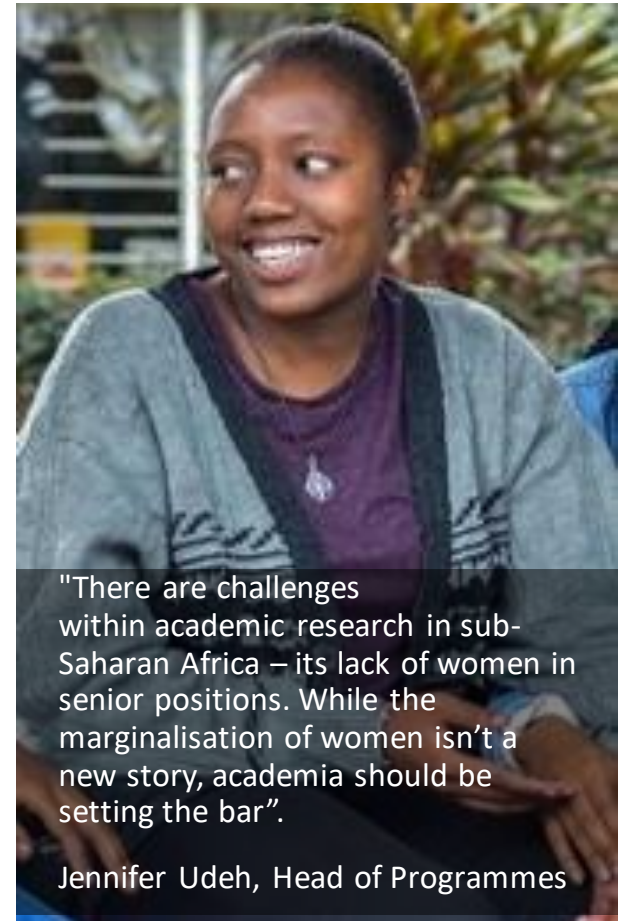
Constant learning, adaptation and improvement are essential values at ESSA. Monitoring and Evaluation underpin this learning, providing insights for internal and external improvement.

Structured and ad-hoc learning and reflection events will be organised periodically (monthly, mid-point, annually) to share lessons and recommendations.

# What is next?

## Building an alliance for evidence-based education across sub-Saharan Africa:

- Launching an ambitious 5-year strategy designed to support a data and **evidence-led** transformation of tertiary education in sub-Saharan Africa.
- **Delivering on impact by** moving from interesting and provocative analysis to real change for the sector through strong African partnerships.
- Building our role as a **thought leader**.
- **Collaborating with partners** and funders to maximise the impact of their strategies and investments into education.
- Continuing to **deepen our African presence and ownership**, next by setting up a legal entity in Ghana.
- Strengthening staff **expertise** and leadership.



"There are challenges within academic research in sub-Saharan Africa – its lack of women in senior positions. While the marginalisation of women isn't a new story, academia should be setting the bar".

Jennifer Udeh, Head of Programmes

# How you can engage



## Funders & philanthropists

By 2025 we will need to raise \$1million in unrestricted and strategic funds annually to achieve this mission. We look forward to partnering with you to transform outcomes for young people.



## University & college leaders

Do you want to take an evidence-based approach to increasing your impact? Do you have lessons to share from pioneering a new idea? We would be delighted to partner with you to help you in your journey.



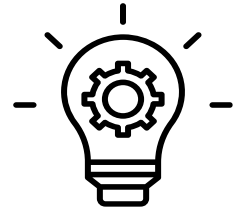
## Businesses & employers

Do you want to engage with universities and colleges to increase your talent pipeline and contribute to building the skills of tomorrow's workforce? Partner with us to create a system that delivers for you.



## Champions of tertiary education

We cannot achieve our strategic goals without you. We are keen to form new partnerships and collaborations to drive forward impact across our focus areas.



## Researchers

For researchers looking to increase the impact of what you do, partner with ESSA to raise the profile and influence of your work to make a difference to tertiary education in sub-Saharan Africa.

# How you can invest

## Investment in ESSA



- Continue to build team capabilities.
- Seed-fund innovative new ideas.
- Expand our Ghana hub and launch an East African hub.

## Investment in our work



Ensure **young people** get the right **skills to transition into work** by connecting young people and employers.

Increase **access to education** for young people by leveraging our **scholarships hub** and support our mission to **increase impact** across scholarship programmes.

Help us build a movement for change in universities and colleges that will get more **women into leadership** positions.

Take our work to **raise the profile of African scholars** to the next level and increase use of their world class research in education policy and delivery.

**Increase access to vital education data** for policy makers, students, and businesses. Build on our successful work on the **faculty crisis to improve the quality of education** in Ghana by expanding to East Africa.

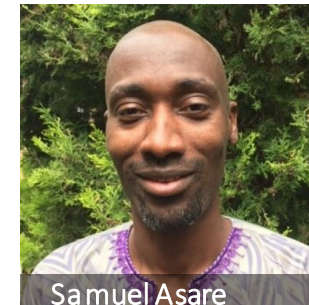
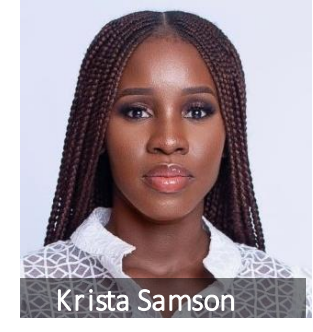
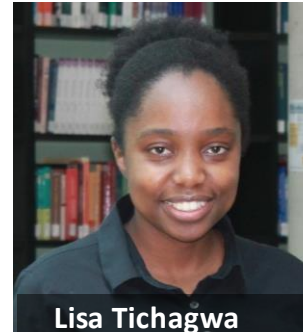
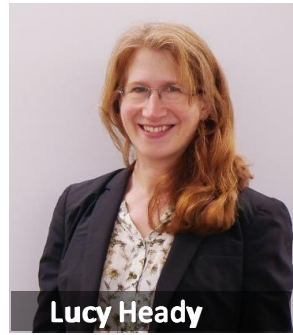
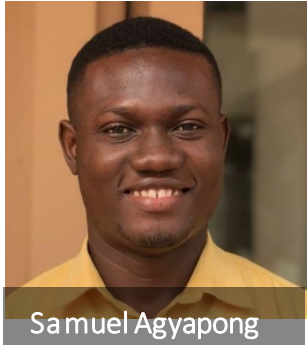


“ESSA has been born out of teaching learners and training teachers in schools like ours. The idea that something so bold has been sparked and shaped by our views and those of the learners is inspiring.”

Magdalene Mtwele, Mafiga Teacher School, Tanzania

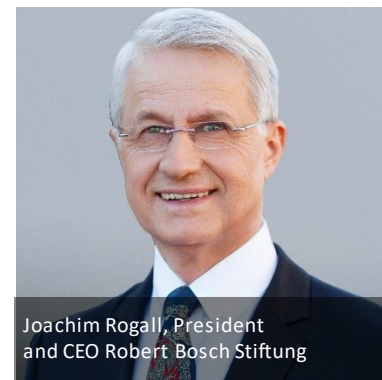
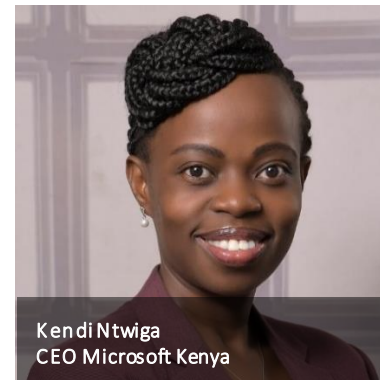
# Meet the team

We have a virtual team based in four countries which is leveraged by our interns and advisers



# Meet the board

Highly engaged with directly relevant experience



# OUR FOCUS AREAS IN DETAIL





# Our Ambition: Access to tertiary education

Focus 2021-2026	Impact	Achievements so far
Student finance and inclusion of women and marginalised groups.	Maximising return on investment in scholarships, loans and grants so that more young people have the chance to attend university or college, complete their course and transition to work.	<ul style="list-style-type: none"> <li>Scholarship funders and providers see the potential for collaboration and agree on the core challenges to achieving impact for young people</li> <li>ESSA's mapping of 350 scholarship providers published in the 2020 Global Education Monitoring Report</li> <li>ESSA's draft KPIs are publicly available</li> <li>African Scholarships Hub is live for young people to use</li> <li>Partnership established with UNHCR to map alternative pathways into education for refugees in West and Central Africa.</li> </ul>

Where we want to be	By Summer 2022	By Summer 2024	By Summer 2026
	<ul style="list-style-type: none"> <li>In-depth research conducted to understand the growing need for student finance, the funding and different models available, their cost-effectiveness, and impact. Evidence is provided to decision-makers.</li> <li>A core group of scholarship funders and providers have signed up to collective action to increase the impact of scholarships. They have agreed to adopt common KPIs and start tracking against them.</li> <li>Expand mapping to TVET opportunities and other forms of student finance, including grants and loans, in our focus countries.</li> <li>Engage with corporate sponsors of scholarships.</li> <li>Understand the barriers to access to education for women and marginalised groups, and the role that student finance can play in improving such access.</li> </ul>	<ul style="list-style-type: none"> <li>A core group scholarship funders and providers have signed up to the common KPIs to drive improved return on investment.</li> <li>A network of scholarship managers helps to share and adopt good practices that will overcome barriers to impact.</li> <li>Data on KPIs are shared within the scholarships' community.</li> <li>There is a common understanding of the need for student finance and what the impact on young people should be, for money invested in their education.</li> <li>There is a community of interest for student finance that shares good practice and data on results, and advocates for further investment.</li> <li>Providers of student finance design their programmes to be inclusive of women and other marginalised groups.</li> </ul>	<ul style="list-style-type: none"> <li>Measurable improvement in the impact of scholarships for all young people.</li> <li>More money flows to scholarships and other forms of student finance that can demonstrate value for money and impact, in our focus countries.</li> <li>Young people in our focus countries have the data and evidence to seek the financial aid that is right for them.</li> <li>Policy-makers in our focus countries have the data and evidence to design and implement effective financial aid packages.</li> <li>Investors have the data and evidence to invest in approaches that achieve the most impact, particularly for the young people.</li> </ul>

# Our Ambition: Quality of tertiary education

Focus 2021-2026	Impact	Achievements so far
The faculty crisis, female leaders and business models for universities/ colleges	Universities and colleges have the numbers and type of faculty needed to deliver a quality education, including an increase in women in leadership positions.	<ul style="list-style-type: none"> <li>• An understanding of the faculty crisis in Ghana</li> <li>• A coalition of actors is formed to understand the faculty crisis in East Africa.</li> <li>• Published a synthesis of the impact of COVID-19 on higher education in SSA.</li> <li>• An understanding of the support to female leadership in colleges and universities and where more is needed.</li> </ul>

	By Summer 2022	By Summer 2024	By Summer 2026
<b>Where we want to be</b>	<ul style="list-style-type: none"> <li>• Deeper understanding of the impact of the faculty crisis on the sector's ability to deliver quality education in our focus countries.</li> <li>• Analysis of the faculty crisis in East Africa is underway, incorporating the impact of COVID-19</li> <li>• Current solutions to the faculty crisis in our focus countries and the evidence for their impact are well understood.</li> <li>• Policy-makers and leaders of universities and colleges in Ghana have the tools to quantify the scale of the faculty crisis they are facing.</li> <li>• A pan-African jobs board is successfully improving the speed and quality of faculty recruitment.</li> <li>• The issue of the faculty crisis gets more attention across Africa.</li> <li>• There is a coalition for action to overcome the barriers female leaders face within universities and colleges.</li> </ul>	<ul style="list-style-type: none"> <li>• The faculty crisis and potential solutions are well understood across Ghana, East Africa and other regions.</li> <li>• Policy-makers and leaders of universities and colleges in our focus countries are able to assess the impact of potential solutions for their specific context.</li> <li>• New solutions to the faculty crisis are developed and shared across the community.</li> <li>• Policy-makers and investors in our focus countries recognise that the faculty crisis is an important issue requiring investment.</li> <li>• New models for universities and colleges are mapped with a focus on 1) models targeted explicitly at employability and 2) models with a large component of online learning.</li> <li>• These solutions and models include a specific focus on female leadership.</li> <li>• Analysis of the faculty crisis is expanded to cover TVET institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the faculty crisis becomes standard across SSA.</li> <li>• Data on the crisis are readily available.</li> <li>• Evidence on effective solutions are readily available.</li> <li>• Policy-makers in our focus countries have effective strategies in place to address the faculty crisis.</li> <li>• The potential for new models of tertiary education to deliver quality at scale are well understood.</li> </ul>

# Our Ambition: Transition to work

Focus 2021-2026	Impact	Achievements so far
Relationships between employers and universities/colleges; increasing students' and faculty's awareness of skills for work.	Young people have the skills and understanding of the workplace to transition successfully into work and succeed in their careers now and in the future.	<ul style="list-style-type: none"> <li>Scoped the current situation in Ghana as regards employability of young people and the role of universities and college in preparing young people for work.</li> <li>Established partnerships with Education Collaborative and University of Cape Coast as a knowledge and research partner as they develop their careers service.</li> </ul>

Where we want to be

By Summer 2022	By Summer 2024	By Summer 2026
<ul style="list-style-type: none"> <li>In Ghana there is a deeper understanding of the barriers for employers engaging with universities and colleges.</li> <li>Evidence for what is effective within universities and colleges for improving transition to employment in our focus countries is mapped and translated into guidance (including internships, apprenticeships and alumni networks).</li> <li>The characteristics of effective careers development systems and measurement frameworks are well understood.</li> <li>Barriers and solutions for women and other marginalized groups transitioning into employment and leadership positions are well understood.</li> <li>The importance of these barriers and solutions has a higher profile amongst universities, colleges and employers in our focus countries.</li> </ul>	<ul style="list-style-type: none"> <li>Effective models for employers and universities and colleges to collaborate for the benefit of students have been piloted, lessons learned and the results widely disseminated in our focus countries.</li> <li>Universities, colleges and employers in our focus countries understand and accept the challenges that women and other marginalized groups face in transitioning to work and achieving leadership positions and are aware of best practices to support them.</li> <li>Universities and colleges in our focus countries improve their measurement of employability to include tracking of students after graduation and use this to improve transitions into work.</li> </ul>	<ul style="list-style-type: none"> <li>Universities, colleges and employers are effectively collaborating to improve employment prospects in our focus countries.</li> <li>Tracking of students into work is widespread in our focus countries and data is openly available.</li> <li>Universities, colleges and employers in our focus countries are implementing 'best practices' for supporting women and other marginalized groups and tracking their success.</li> <li>Young people and their parents in our focus countries are able to use data (e.g. on employment after graduation) to make choices about what they study.</li> </ul>

# Our Ambition: Strengthening the knowledge ecosystem

Focus 2021-2026	Impact	Achievements so far
Increasing the use and usefulness of data and evidence for education	Educators, policy-makers, employers, young people and investors are using data and evidence to drive their decisions, helped by local researchers and civil society.	<ul style="list-style-type: none"> <li>The African Education Research Database has made African Education research more accessible.</li> <li>Mapped education data sets across sub-Saharan Africa.</li> <li>Built a coalition to increase access to education data.</li> </ul>

	By Summer 2022	By Summer 2024	By Summer 2026
<b>Where we want to be</b>	<ul style="list-style-type: none"> <li>The tertiary education sector in one of our focus countries has the infrastructure to house data and evidence relevant to educators, policy-makers and investors.</li> <li>Data and evidence on education in sub-Saharan Africa is more easily available for research and analysis and there is greater awareness of what exists.</li> <li>African researchers in tertiary education are better networked with each other and have more access to contracts from development partners.</li> <li>Policy-makers in our focus countries can more easily find local expertise to advise.</li> </ul>	<ul style="list-style-type: none"> <li>African researchers in tertiary education have better capacity to influence local policy in our focus countries.</li> <li>Local analytical and research capacity grows in areas relevant to policy-makers' needs in our focus countries.</li> <li>Policy-makers and educators have access to relevant data available on tertiary education and transition to employment in our focus countries.</li> <li>Policy-makers in our focus countries and educators have increased capacity to embed evidence into their work.</li> <li>An overview of available data and evidence allows for smart investment in data collection and evaluation in our focus countries.</li> </ul>	<ul style="list-style-type: none"> <li>The local ecosystem of data-collectors, academics, consultants and civil society has the access to the right data, evidence and skills to influence key decision-makers in our focus countries.</li> <li>Relevant data and evidence are easy to find and are translated into practical guidance for educators, policy-makers and students in our focus countries.</li> </ul>

# Thank you

