Sub-Saharan Africa Ranking Masterclass

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Agenda

- Why do we need a ranking for Africa?

- Ranking Indicators

- Inclusion criteria

- Data submission process

- How to participate

- Q&A

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Understanding Universities

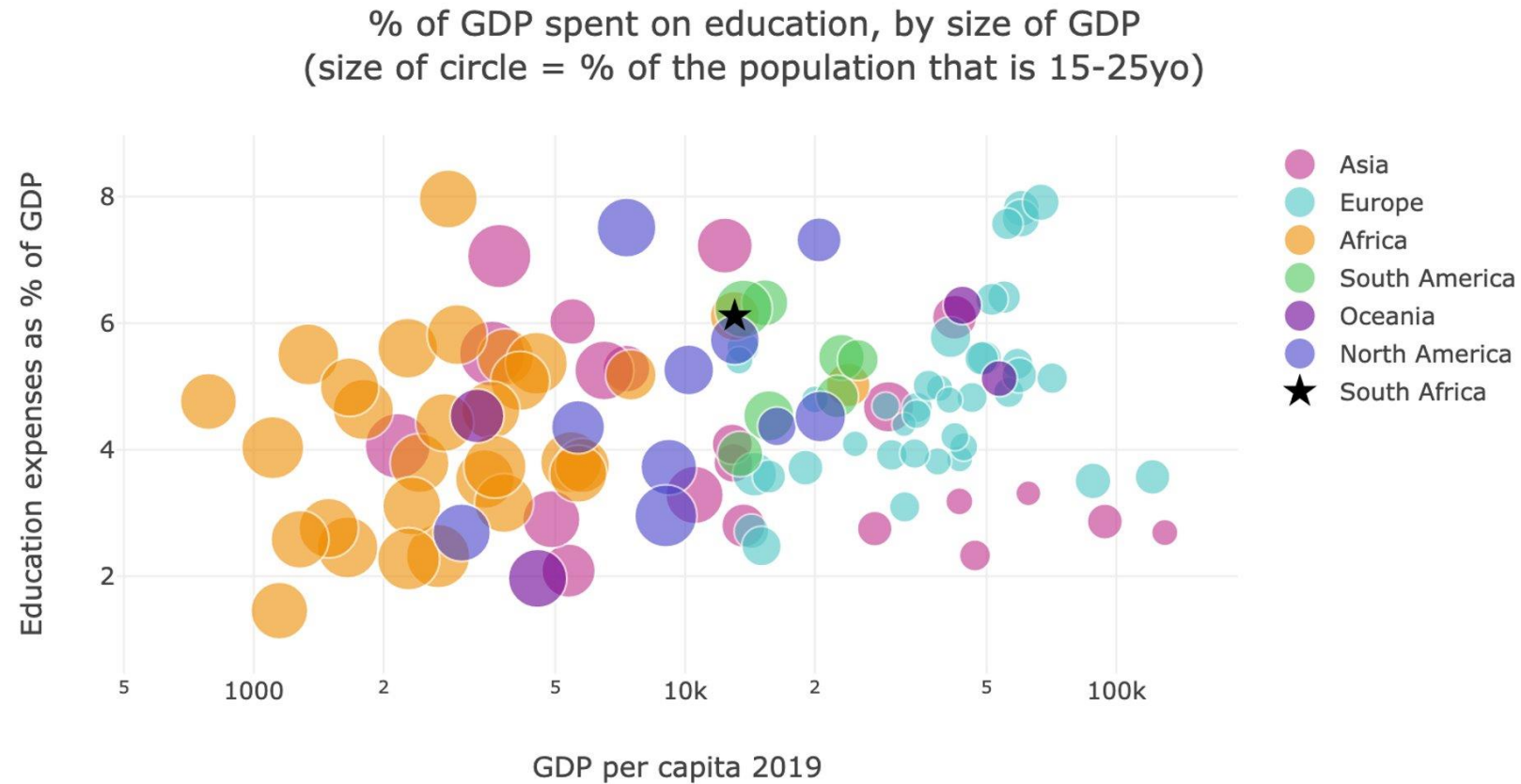To help **universities** understand their position against their mission.

To help **students** find and access the university best suited to their abilities and aspirations.

To help **higher education** deliver transformational teaching, research and innovation.

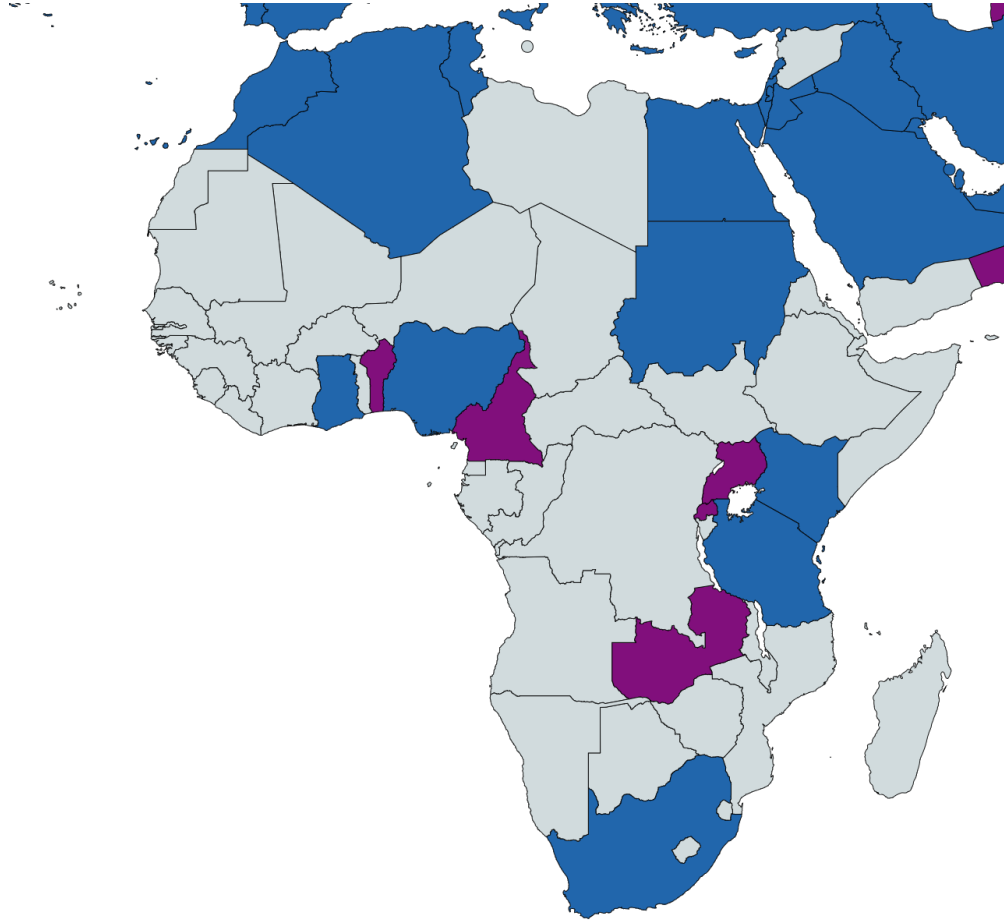# Education expenditure

% of GDP spent on education, by size of GDP
(size of circle = % of the population that is 15-25yo)

Education expenses as % of GDP

GDP per capita 2019

Asia
Europe
Africa
South America
Oceania
North America
South Africa

2022 Impact Rankings coverage

1524 Universities
110 Countries

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Lack of data on African Higher Education

Inclusive Free Publics

Token Fee-Charging

Privileged Publics

Merit-Based Free Publics

Undifferentiated Fee-Charging Systems

Differentiated Fee-Charging Systems

Need-Based Tuition Exeption Systems

● Hybrid Model

For mixed models, the country best fits with the model indicated by the general colour of the country on the map, but it also has some characteristics of the secondary model signalled by the coloured dot.
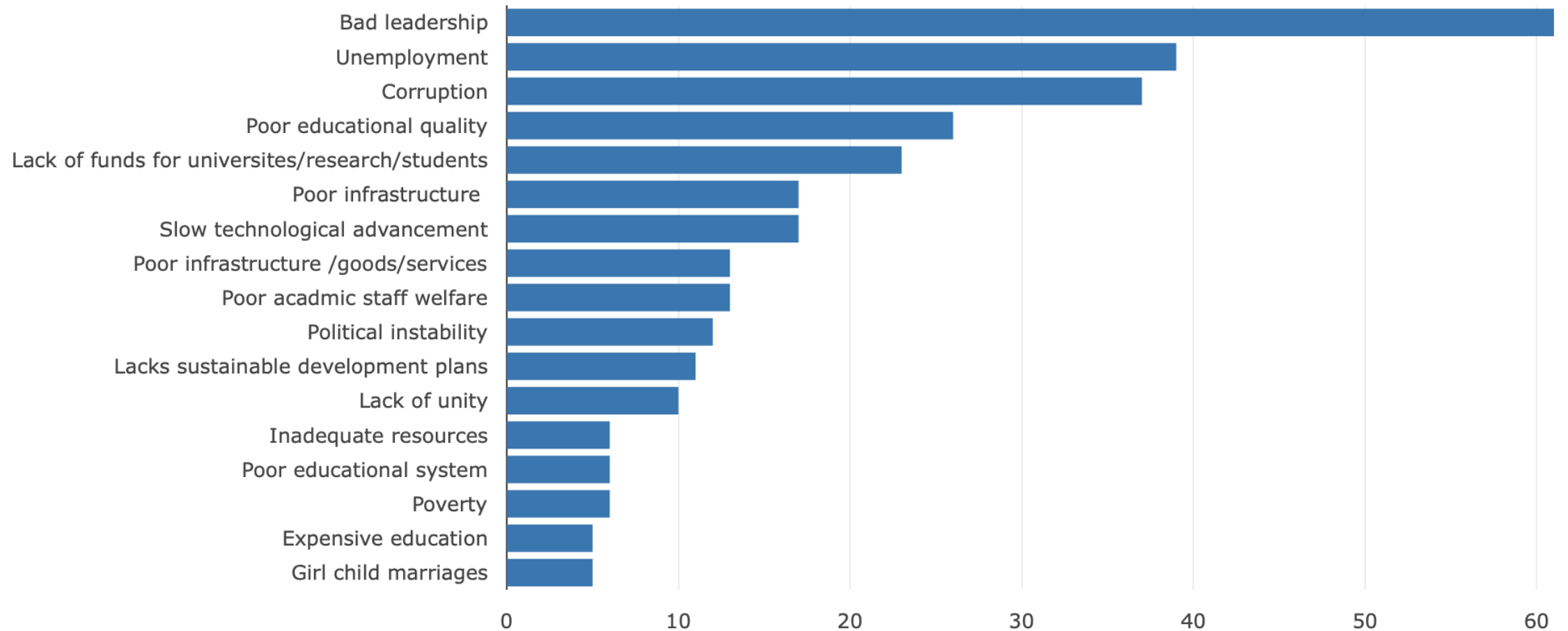
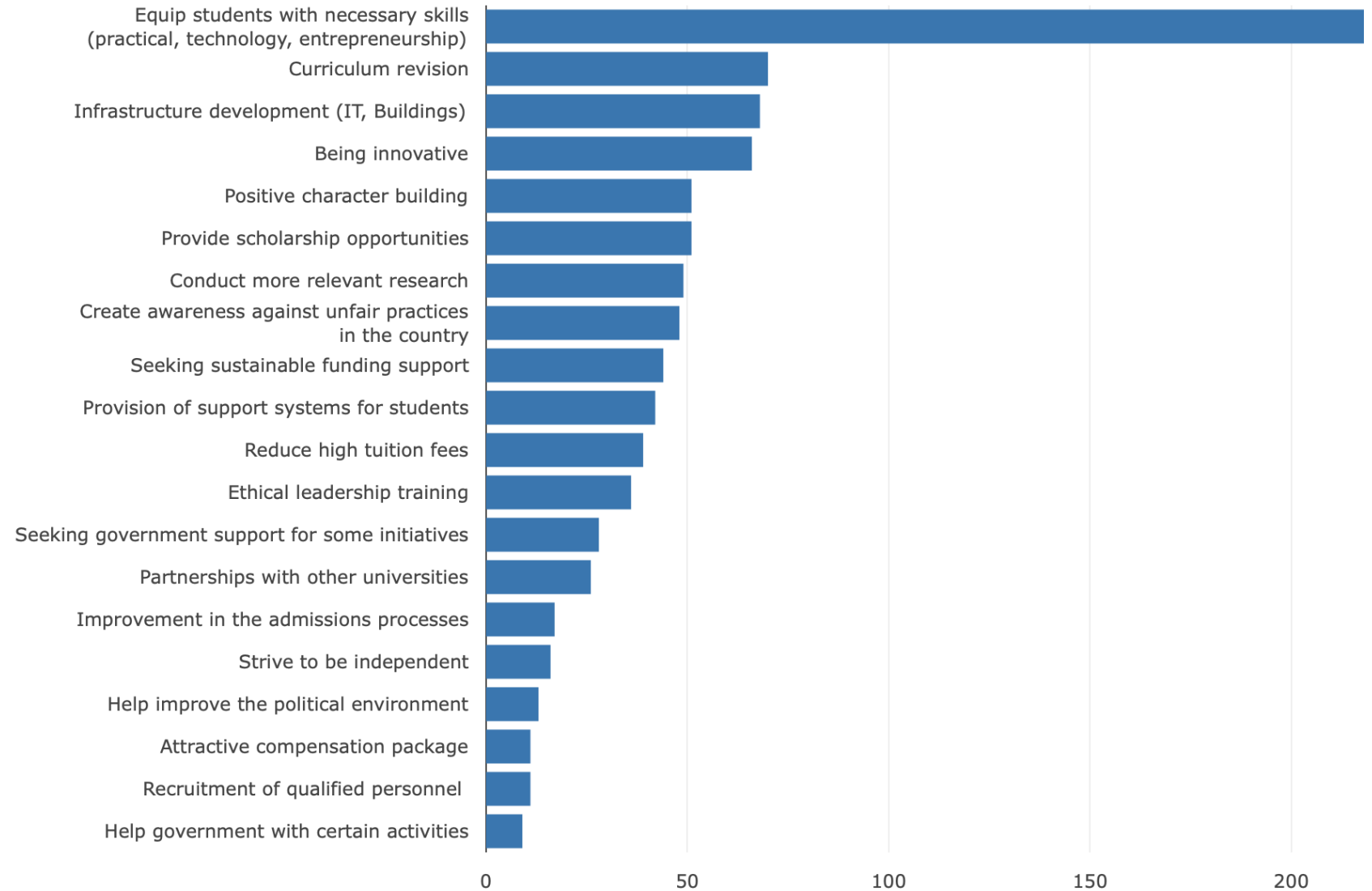UNESCO HIGHER EDUCATION GLOBAL DATA REPORT 2022

What should we measure?

- The requirements gathering phase included a survey of participant in Ghana (West Africa), Kenya (East Africa) and Zimbabwe (Southern Africa).

- Target audience were members of the public including, market women, professionals in different fields, students and academics.

- The aim was to draw insight from the participants about what they believe universities in sub-Saharan Africa can do to positively impact their countries and the region as a whole.

- Insights from field research by the consortium, Botho Emerging Markets Group and Maverick Research and Consultant.

- The result of the survey as well as insights from field research is being used to develop a high-level design and metrics for the ranking.
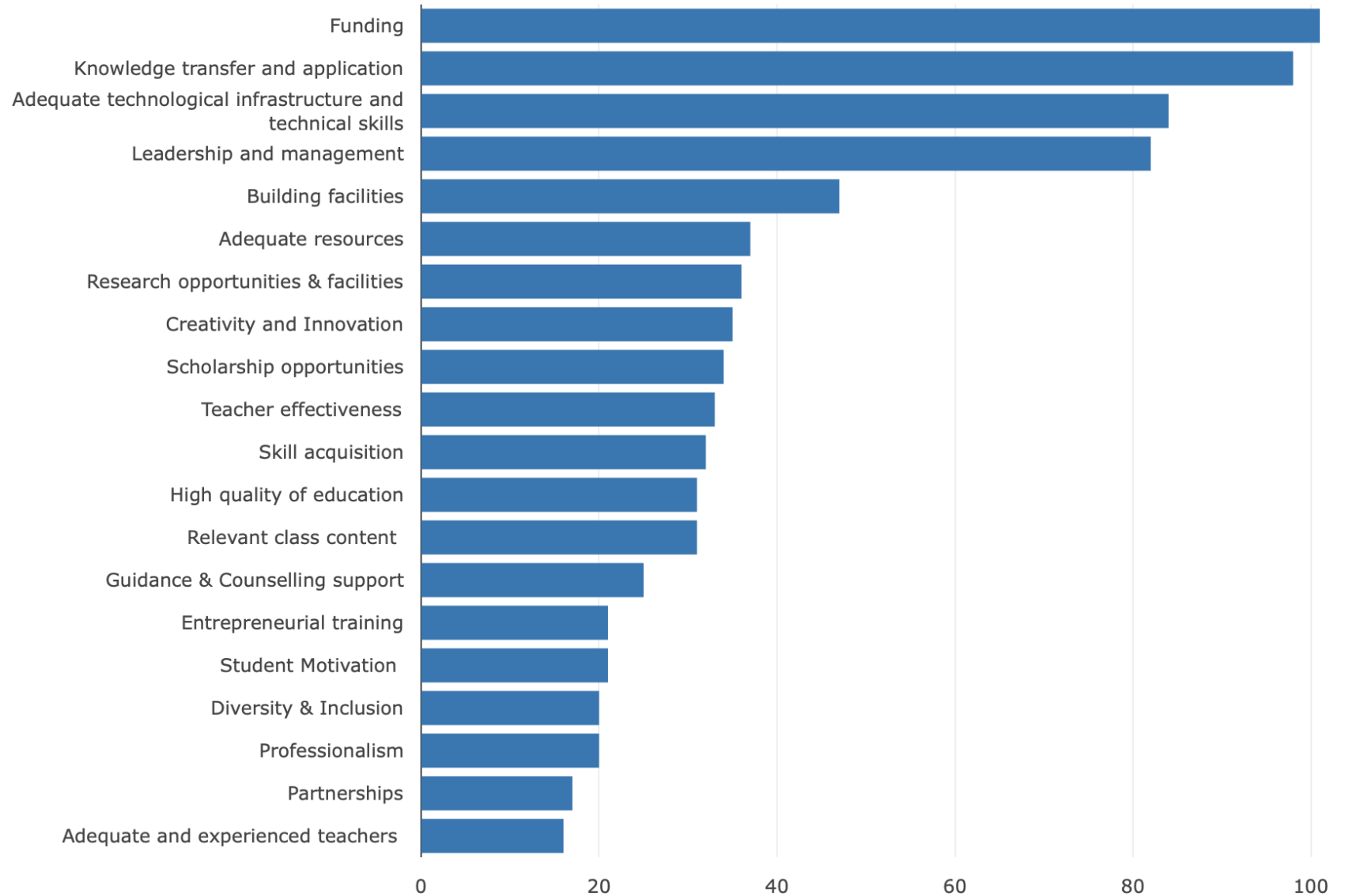
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What are the challenges in Africa?

What could universities do?

What stops them doing it?

Category	Value
Funding	100
Knowledge transfer and application	97
Adequate technological infrastructure and technical skills	84
Leadership and management	82
Building facilities	47
Adequate resources	37
Research opportunities & facilities	36
Creativity and Innovation	35
Scholarship opportunities	34
Teacher effectiveness	33
Skill acquisition	32
High quality of education	31
Relevant class content	31
Guidance & Counselling support	25
Entrepreneurial training	21
Student Motivation	21
Diversity & Inclusion	20
Professionalism	20
Partnerships	17
Adequate and experienced teachers	16

Where will the ranking fit?

The ranking will use elements of existing rankings, but with a clear focus on the needs of Africa.

For universities that wish to participate in other rankings it will provide opportunity to grow data capabilities
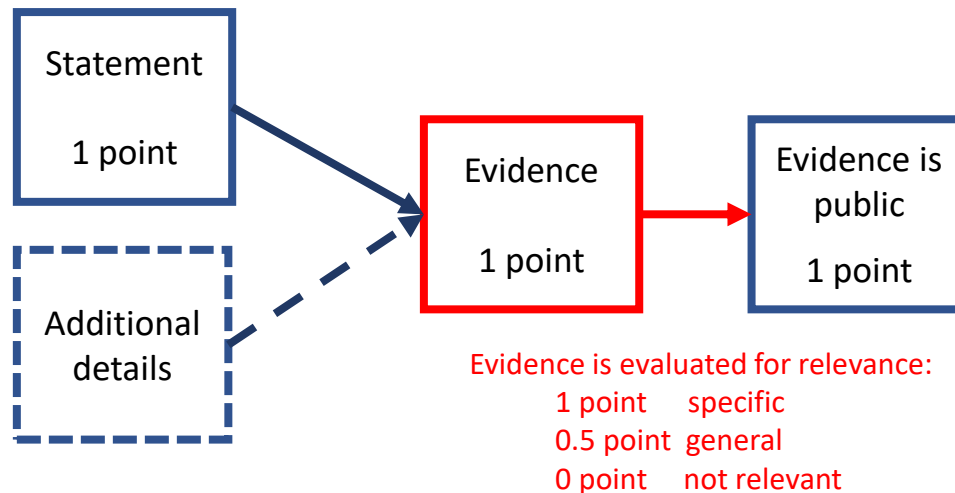
Where might data come from?

- Universities – collected by THE
  - Numeric data (for example number of students)
  - Qualitative data
- Students – survey supported by universities
- Bibliometrics – provided by Elsevier

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Evaluating qualitative evidence

How do we calculate the score for evidence?

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┌──────────────┐
│  Statement   │
│              │──────┐
│   1 point    │       \
└──────────────┘        \        ┌──────────────┐        ┌──────────────┐
                         ──────▶ │   Evidence   │        │ Evidence is  │
┌ ─ ─ ─ ─ ─ ─ ┐         /        │              │──────▶ │   public     │
  Additional           /         │   1 point    │        │              │
│   details   │─ ─ ─ ─/          └──────────────┘        │   1 point    │
                                                          └──────────────┘
└ ─ ─ ─ ─ ─ ─ ┘
```

Evidence is evaluated for relevance:
1 point   specific
0.5 point   general
0 point   not relevant

Maximum possible 3pts

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Qualitative evidence: Public or private

- Public evidence gets additional credit
- Accepted as public:
  - University websites that can be accessed by people outside your university network
  - Documents that can be found easily online
  - Google drive documents that are set as open
  - External websites
- Examples of confidential evidence:
  - Documents with sensitive information
  - Google drive documents set as private or only available for those with access to link

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Approach

- Identify core areas or themes for analysis
- Propose a set of metrics that are
    - Relevant
    - Viable
- Collect data with the intention of ending with about 16 metrics that are usable in the first version of the ranking
- Feedback!

Potential areas to explore

The ranking metrics have been carefully selected to explore some of the insights gathered from the survey, highlighting five main theme which are;

- university capacity,
- employability,
- Research (within Africa and abroad)
- reducing inequality,
- financial stability.

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University capacity

Metrics around this theme look at the university infrastructure and the resources available in the university to provide quality education such as;

- faculty to student ratio,
- quality of course content (student survey),
- teaching quality (student survey),
- availability of support system,
- university facilities (student survey).

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Employability

The metrics within the employability theme seek to explore the the steps universities are taking to equip students with the skills necessary to excel in a workplace or develop entrepreneurial skills. These include;

- experience through work placement,
- practical course content,
- engagement (student survey),
- career counselling.

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Student survey

- THE's experience with producing rankings over the years has proven that data for some metrics are best drawn from student feedback through student surveys.

- As highlighted above, some of the metrics within the university capacity and employability pillar would require a student survey to source the data and get the required insight.

Why ask students?

- The best way to measure these metrics (highlighted above) is through student feedback because;
    - students are the recipients of the service,
    - gives universities an honest feedback of their services that can help them improve,
    - measures are generalized and not used as individual feedbacks which reduces the relativity and subjectivity bias,
    - promotes universities with great student feedback who do not have high scores in other metrics,
    - feedback from students are not opinions but ratings on a scale of 0-10, 0 being least applicable and 10 most applicable

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Example - Japan student survey 2017 - 2021

question	2017	2018	2019	2020	2021
Collaborative learning	6.53	6.66	6.48	6.30	6.55
Interaction with faculty	6.39	6.56	6.68	6.52	6.71
Critical thinking	5.78	5.88	6.06	6.20	6.39
Making connections	5.73	5.82	6.07	6.17	6.37
Challenge	6.61	6.83	7.01	7.14	7.31
Applying learnings	6.57	6.90	6.60	6.63	6.78
Recommend	6.46	6.34	6.41	6.54	6.75
Opportunities for suggestions and feedback	6.52	6.61	6.62	6.80	7.01
Suggestions acted on and/or reflected in the course	4.56	4.79	4.91	5.21	5.36
Building confidence	6.58	6.63	6.72	6.74	6.91
Sense of community	6.39	6.40	6.54	6.50	6.71

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Example - Japan student survey 2017 - 2021

Average results per question over 5 years
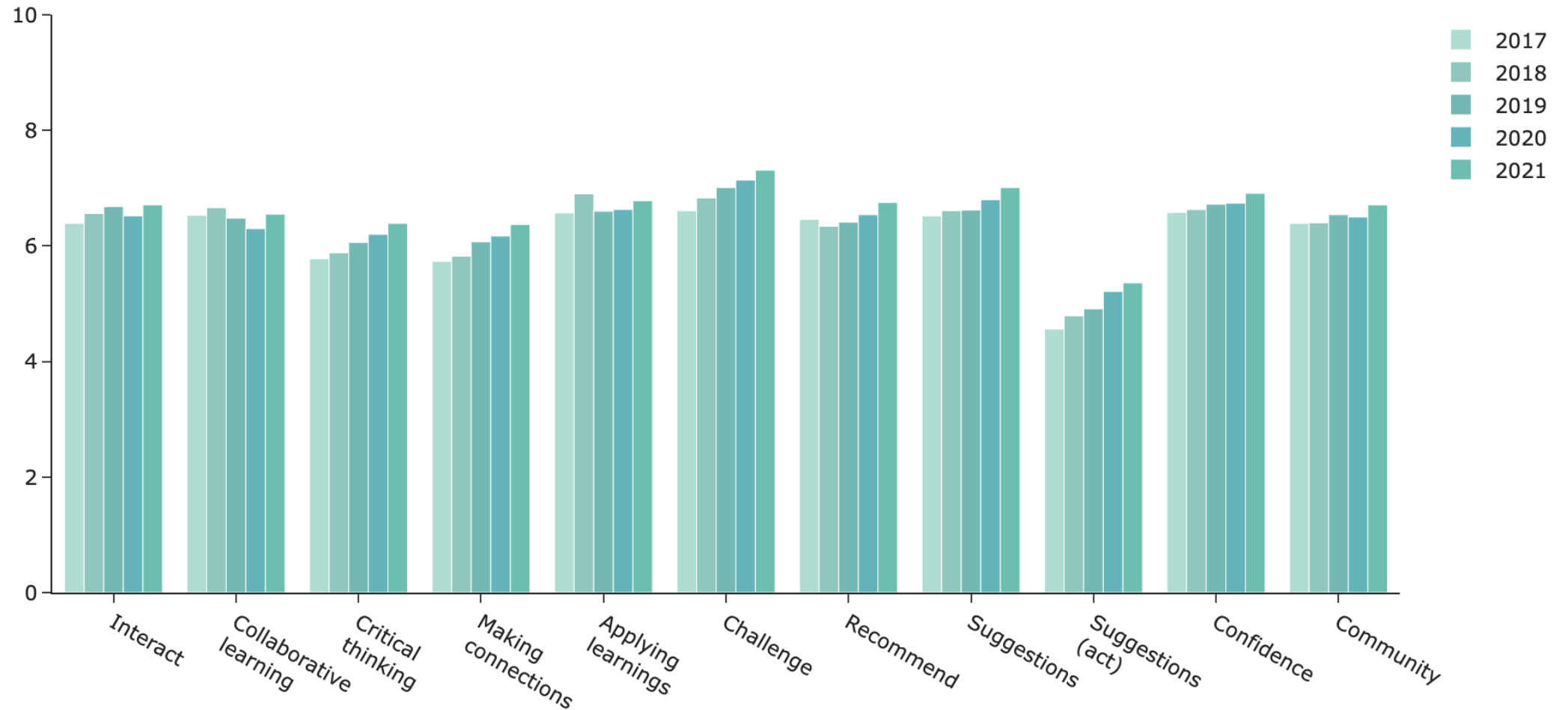
Research (within Africa and abroad)

- This theme focuses on the impact universities are making to the development in Africa by looking at metrics around their research impact such as;
  - citation impact within Africa,
  - papers co-authored within Africa and abroad,
  - number of cited researchers within Africa,
  - Research on leadership.

- THE is able to source bibliometrics required for these metrics from Elsevier.

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Reducing inequality

As the name implies, this theme focuses on the impact of universities in ensuring access and fairness for all students within their communities, metrics within this theme include;

- proportion of first-generation students,
- proportion of female graduates,
- student fee as proportion of annual household income,
- disability accommodations,
- proportion of students receiving financial aid to attend university because of poverty.

Financial Stability

- This theme aims to measure the ability of universities to provide the resources required to provide quality education by asking the following questions;

    - What is the amount of finance available per student?
    - What are the different sources of income available to the university?

Theme	Metric	Agenda 2063	UN SDGs
University Capacity	Faculty student ratio	1.2	4
	Quality of course content	1.2	4
	Teaching quality	1.2	4
	Support system		4, 1, 5, 10
	Facilities		
Employability	Work placements	1.4, 6.2	8
	Practical course content	1.4, 6.2	8
	Student engagement		4
	Career counselling	1.4, 6.2	8
Research	African citation impact	2.1	9, 1
	Inter Africa coauthorship	2.1	9, 17
	Number of cited researchers		9
	Research on leadership	3.2	16
Reducing inequality	First generation students	1.1	10, 1
	Female graduates	6.1	5
	Student fee levels	1.1	1, 10
	Disability accommodations	1.1	10
	Financial aid because of poverty	1.1	1
Financial stability	Finance per student		16
	Breadth of finance	3.2	16

Who can participate?

- This ranking is open to all higher education institutions in sub-Saharan Africa, provided they teach at an undergraduate or postgraduate level.

- Like the THE Impact Rankings, the sub-Saharan Africa Ranking will not include a minimum publication volume as part of the eligibility criteria.

- However, if an institution does not provide the required data, it will not be ranked.

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How to participate

- The first step to participate in the ranking is to create a profile for your institution if it does not already exist. There are no fees or costs to participate.

- Participation (and evaluation) will depend on the provision of necessary data.

- The institution needs to nominate a data provider and approver (head of institution).

- Once a data provider contact has been provided, they will receive an email with instructions on how to submit relevant information.

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Next steps

- Recruiting an advisory board

- Expressions of interest

- Initial methodology

- Data collection – August 2022

- Student survey distribution Q3 2022

- Publication timeframe – Spring 2023

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Thank you

Questions