

SPECIAL SPOTLIGHT

HIGHER EDUCATION AND  
DIASPORA PHILANTHROPY IN  
SUB-SAHARAN AFRICA

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**IUPUI**  
LILLY FAMILY SCHOOL OF PHILANTHROPY

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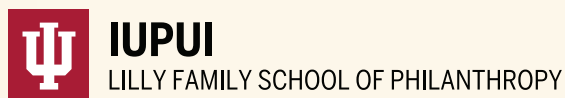
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## Executive Summary

This report analyzes how higher education institutions in sub-Saharan Africa engage with the African diaspora living in the United States for the purposes of enhancing opportunities for students and strengthening institutional capacity. Three main areas we discuss are financial, intellectual, and professional collaboration.

In this report, we focus primarily on how higher education institutions in sub-Saharan Africa engage U.S.-based diaspora communities through philanthropy, beyond direct remittances or business activities. While diaspora communities are important actors in countries' economic development, members of the African diaspora also support higher education through philanthropy. In order to understand how diaspora philanthropy can work to address challenges through innovation, filling gaps that states and markets cannot, and building collaborations and support for organizations, we interviewed leaders who are responsible for university resource development and fundraising as well as leaders of philanthropy infrastructure organizations.

We find that African universities are beginning to engage stakeholders beyond their alumni in order to tap into a broader community of people interested in advancing the higher education mission, but not all universities have the infrastructure in place to leverage this engagement effectively. Other challenges include fluctuations in external funding for higher education due to political and economic uncertainty at the national and international levels, and individual donors' perceptions of governance and transparency at the national and institutional levels.

There are, however, promising trends: Although members of the African diaspora in the United States have historically tended to engage in direct philanthropy and remittances, younger donors are beginning to also give to higher education institutions, even if they are not direct alumni of—or from the same country as—the university to which they are giving. In addition, some members of the diaspora are finding creative new ways to connect cultural traditions in their home countries with specific Western philanthropic practices.

We close with a proposed research agenda that will increase our understanding of the role diaspora communities have played in supporting higher education—and how they might be more effectively engaged in the future.

Diasporas participate in public diplomacy in important ways and this report helps shed light on this global phenomenon. In particular, the focus on sub-Saharan Africa provides a renewed understanding of development opportunities for the continent.



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## Key Findings

1. African universities are building beyond their alumni in order to tap into a broader community of people interested in advancing the mission. This broader conceptualization of engagement includes not only financial donations but also volunteering, in-kind donations, and networking on behalf of the institution. However, not all universities have the infrastructure in place to accomplish this engagement and some would benefit from investments in human resources, data tracking, and professional development for advancement staff.
  2. Although members of the African diaspora in the United States have historically tended to engage in direct philanthropy and remittances, younger donors are beginning to also give to higher education institutions, even though they are not direct alumni—or from the same country as the university to which they are giving. This emerging demographic represents largely untapped potential for many of the universities included in the study.
  3. Definitions of “diaspora” varied across higher education institutions. Generally, the larger and more resourced universities focused their diaspora engagement efforts most closely on their own alumni. Smaller or less well-resourced institutions tended to define diaspora more broadly, to include all people from the country—or even people with an affinity for the country—in which the university is located.
  4. As African universities are expanding their outreach to diaspora communities, high net worth individuals are a key component of university fundraising strategies. “Friends of” university funds allow U.S. donors to receive tax benefits when giving to universities in Africa.
  5. Academic linkages that originate from the African diaspora in the United States are not necessarily limited to the faculty’s alma mater or even the home country, but often seek to provide opportunities to connect North American and African students and faculty through study abroad and exchange programs. Other linkages focus on professional staff exchanges, such as those designed to build fundraising capacity.
  6. Networks, including faith-based and networks of young professionals, help establish lasting relationships between American and African communities, which African universities can leverage to secure support. Some African universities are actively reaching out to young African professionals in the United States to facilitate working relationships and to participate in advocacy and corporate match programs, regardless of the young professionals’ country of origin.
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# PLEINS FEUX SUR L'ENSEIGNEMENT SUPÉRIEUR ET LA PHILANTHROPIE DES DIASPORAS EN AFRIQUE SUBSAHARIENNE\*

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## Résumé exécutif

Ce rapport analyse comment les établissements d'enseignement supérieur d'Afrique subsaharienne interagissent avec la diaspora africaine vivant aux États-Unis dans le but d'accroître les opportunités offertes aux étudiants et de renforcer les capacités institutionnelles. Nous analysons cette relation partenariale dans trois grandes sphères : financière, intellectuelle et professionnelle.

Dans cette étude, nous nous concentrons principalement sur la façon dont les établissements d'enseignement supérieur d'Afrique subsaharienne mobilisent les communautés de la diaspora basées aux États-Unis par le biais de la philanthropie, au-delà des transferts de fonds directs ou des activités commerciales. Bien que les communautés de la diaspora soient des acteurs importants du développement économique des pays, les membres de la diaspora africaine soutiennent également l'enseignement supérieur via la philanthropie. Afin de comprendre comment la philanthropie des diasporas peut contribuer à relever les défis en suscitant l'innovation, en comblant les lacunes que les États et les marchés ne peuvent pas prendre en charge, et en établissant des collaborations et des dynamiques de soutien aux organisations, nous avons interviewé des dirigeants responsables de la collecte de fonds et du développement des ressources universitaires, ainsi que des dirigeants d'organismes d'infrastructure philanthropique.

Nous constatons que les universités africaines commencent à engager les parties prenantes au-delà de leurs cercles d'anciens élèves, afin de puiser dans une communauté plus large de personnes intéressées à faire progresser la mission d'enseignement supérieur. Cependant, les universités n'ont pas toutes l'infrastructure en place pour tirer parti efficacement de cette mobilisation. Parmi les autres défis, il faut mentionner les fluctuations du financement extérieur en faveur de l'enseignement supérieur en raison de l'incertitude politique et économique aux niveaux national et international, ainsi que la perception que les donateurs individuels ont de la gouvernance et de la transparence aux niveaux national et institutionnel.

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Il existe cependant des tendances prometteuses : bien que les membres de la diaspora africaine aux États-Unis aient historiquement eu tendance à s'engager dans la philanthropie directe et les envois de fonds, les donateurs plus jeunes commencent également à soutenir les établissements d'enseignement supérieur, même s'ils ne sont pas directement des anciens élèves – ou originaires du même pays – que l'université à laquelle ils donnent. En outre, certains membres de la diaspora trouvent de nouvelles façons créatives de relier les traditions culturelles dans leur pays d'origine avec des pratiques philanthropiques occidentales spécifiques.

Nous concluons en proposant un programme de recherche qui nous permettra de mieux comprendre le rôle que les communautés de la diaspora ont joué dans le soutien à l'enseignement supérieur et comment elles pourraient être plus efficacement mobilisées à l'avenir.

Les diasporas participent de manière importante à une forme de diplomatie non gouvernementale et ce rapport contribue à mettre en lumière ce phénomène mondial. En particulier, l'accent mis sur l'Afrique subsaharienne permet de mieux comprendre les possibilités de développement pour le continent.



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## Principaux enseignements

1. Les universités africaines tissent des liens au-delà de leurs réseaux d'anciens élèves afin de puiser dans une communauté plus large de personnes sensibles à la poursuite de leur mission. Cette conceptualisation élargie de l'implication englobe non seulement les dons financiers, mais aussi le bénévolat, les dons en nature et le réseautage au nom de l'institution. Cependant, toutes les universités n'ont pas l'infrastructure nécessaire en place pour effectuer cet enrôlement et bénéficieraient d'investissements dans les ressources humaines, le suivi des données et la formation continue pour le personnel chargé du développement de l'institution.
2. Bien que les membres de la diaspora africaine aux États-Unis aient traditionnellement eu tendance à s'engager dans la philanthropie directe et les transferts de fonds, les donateurs plus jeunes commencent également à soutenir les établissements d'enseignement supérieur, même s'ils ne sont pas directement des anciens élèves – ou originaires du même pays – que l'université à laquelle ils donnent. Cette population émergente représente un potentiel à ce jour largement inexploité pour bon nombre des universités incluses dans l'étude.
3. Les définitions de la « diaspora » varient d'un établissement d'enseignement supérieur à l'autre. En général, les universités plus grandes et dotées de plus larges ressources concentrent leurs efforts de mobilisation de la diaspora étroitement sur leurs propres anciens élèves. Les institutions plus petites ou moins bien dotées ont tendance à définir la diaspora de façon plus large, en incluant toutes les personnes originaires du pays – voire ayant simplement une affinité pour le pays – dans lequel se trouve l'université.
4. Alors que les universités africaines élargissent leurs appels à soutien aux communautés de la diaspora, les individus fortunés (appelés en anglais « high net worth individuals ») constituent un élément essentiel des stratégies de collecte de fonds des universités africaines. Les fonds universitaires « Amis de » (« Friends of ») permettent aux donateurs américains de bénéficier d'avantages fiscaux lorsqu'ils donnent à des universités en Afrique.
5. Les liens académiques provenant des diasporas africaines situées aux États-Unis ne se limitent pas nécessairement à l'alma mater des enseignants impliqués, ou même à leur pays d'origine, mais visent souvent à offrir des occasions plus vastes de mettre en lien les étudiants et les professeurs nord-américains et africains par le biais de séjours d'études à l'étranger et de programmes d'échange. D'autres types de liens sont axés sur les échanges de personnel professionnel, à l'instar de ceux conçus pour renforcer les capacités de collecte de fonds.
6. Les réseaux, y compris les réseaux religieux et les ceux de jeunes professionnels, aident à établir des relations durables entre les communautés américaines et africaines, sur lesquelles les universités africaines peuvent s'appuyer pour consolider leurs soutiens. Certaines universités africaines s'adressent activement à de jeunes professionnels africains implantés aux États-Unis pour faciliter les relations de travail et participer à des campagnes de plaidoyer et des programmes de dons abondés par les entreprises (« corporate match programs »), quel que soit le pays d'origine des jeunes professionnels.



## **Introduction: Engaging the African Diaspora**

This report analyzes how higher education institutions in sub-Saharan Africa engage with the African diaspora living in the United States for the purposes of enhancing opportunities for students and strengthening institutional capacity. Three main areas we discuss are financial, intellectual, and professional collaboration.

Globally, diasporas have an increasingly significant role in development through trade in goods and services, finance and investments (such as remittances), and knowledge transfer.<sup>1</sup> Migrants also support the economic development of their home countries through direct assistance to friends and family pursuing tertiary education.<sup>2</sup>

While diaspora communities are important actors in countries' economic development, members of the African diaspora also support higher education through philanthropy.<sup>3</sup> Diaspora philanthropy, which benefits a country or region of one's origin or ancestral ties, includes "money, goods, volunteer labor, knowledge and skills, and other assets donated for the social benefit of a community broader than one's family members."<sup>4</sup> This report focuses primarily on how higher education institutions in sub-Saharan Africa engage U.S.-based diaspora communities through philanthropy, beyond direct remittances or business activities.

## **Understanding African University Engagement**

To better understand how African universities are engaging diaspora philanthropy in the United States, our team interviewed leaders working in institutional advancement at seven universities in six countries across West Africa and Southern Africa, and we spoke with six leaders of African philanthropy and higher education infrastructure organizations based in Africa and the United States.<sup>5</sup>

We selected the advancement leaders for in-depth interviews based on the diversity of their institutions and national contexts: large and small, public and private, Anglophone and Francophone. In order to maintain anonymity and in appreciation for the candor and openness with which the representatives responded, we do not include the names of the universities in this report.

We conducted the semi-structured, open-ended interviews with advancement professionals based in Africa and in the United States using Zoom videoconference technology. One researcher conducted the interview while a second team member took notes. The interviews were then transcribed, reviewed, and coded to identify crosscutting themes. The team interviewed advancement officers and key leaders representing seven African universities, in addition to consulting with philanthropy and higher education leaders and experts based in East Africa, Southern Africa, and New York.

We also conducted in-person focus groups with twenty academics, researchers, and African NGO leaders on the variety of forms diaspora philanthropy can take, with a focus on sub-Saharan Africa.<sup>6</sup> Secondary research drew from academic journals, industry reports, advancement literature, and relevant news sources.

## Higher Education in Sub-Saharan Africa

Higher education is burgeoning in sub-Saharan Africa, with around 2,000 colleges and universities as of 2017 and with enrollments totaling 8.8 million students in 2016, up from 4.5 million in 2000.<sup>7</sup> Because the median age across the continent is 19, this growth shows promise to continue.<sup>8</sup> But it is not without its challenges: only 12 percent of university-age students have access to tertiary education, compared to the global average of 33 percent.<sup>9</sup> In order to improve student access and sustain growth, universities must increase the number of highly qualified faculty engaged in teaching and research, which in turn requires increasing the number of PhD graduates.<sup>10</sup>

Indeed, one of the main challenges higher education institutions face around the world is rapid change in supply and demand.<sup>11</sup> International and intergovernmental organizations, along with countries' higher education policies, aim to increase the percentage of the population with tertiary education in order to stimulate economic development, particularly in low and middle-income countries. Universities, however, struggle to keep up with the growing demand of younger generations, who see university degrees as a primary tool to advance their own social mobility and potential for income generation. Even as the number of applicants rapidly increases, many universities face stagnation and shrinkage of government and private funding, insufficient numbers of faculty and staff, and inadequate infrastructure. To balance their increasing expenses and uncertain or decreasing revenues, some universities have introduced cost-sharing models by collecting tuition fees from students, thus reducing student access to university.<sup>12</sup>

There are several challenges that directly affect student access to higher education in sub-Saharan Africa. The most recent *Special edition: Progress towards the Sustainable Development Goals* published by the United Nations' Economic and Social Council highlights some stark and disconcerting statistics: 25 percent of the global illiterate population (750 million adults) lives in sub-Saharan Africa; less than half of African primary and secondary schools have access to electricity and potable water; 64 percent of primary school teachers are trained, compared to 85 percent globally.<sup>13</sup> Simultaneously, more and more students and faculty choose to attend universities in the United States and Western Europe, leading to "brain drain" and the loss of educated and skilled members of the population.<sup>14</sup>

Meanwhile, support for African higher education has been uncertain.<sup>15</sup> Limited financial resources make colleges and universities more vulnerable and dependent on the influence of various external stakeholders. Public-private partnerships, including foundation support, might lead to increasing levels of external influence and institutional dependency due to the unequal nature of the relationship.<sup>16</sup> In addition to uncertain funding opportunities, major external challenges that negatively affect the sub-Saharan African higher education sector include political and economic uncertainty, even as universities are increasingly expected to internationalize, adapt to transformations in knowledge production, and engage in transparency, accountability and quality assurance.<sup>17</sup>



Globally, governance and transparency have remained among the most significant factors impacting private philanthropy; countries with less favorable political and economic environments can lead foundations to suspend their activities, intensifying resource constraints in the places most in need, although some scholars point to positive shifts in multilateral support for fragile states in recent years.<sup>18</sup> Additionally, students in these countries often cannot afford to pay tuition fees for their tertiary education, thus requiring them to take out loans or seek other forms of tuition support.<sup>19</sup> Good governance, transparency, and accountability at the university level can offer a way forward to increase trust in and legitimacy of higher education institutions, which can in turn attract donors and funders to help build infrastructure, leading to a virtuous cycle of improved outcomes.

It is against this backdrop that recent years have seen increased interest in how the African diaspora, which has been named the “sixth region” of the continent, can engage to help build institutions, sustain their growth, and improve access to tertiary education for African students.<sup>20</sup>

## Diaspora Philanthropy

Beginning with the broadest definition, diaspora encompasses “people who have migrated and their descendants who have maintained a connection to their homeland.”<sup>21</sup> More specifically, the African Union defines diaspora as “consisting of people of African origin living outside the continent, irrespective of their citizenship and nationality and who are willing to contribute to the development of the continent and the building of the African Union.”<sup>22</sup> In its Declaration of the Global African Diaspora Summit, the African Union also acknowledges the diversity of the diaspora experience: “the African Diaspora represents a historical and evolving experience which calls for an approach that is sensitive to the specificities of the different regions.”<sup>23</sup>

Philanthropy, broadly understood in the West to be “voluntary action for the public good,” also has a variety of meanings depending on the cultural context.<sup>24</sup> Across sub-Saharan Africa, for example, the concept of philanthropy manifests in diverse ways, generally characterized by mutuality, with giver and beneficiary considered equals in an exchange in which each reinforces the other’s humanity.<sup>25</sup> Thus, philanthropy is not monolithic, but rather “multi-sided, diverse, and complex terrain with a wide range of dynamics and actors.”<sup>26</sup> Scholars warn against characterizing African philanthropy as “informal” or “indigenous,” however, because this usage sidelines an expression of philanthropy that is a central aspect of African identity that manifests as “solidarity, reciprocity, giving or helping for a social good.”<sup>27</sup>

Members of diasporas engage in a variety of philanthropic engagements with individuals, organizations, and communities in their home countries, and these engagements are influenced by the cultural contexts of their home communities and of the new community they have joined, as well as the individual attributes of those who migrated, including “residency status, education, profession, and gender.”<sup>28</sup> Acknowledging this diversity of experience, we set out to learn how African universities approach engagement with the African diaspora in the United States.

## Interview Findings

In order to understand how philanthropy can work to address challenges through innovation, filling gaps that states and markets cannot, building collaborations and support for organizations that might not be coming from other sources, we interviewed seven university advancement leaders who are responsible for resource development and fundraising at their institutions. Some of the leaders we interviewed are based at higher education institutions in Africa and some are based in the United States. We asked leaders about how they conceptualize the diaspora, their strategies for engagement, the challenges they face in their work, recent trends, and their goals for their work with the diaspora in the coming years.

### *Alumni, Diaspora, and Beyond*

We began by asking each leader to explain how their institution conceptualizes diaspora. The answers varied widely and fell on a continuum from a narrow focus on those alumni of the institution who have moved abroad (either regionally within Africa or globally), to a wider net that could include anyone with an affinity for the country that is home to the university, such as former Peace Corps volunteers, alumni, and former residents. Generally, the larger and more resourced institutions tended to focus their definitions of diaspora on their own alumni. Smaller or less well-resourced institutions tended to define diaspora more broadly. As one leader explained, “The ecosystem determines the type of fundraising we do.”<sup>29</sup>

At one end of the continuum, university advancement professionals conceptualize the diaspora as anyone with an affinity for the university, or even the country. For example, an advancement leader at University A in Southern Africa, located in a nation with a population of under five million, described diaspora as “an entity or an individual that has affinity with not just the university but also the country at large.” He added that, due to the homogeneity and prevailing close-knit relations, “a broad definition of ‘alumni’ that is not exclusive to former students is perhaps a more prudent choice if market size is not to be depleted unduly.”<sup>30</sup> Likewise, a representative of University D in Southern Africa, situated in a medium-sized country, defines diaspora as “people from this country who are out there... and any other people out there whom we could tap into our development activities. We cast our net wide.”<sup>31</sup>



At the other end of the spectrum, two of the largest universities in the study, Southern African Universities B and C, describe diaspora exclusively in terms of their own alumni and they deploy a team of advancement professionals to engage alumni in specific regions around the world. As one university leader summed it up:

*“We definitely see alumni as important as a source of investment for the university. But we don’t look at it purely from the monetary aspect; we take many other factors into consideration.... [There are] lots and lots of benefits. One of course is that...in [university] rankings, one of the things that they actually look at is alumni engagement. Or they look at the impression the alumni have of the university.”<sup>32</sup>*

Students from other countries who spent a semester in residence also figure into one university’s definition of alumni:

*“We claim that they are also alumni...although they can’t participate in the governance process... they are a part of the university community. We engage them to some extent as our international champions. And some of them become donors as well.”<sup>33</sup>*

Although the diaspora is an important contributor to many West African nations’ development, one advancement professional at West African University A noted that although the university does not use the word “diaspora” at all in its advancement strategic plan, it is implicitly included in the category of “alumni.” In the plan, West African University A aims to engage alumni “from here and elsewhere” (“*d’ici et d’ailleurs*” in French) on three levels: elsewhere in West Africa, elsewhere in the continent, and elsewhere internationally.

Although University B in West Africa did not historically focus on the African diaspora in its fundraising strategy either, the trend is changing. Currently less than one tenth of donors are members of the diaspora, but “they are definitely part of the core.” Donors to the university now include African foundations, diaspora foundations, and diaspora philanthropists. Unlike the larger universities in this study, this university does not limit its diaspora engagement to alumni but instead engages Africans living in the United States from anywhere in the continent.

## Strategies for Engagement

Although our interviews with advancement leaders focused on how they engaged the African diaspora in the United States, the discussion naturally included how this engagement fit in with their overall fundraising strategy. Generally, donors included national and foreign governments through bilateral official development aid (ODA) and specific grant opportunities or subsidies, international or multilateral institutions (European Union, United Nations agencies), philanthropic foundations, corporate foundations, and individuals (see Table 1).

**TABLE 1: Summary of Universities Interviewed** <sup>34</sup>

	University A in Southern Africa	University B in Southern Africa	University C in Southern Africa	University D in Southern Africa	University A in West Africa	University B in West Africa	University C in West Africa
<b>Size of University</b>	5,000-9,999 students	25,000+ students	25,000+ students	5,000-9,999 students	10,000-24,999 students	1,000-4,999 students	10,000-24,999 students
<b>Public/Private status</b>	Public	Public Research University	Public	Private	Public	Private	Public
<b>Language</b>	Anglophone	Anglophone	Anglophone	Anglophone	Francophone	Anglophone	Bilingual instruction; Francophone country
<b>Staffing of development office</b>	Three individuals	Global advancement offices	Global advancement offices; one individual in United States	One individual	Four individuals	Global advancement offices	Two individuals
<b>Funding Sources</b>	Foreign government ODA, foreign government grants, foundations, individuals	Foundations, alumni, corporate social responsibility, national government	Foreign government ODA, foundations, individuals	Members of affiliated church	USAID, calls for proposals, alumni, foundations, corporate partnerships	Professional networks, alumni, government grants, foundations	Alumni, ODA (EU, US, World Bank), Foundations
<b>Supportive Networks</b>	Institute of Personnel Management	Global alumni networks	Global alumni networks	Global religious network	Fulbright exchanges, local community support	Young African professionals working in U.S. cities and corporations	Peace Corps alumni, Multinational corporations
<b>Key Challenges</b>	Vigorous competition for scarce resources; economic decline; drastic decline in grant assistance, corporate social investment and international development aid	Geopolitical changes impacting enrollment	Political legacy and alumni memories; trust	Human resources and ability to scale efforts	More alumni involvement/return; lack of legal framework for resource generation activities; governance and campus security	Burdensome administrative requirements by public funders; ability to scale to meet growing student and partnership demand	Human resources and high cost of consultants to help scale efforts

Source: Interviews with university advancement leaders. University size and status from International Association of Universities and UNESCO, World Higher Education Database, 2020. <https://www.whed.net/home.php>

As noted above, individual donors could be alumni, expats, Africans who were born in a country other than where the university is located, or individuals who are not from Africa who are living in the United States, including returned Peace Corps volunteers.



## **Major Donors**

African philanthropy is predicted to grow as wealth increases in many countries in the region, with new givers joining the ranks of prominent philanthropists such as Aliko Dangote and Mo Ibrahim.<sup>35</sup> Additionally, new technologies such as online and mobile giving and crowdfunding may also support the growth in philanthropy, although the latter is difficult to track systematically if not included in individuals' tax returns, and the former is occasionally anonymous.

High net worth alumni, regardless of their diaspora status, represent an important component of several universities' fundraising strategies. One small university in Southern Africa, for example, notes increasing support from alumni in recent years, including a major gift of US\$1 million. However, the total population of the country is just over one million people, so the number of high net worth individuals who may become major donors is quite limited compared to nations with larger populations.

*"That is why we registered the American 'Friends of' fund. To both diversify and expand the funding pool."*<sup>36</sup>

Another leader from a larger university notes the presence of many high net worth alumni in the United States alone:

*"We have been looking at how to...improve our major gifts and individual giving campaigns and outreach, especially to alumni who are successful.... There are probably about 300 high net worth alumni in the U.S."*<sup>37</sup>

Two advancement leaders—one in Southern Africa and one in West Africa—highlighted their work with major donors who are former Peace Corps volunteers. In both cases, the Peace Corps alumni retained a special affinity for the country where they volunteered. One volunteer leads a major company in the United States. Another has been a long-time donor to the university:

*"She has a special affinity towards the country, is globally minded and focused.... She's American with a global outlook. She spent many years in country as volunteer and then stayed connected to a family whose female family member attended the university that I'm raising money for, and every year she sends a check. We steward this donor appropriately."*<sup>38</sup>

## **Professional Engagement**

In addition to major donors, universities cultivate relationships with individuals through efforts targeting the next generation.

One West African university described actively reaching out to young professionals from across Africa who are working in the United States. This group of advocates shares information and generates excitement about the university among their U.S. peers while also engaging their employers in corporate matching programs with the university's foundation as the beneficiary:

*"This is a great volunteer role for passionate people who can't give a lot. It gives us a toehold in the corporate giving world and employee giving first."*<sup>39</sup>

Opportunities like this begin with corporate affinity groups, which have the ability to take the lead in building support and working with teams linked to their employers' Corporate Social Responsibility programs. By engaging young professionals, universities also have the opportunity to create informal connections with current students:

*"Alumni are advocates, ambassadors. Careers are important to our students, so we recruit alumni to be mentors."*<sup>40</sup>

Eventually, members of the diaspora who are engaged in these volunteer advocacy and networking efforts may become direct donors themselves.

### ***Intellectual Linkages***

Higher education internationalization benefits students and universities alike with opportunities for global exchange, learning, and partnership.<sup>41</sup> But it comes with some costs to universities in Africa, including brain drain as students and faculty pursue education and careers abroad; burdensome administrative tasks that pull talented faculty away from their teaching and research work; and deficit thinking in the internationalization community that assumes universities "need" partnerships with the West in order to improve.<sup>42</sup>

The advancement leaders we interviewed outlined strategies they employ to focus on their institutions' comparative advantages and find innovative ways to engage with universities and scholars abroad. Several initiatives aim to connect expatriate academics with each other across the diaspora as well as with African professors in order to identify resources and advance collaboration within African higher education. Other strategies go beyond the more traditional forms of faculty and student exchange to include professional collaborations. For example, one leader described a plan to seek out institutional partnerships with universities abroad that have strengths in specific areas of fundraising practice. This strategy is designed to develop his university's capacity through faculty and professional staff exchanges:

*"One goal of our partnership with [this U.S. university] is to develop a system of tracking, how to do an endowment well, and diversify investments."*<sup>43</sup>

The majority of university linkages described in our interviews take place in Anglophone Africa, with the exception of University A in West Africa, located in a Francophone country, which has engaged in occasional Fulbright scholarships with partner universities. This university's international engagement has tended to focus on garnering financial resources in partnership with international universities. University C in West Africa, also in a Francophone country, described a history of ad hoc projects initiated by alumni living abroad but noted, "We don't have academic partnerships in the research field."



One concern we heard is the strain put on faculty and staff time and resources in the administration of study and research exchanges.<sup>44</sup> Even the task of receiving and vetting prospective partners can tax a university's limited human resources. One university in West Africa brought up this challenge specifically:

*"What we've found is that international universities can show up excited to partner and wanting to take a few days to explore options. With a lean staff on campus whose schedules are already packed, this approach was becoming difficult to manage."*<sup>45</sup>

Indeed, one academic has characterized linkages between African and U.S. universities as "a partnership between a rider and a horse"<sup>46</sup> rather than the intended mutual benefit.<sup>47</sup> The solution is for African universities to set the terms of engagement with international partners.<sup>48</sup> To minimize time and resources spent vetting international partnerships, one university set the terms of engagement by inviting all prospective partners to a single annual workshop. This two-day program allows prospective partners to explore opportunities in greater depth and provides an immersive introduction to the university without hosting individual delegations.

*"If you have a specific proposal, send it in. But if you want to come and see what our school is all about...we have an intensive program for everybody, all at the same time. These partnerships are so important and can lead to many philanthropic opportunities—but having an intensive program allows an introduction that doesn't wear campus staff and faculty down in the process."*<sup>49</sup>

## **Networks**

Universities also utilize networks to rally support from the diaspora; for example, University D in Southern Africa is a private university with no government support that relies on the global network of the church with which it is affiliated to garner support:

*"It is a church that is all over the world. We have different institutions in almost every country of the world. We have [connections] through colleges, universities, medical institutions—we are a network—so we are interrelated and we tap into each other for sources and influence."*<sup>50</sup>

This university counts more than 100 alumni in the United States as well as alumni in Canada, the United Kingdom, and elsewhere in Southern Africa. Most of the U.S. alumni initially migrated to pursue advanced studies and then settled in North America.

*"We do engage to let them know what we're doing, but it's not something that I would say yes, this [revenue] is viable; we can rely on it."*<sup>51</sup>

Like other smaller institutions in this study, they cast their net wide and do not focus exclusively on direct alumni, or even members of the affiliated church:

*"We are not only limited to the church but [we also find donors] through the networks we bring on board. People who are not church-related but who have the desire to be supportive to what we do. They come and see what we do, and they buy into it and they give."*<sup>52</sup>

## Macro-level challenges

Advancement programs aim to build a sustainable fundraising infrastructure by tapping into diaspora and alumni networks, but some leaders we spoke with noted big-picture challenges.

*“The diaspora is a double-edged sword: it represents a net loss and a net gain. We are beneficiaries of broader African diaspora, so it’s a net gain on that side. But...the diaspora hurts us: we lose talent and skill in areas where we made huge investments such as engineering and finance.”<sup>53</sup>*

The stagnation or shrinkage of global funding streams in many sub-Saharan African countries has led many universities to pursue greater diversification of revenue sources to keep operations afloat and competitive.

## Political Uncertainty and Perceptions of Africa

The social and political environment in a given country can pose unique challenges for universities with a global fundraising strategy. Some universities enjoy an enabling environment in which to conduct their fundraising activities:

*“So far we have a friendly environment politically and it has not affected us in any way. It has been a conducive environment for us to work in. It has not had any impact on us. I hope it will remain friendly.”<sup>54</sup>*

There are, however, factors that can undermine philanthropic giving to African universities. For example, regardless of the status of a given university, alumni memories of their nation’s history from the time they emigrated may make them hesitant to give. One leader described efforts to give these alumni “new memories” to show how the situation has improved since the 1970s and 1980s.<sup>55</sup> Likewise, younger alumni may be more enthusiastic about academic linkages than the generation before:

*“The political situation ... has a big impact on people’s willingness to donate money and give back. ...Sometimes it depends on how long they’ve been [in the United States], and how much they’ve disassociated with what’s happening back home. And where they call home, and how much responsibility they feel to help have an impact in [their home country] vs. doing that here. So depending on how much incorrect information they’ve seen on Facebook, or some apocryphal urban legend that someone has passed on to them, that leads them to make some decisions about how safe their donation would be.”<sup>56</sup>*

Similar concerns about donor perceptions of national governments arose in other interviews:

*“Perception of the [government] impacts not only donor perceptions but also our ability to attract FDI. My role often includes helping others (including foreign government aid agencies and the media) achieve a deeper understanding of [our] system of governance.”<sup>57</sup>*



A common theme that arose across interviews was the need for trust among donors to be bolstered:

*“Another issue has always been trust. Trust is the problem and the solution. An African friend asked me, ‘How do you know the money is going where it’s supposed to go?’ The average African person doesn’t have the tools to find this. But I think technology is actually helping with the trust issue. You can find the 990s online. There is a lot more information at everyone’s fingertips.”<sup>58</sup>*

Universities that have established 501(c)3 organizations in the United States offer not only tax benefits to their U.S. donors but also a level of transparency that allows donors to access their IRS Forms 990 online.

Other leaders mentioned the challenge of non-diaspora Americans’ perceptions of Africa:

*“When Americans think of giving to Africa, they think of Death, Disease, Despair. They think of the kid with the flies around their eyes and the kid that is starving and caught up in the war. It’s always a sad, traumatic, awful picture.... But if you present a different picture: ‘These young people are not always in danger but they’re just poor. With your assistance we can put a fund together and send them to a really good university,’ that is a harder sell because it’s not about the ‘3 Ds.’”<sup>59</sup>*

An additional challenge among non-African donors in the United States is their lack of geographic awareness. To cope with this challenge, one West African university replaced the name of their country in their development materials with “Africa,” because “people know where Africa is (I hope!)”

## **Economic Uncertainty**

Even in 2019, before the global coronavirus pandemic and its economic upheaval, some philanthropy infrastructure and advancement leaders had observed decreasing levels of investment from foreign governments and foundations. An advancement leader at a large public research university in Southern Africa noted:

*“In the U.S.A., foundations...seem to be turning their attention to home. International funding seems to be sliding.”<sup>60</sup>*

A similar observation about declining funding at the global level came from a much smaller public university in Southern Africa:

*“Global trends have changed; we received more external aid prior to the [2008] global economic meltdown.... However, post-meltdown, funding for bricks and mortar and teaching equipment has been marked by a steady decline. We fundraise because of that.”<sup>61</sup>*

In the United States, public universities may seek funds for programs and research, but

*“we are concerned about bricks and mortar. Our governments aren’t able to fund capital expenditure requirements for world-class (or even decent) facilities and equipment. We need to think creatively about it.... In the United States it appears that there is a substantial amount of funding that is geared towards scientific and other research areas. The critical difference in our context is that as we battle for survival, research funding is often a luxury we cannot afford: we need desks, classrooms, research laboratories and teaching material, to name a few requirements.”<sup>62</sup>*

## University-Level Challenges

### **Institutional Resources, Planning, and Support**

The leaders we interviewed seemed optimistic that diaspora and alumni communities are likely to support their universities, and yet they noted that the fundraising infrastructure in sub-Saharan African universities and colleges is often underdeveloped.

*“The challenge is people: I don’t have enough people working with me to make this the big success that it could potentially be. Nonprofits are expected to do miracles with practically nothing. We are understaffed: Just two people on the fundraising team. We are punching above our weight all the time.”<sup>63</sup>*

In addition to the lack of human resources in the university advancement office, leaders saw a need for training not only advancement staff but also for involving faculty and staff across the university to broaden the fundraising efforts.

*“We need to reposition fundraising so that it is recognized as the responsibility of virtually all members of staff. [We have] 1,000 staff members. We need to redirect/channel those human resources toward fundraising because the university is in dire straits financially.”<sup>64</sup>*

Although some leaders noted that infrastructure organizations provide fundraising training for university advancement leaders, not all universities in this study had the professional development budgets to participate.

### **Internationalization**

Universities in Africa do well in internationalization measures such as number of students who study abroad, number of faculty with a degree from overseas, and a curriculum full of “imported” content, but the expected benefits have not always filtered to African universities.<sup>65</sup> African universities need the ability to connect to global knowledge networks in order to advance—and lead—rigorous research and relevant academic programs. However, some efforts, such as the move to appoint senior internationalization officers at African universities, have unintentionally shifted faculty from classrooms and labs into administrative positions designed to facilitate interaction with administrators in universities outside the continent. This reshuffling of academic staff has been characterized as “brain waste.”<sup>66</sup>

Private philanthropic resources might also exert pressure on universities to reconsider their academic programs and research activities to meet donors’ requirements. African higher education institutions have reported that Western infrastructural and institutional models undermine local efforts for development and challenge academic freedom in Africa.<sup>67</sup> Indeed, some African scholars have reported feeling that their ownership in program and research development and implementation is limited.<sup>68</sup> Recent fora have seen calls to decolonize funding for African higher education through national-level policies to fund diaspora engagement.<sup>69</sup> Academic linkages—some of which academic members of the diaspora pursue on a voluntary basis—represent one effort to address these challenges.



Looking ahead, the advancement professionals we spoke with pointed to a trend of rethinking higher education in Africa—in a way that is more aligned with African universities' needs and identities as well as the development needs of countries. They acknowledged that while the American model is a strong source of inspiration,

*“There is no point in wanting to copy the U.S.A. We must create our own model, based on our identity. For example, by developing our own farm, or offering swimming lessons in the Olympic pool, developing specific training themes that respond to the needs of the neighboring communities and companies, implementing innovative distance learning programs while engaging our alumni ‘from here and elsewhere,’ etc. We should be able to accomplish this by developing endogenous offers based on our strengths and opportunities.”<sup>70</sup>*

### *Individual Considerations*

Advancement professionals representing universities in West Africa were acutely aware that in addition to making donations for scholarships, the donors with whom they worked were often responsible for directly funding individuals' education in their home country. This added a level of complexity to the university's relationship with key donors. Interviewees demonstrated keen awareness of the donors' sense of responsibility to send remittances and to engage in direct philanthropy with friends and family back home. As one advancement leader put it:

*“The average African is a giver because he or she is surrounded by people in great need. In many settings, people are still experiencing a high level of poverty. If you are in the middle class and have a job and can meet your own needs, you'll find yourself giving to a lot of people around you. And so philanthropy happens deeply—and very widely—in those environments.*

*“When the same African moves to the diaspora, meaning they move to America...or anywhere else, that giving continues.... If you ask anyone that was born in Africa and left Africa, they've sent back money for emergencies, daily living, to start a business. So philanthropy is done through networks and family environments. But then when you look at it from an organizational perspective, someone like me who's trying to raise money for scholarships for under-resourced students to study at our university in [our country], the African diaspora person is not typically the person that I constantly knock on the door of. Because they typically aren't giving to institutions—although it's starting to change. It's not the same as the average American writing a \$50 check to their favorite charity.*

*“It's changing. I see it changing little by little, but it's not where it needs to be.”<sup>71</sup>*

In order to encourage individuals to think about giving to universities, one scholarship infrastructure organization encourages scholarship recipients to begin thinking right away about their future careers and their future philanthropy. By offering broad professional development opportunities for scholarship recipients and thereby improving their ability to find employment, the organization is actively building students' capacity to one day be major donors to their almae matres.<sup>72</sup>

## New Developments and Opportunities

Although members of the African diaspora in the United States have tended to engage in direct philanthropy and remittances, younger donors—not all of them direct alumni or even from the same country as the university to which they are giving, represent an emerging trend observed by some of the advancement leaders in this study.

*“Even though the diaspora doesn’t typically give to institutions, there is an age group emerging looking at institutions as a place to be active in a philanthropic way. Thirty-five and under is the age group that is emerging. They probably came to America when quite young [and] have pretty much grown up here. They don’t have issue with giving to an entity or people they don’t know. Their parents may not, even though they’ve spent a lot of time in America. This older age group may direct their philanthropic activity to Africa in a more traditional setting when you give money to family in need.*

*“One woman is 32 and gives [us] a monthly gift—not large, but consistent. Twenty years ago that was almost unheard of. Automated giving, in a recurring way. If this trend continues I can see a whole generation of Africans in the diaspora who are giving at home but also identifying organizations they think are doing good work and giving to those institutions as well.”<sup>73</sup>*

In some cases, individuals are identifying alignment with philanthropic vehicles and traditional cultural practices. For example, one university leader spoke of gifts to honor parents:

*“I’ve actually had a couple of people give in honor of their...parents [who] were alumni; they lived here, and they passed away. So they want to start a scholarship in their mother’s name for a disadvantaged young woman.”<sup>74</sup>*

In another example, two members of the diaspora recently endowed separate scholarships at one West African university:

*“Both donors had known about [us] for a while and supported at a lower level. Their interest shifted recently. Both ... wanted to help the region where they grew up. [One] is in honor of an uncle [who] made education possible for the donor. He wanted the uncle to be remembered. Both donors have suggested endowments as a great way to engage diasporans. It resonates [in this country] to honor a loved one in death. The endowment form is not yet common but it fits with that tradition to honor family, and these two donors are excited about helping people access that at our university.”<sup>75</sup>*

In a different country in West Africa, it is the donor recognition that resonates most strongly:

*“I think [it’s about] that prestige that comes with seeing your name on the building. And that’s also a way that in terms of donations, we’ve been able to get a lot of corporate sponsorship. Maybe that’s why you see a lot more scholarships being named.... And so there are a few universities that are looking to appeal to that individual ego, and so they will say, ‘We’ll do a large ribbon-cutting event. We’ll find the press to come so that you can even tell everyone how much you donated.’”<sup>76</sup>*



African student enrollment patterns may also be changing. In the past, students from Anglophone countries have tended to emigrate to the United States, United Kingdom, and western Europe, while those in Francophone countries may move to France and Canada. One advancement leader noted that because these traditional destinations for Africans such as western Europe, the United Kingdom, and the United States are experiencing some political and social changes, they may seem less attractive as destinations, thus fueling hope that more students will decide to pursue their education—and remain—in Africa. For example, Mauritius, which includes both English and French speakers, has recently provided generous funding for students to attend university abroad. Although the United Kingdom and France would have been popular destinations in the past, students from Mauritius are now beginning to study in South Africa instead.<sup>77</sup>

### *Goals for the Diaspora*

When we asked advancement leaders about their goals for the coming years, the responses varied from no mention of the diaspora to detailed plans for engagement.

University A in West Africa reported no specific expectations from the diaspora because it is included implicitly in the broader goals for alumni. “There is no territorial separation of expectations.” The advancement officer does hope to have the University develop a database to map its alumni globally.

*“The diaspora can be a facilitator. This essential role must be counted. Fundamental work remains to be done. Unfortunately, we are very caught up in everyday life.”<sup>78</sup>*

Similarly, two of the universities in Southern Africa described goals of increasing student numbers and research as well as growth of their development capacity but had no goals specifically tied to members of the diaspora. University D in Southern Africa, however, expressed optimism about the future of their engagement with the diaspora:

*“Yes there is a trend with that I can refer to. Of course through some gifts that we received from the diaspora. That interest is growing. We are dealing with people who most of them are students and a few of them might be working. And it’s not consistent, such that it’s on a monthly basis or a quarterly basis, but once in a while they mobilize resources and are able to send.”<sup>79</sup>*

One Francophone university in West Africa shared a specific goal for alumni:

*“We thought that in 30 years we must have 20,000 alumni. If everyone gives 10,000 FCFA, or 15 euros or dollars, we would have 200,000 euros for an institutional project. To date, we have not yet had 1,000 people who donated. Even when other donors are informed, they are reluctant. There is a lack of a culture of philanthropy for institutions. Step by step, we will convince the donors individually, approaching them as peers. By showing that any contribution, however small, will count. It is our role to build this return to the alma mater, in a context where people do not have this reflex. Our winning strategy or hope is the fact that people identify with the institution. They are capable of doing something strong based on this feeling of belonging to a network. It’s a very strong support.”<sup>80</sup>*

University B in West Africa has as a long-term goal of engaging young professional members of the diaspora in major cities in the United States and globally to host house parties and engage in advocacy on behalf of the university and connect it with their employers’ corporate giving programs.

Another university leader described the potential for engaging the diaspora as follows:

*“Africans in the diaspora, giving to causes that they might not be personally connected to from the standpoint that they don’t have family members or anyone connected to it, but they identify a nonprofit that they think is doing wonderful things that’s related to Africa and they give to it. I’d love to see a tripling and quadrupling of those types of philanthropic activities, because, you know, charity starts at home, and it would be so much easier to convince [an expat] let’s say who’s lived in America for a long time and say you know there’s a school that’s doing really great work. And here’s what we’re trying to accomplish.... They already know the country; now we can talk about the work.*

*“The African diaspora could be extremely useful and provide amazing impact to institutions like [ours], and their philanthropic activities will allow them to solve a problem in Africa.”<sup>81</sup>*



## Summary and Looking Ahead

Members of the diaspora are aware of the challenges and obstacles in their countries of origin, often feel an emotional connection, and have the intellectual and financial resources to support development in sub-Saharan Africa.<sup>82</sup> Moreover, giving to causes in one's country of origin is also a way for members of the diaspora to express their identity.<sup>83</sup>

The interviews we conducted with advancement leaders working in higher education in sub-Saharan Africa reinforce key findings in the literature on diaspora philanthropy. In order to maximize the potential of the diaspora, they stress:

- the importance of building an infrastructure that will enable cross-border giving and academic collaboration;
- fundraising strategies that are tailored to large and small donors, diaspora and others who feel an affinity to programs, and to formal and informal giving; and
- setting terms of partnerships that are beneficial to the interests of institutions and sectors.

Although many look to higher education as a catalyst for development, the leaders in this study demonstrated that some African universities still contend with challenges that include inadequate advancement training for faculty and staff, increased international competition for limited funding, and poor technological infrastructure.

Some organizations, such as the Carnegie Corporation of New York, Kresge Foundation, and the King Baudouin Foundation United States, have prioritized developing and strengthening the advancement infrastructure in African higher education institutions.<sup>84</sup> Several such partnerships work by organizing intensive study visits on fundraising. One annual study visit invites African universities and cultural institutions in the United States to gain knowledge about effective fundraising strategies. The program includes workshops on fundraising, networking opportunities with American-based fundraisers and social events that allow participants to develop and share their own ideas.<sup>85</sup>

### *Opportunities for Future Research*

- 1) Create working definitions of diaspora communities in order to conduct comprehensive research on diaspora philanthropy to the continent.

Both the literature review and the interview findings demonstrate that the definition of diaspora communities is dependent on context, making it difficult to collect and analyze comparable data on diaspora philanthropy. Thus, we recommend holding roundtable discussions with key stakeholders on creating working definitions of diaspora communities—and diaspora philanthropy—to use for assessment and research purposes at the institutional, national, and international levels.

## 2) Identify and map the donor base of diaspora giving.

We acknowledge the challenges regarding identifying donors and mapping diaspora communities: Philanthropists in the diaspora utilize both direct giving and formal philanthropic vehicles. Some diaspora giving and collaboration occurs at an organizational level, such as a giving circle of diaspora communities dedicated to giving back to their country of origin; a local community organization of a regional diaspora community; or a corporate foundation for a business that is owned, operated, or even influenced by the diaspora. Simultaneously, members of the diaspora often give to the universities located in their country of origin and directly to the students' families.

Thus, we suggest approaching the donor base sample with two discrete methodologies at the individual and at the organizational level. This approach could inform both the university-based advancement efforts as well as those of the infrastructure organizations.

To build a database on diaspora or diaspora-influenced organizations as donors, the methodology would need to be tailored to the available resources in each country. We suggest the following techniques to determine possible diaspora organizations: 1) conduct analysis on U.S. tax returns focusing on international grants to sub-Saharan Africa; 2) conduct textual analysis on organizations' names and mission statements; 3) create a list of organizations identified during the analysis; 4) verify the operational status of organizations through desk research and interviews if necessary. Additionally, the names of individuals formally involved with the organization might also be used to identify other diaspora or diaspora-influenced organizations.

Finally, it is important for African universities to map and identify other forms of diaspora support for higher education in sub-Saharan Africa, including individual scholarships and support for academic linkages and collaborations.

The list of diaspora or diaspora-influenced organizations should be inclusive of the various types of donors at individual and larger scales.

As mentioned before, diaspora individuals often give to university students without using an intermediary organization. Examples also exist of informal academic linkages and collaborations that have not been institutionalized. In order to estimate the total range of contributions by diaspora individuals, we recommend conducting a representative survey focusing on the diaspora communities and their philanthropic behaviors. The survey would focus on themes such as giving and volunteering, academic linkages, and other types of diaspora philanthropy to determine the most common types of philanthropy and an average amount of diaspora giving to higher education institutions in their country of origin. As a first step, demographic data is needed to ensure that the eventual sample of survey respondents is representative, and to generate weights in order to make the resultant estimates approximately representative.



- 3) *Systematically collect and analyze data in the organizations that receive diaspora gifts and cultivate diaspora linkages and partnerships.*

It is also important to improve the collection and analysis of philanthropic data across higher education institutions in the continent. Although identifying and collecting data on diaspora giving might increase the administrative work for development officers, the dataset on the diaspora giving can be used for conducting better assessments and building more effective fundraising strategies. The data would also allow researchers to conduct comparative analyses on diaspora philanthropy at the national and international level and share best practices.

- 4) *Collaborate with stakeholders and build institutional and regional datasets to better understand diaspora giving to higher education in sub-Saharan Africa.*

To get a complete picture of diaspora giving for the purposes of higher education in sub-Saharan Africa, the research team recommends collaboration among key stakeholders of diaspora philanthropy, including universities in sub-Saharan Africa, nonprofit organizations and foundations in the United States, and data partners in both continents. By identifying and mapping two separate sources of diaspora philanthropy—individual donors and organizations—future research could be more data-driven and, therefore, could provide a clear assessment on the impact of diaspora philanthropy in higher education institutions in sub-Saharan Africa. Although each source may have shortcomings regarding their knowledge of the total amounts of diaspora giving, together the two sources of data could provide practitioners and researchers with a more complete landscape of diaspora philanthropy.

Given the research agenda outlined above, it is clear that the present study is limited by the dearth of consistently available data on higher education and philanthropy across countries in Africa and among diaspora communities. However, as an exploratory study it represents a first step toward understanding the key role diaspora communities can play in strengthening higher education in Africa.

Although it is too soon to predict the impact of the global COVID-19 pandemic on African universities, the strength of universities' connections with their alumni and the diaspora will be an important factor in the post-pandemic recovery. Universities' ability to weather the health and financial implications and thrive after the crisis will also depend on global governmental, philanthropic, business, and civil society responses driven by considerations of equity that the pandemic brought to the fore.

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<sup>5</sup> The interviews took place in late 2019 and early 2020 and were completed before the World Health Organization declared the novel coronavirus a global pandemic. The findings should be interpreted in this light.

<sup>6</sup> The focus groups took place in November 2019.

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<sup>17</sup> Schendel, R. and McCowan, T. 2016. "Expanding higher education systems in low- and middle-income countries: the challenges of equity and quality," *Higher Education*, DOI: 10.1007/s10734-016-0028-6; Zeleza, P. T., Akyeampong, E., & Musa, E. A. (2017). Conference on the Role of the Diaspora in the Revitalization of African Higher Education [Conference Proceedings], Harvard University, [https://africa.harvard.edu/files/african-studies/files/harvard\\_conference\\_report\\_-\\_march\\_30-31\\_-\\_20171.pdf](https://africa.harvard.edu/files/african-studies/files/harvard_conference_report_-_march_30-31_-_20171.pdf)

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<sup>19</sup> Schendel, R. and McCowan, T. 2016. "Expanding higher education systems in low- and middle-income countries: the challenges of equity and quality," *Higher Education*, DOI: 10.1007/s10734-016-0028-6.

<sup>20</sup> Zeleza, Akyeampong, and Musa, "Conference on the Role of the Diaspora in the Revitalization of African Higher Education," 11–12; Ibrahim Oanda Ogachi, "Engaging the African Academic Diaspora: How Ready Are Universities in Africa?," *International Journal of African Higher Education* 2 (2015), <https://doi.org/10.6017/ijahe.v2i1.9263>.

<sup>21</sup> Sonia Plaza and Dilip Riltha, "Harnessing Diaspora Resources for Africa: Overview" (The World Bank, January 1, 2009), 3, <http://documents.worldbank.org/curated/en/808591468192867349/Harnessing-diaspora-resources-for-Africa-overview>.

<sup>22</sup> Plaza and Riltha, 3.

<sup>23</sup> African Union, "Declaration of the Global African Diaspora Summit," May 25, 2012, 2.

<sup>24</sup> Robert L. Payton and Michael P. Moody, *Understanding Philanthropy: Its Meaning and Mission*, Philanthropy and Nonprofit Studies (Bloomington: Indiana University Press, 2008), 36.

<sup>25</sup> Jacob Mwathi Mati, "Philanthropy in Contemporary Africa: A Review," *Voluntaristics Review* 1, no. 6 (January 13, 2017): 1–100, <https://doi.org/10.1163/24054933-12340014>; Shauna Mottiar and Mvuselelo Ngcoya, "Indigenous Philanthropy: Challenging Western Preconceptions," in *The Routledge Companion to Philanthropy*, ed. Tobias Jung, Susan Phillips, and Jenny Harrow, Routledge Companions in Business, Management and Accounting (London ; New York: Routledge, Taylor & Francis Group, 2016), 151.

<sup>26</sup> Tade Akin Aina, "Region Report 2018: Sub-Saharan Africa," 2018, <https://scholarworks.iupui.edu/handle/1805/15906>.

<sup>27</sup> Tade Akin Aina and Bhekinkosi Moyo, eds., "Trends, Innovations, and Partnerships for Development in African Philanthropy," in *Giving to Help, Helping to Give: The Context and Politics of African Philanthropy* (Dakar-Fann, Senegal: Amalion Publishing : TrustAfrica, 2013), 38.

<sup>28</sup> Espinosa, "Diaspora Philanthropy," 366; 367. Ferede, "Policy Brief: Engaging the Diaspora: Potential for Sub-Saharan African Universities."

<sup>29</sup> University A in Southern Africa.

<sup>30</sup> University A in Southern Africa.

<sup>31</sup> University D in Southern Africa.

<sup>32</sup> University B in Southern Africa.

<sup>33</sup> University B in Southern Africa.

<sup>34</sup> We sent interview requests to universities in each region of sub-Saharan Africa based on the diversity of their institutions and national contexts: large and small, public and private, Anglophone and Francophone. Table 1 represents all universities with which we were able to conduct an interview within the project timeframe.

<sup>35</sup> Aina, Tade Akin, and Bhekinkosi Moyo, eds. *Giving to help, helping to give: The context and politics of African philanthropy*. Amalion Publishing, 2013; Jan Schwier et al., "The Landscape of Large-Scale Giving by African Philanthropists" (Boston: The Bridgespan Group, 2020).

<sup>36</sup> University A in Southern Africa.

<sup>37</sup> University C in Southern Africa.

<sup>38</sup> University C in West Africa.

<sup>39</sup> University B in West Africa.

<sup>40</sup> University B in Southern Africa.

<sup>41</sup> For literature on higher education partnerships in sub-Saharan Africa, see Ferede (n.d.), Ogachi (2015), Rankin and Oloruntoba (2020), Teferra and Greijn (2010), Zeleza (2013), and Zeleza, et al. (2017).

<sup>42</sup> Ogachi, "Engaging the African Academic Diaspora," 27. Kajunju, "International Scholarships in the Ecosystem of Higher Education in Africa."



<sup>43</sup> University A in Southern Africa.

<sup>44</sup> Ogachi, “Engaging the African Academic Diaspora.”

<sup>45</sup> University B in West Africa.

<sup>46</sup> African educator quoted in Zeleza, “Engagements between African Diaspora Academics in the U.S. and Canada and African Institutions of Higher Education: Perspectives from North America and Africa.”

<sup>47</sup> Susan Buck Sutton, “Transforming Internationalization through Partnerships,” *International Educator* 10, no. January-February (2010): 60–63.

<sup>48</sup> Ogachi, “Engaging the African Academic Diaspora”; Zeleza, “Engagements between African Diaspora Academics in the U.S. and Canada and African Institutions of Higher Education: Perspectives from North America and Africa.”

<sup>49</sup> University B in West Africa.

<sup>50</sup> University D in Southern Africa.

<sup>51</sup> University D in Southern Africa.

<sup>52</sup> University D in Southern Africa.

<sup>53</sup> University B in Southern Africa.

<sup>54</sup> University D in Southern Africa.

<sup>55</sup> University C in Southern Africa.

<sup>56</sup> University C in Southern Africa.

<sup>57</sup> University A in Southern Africa.

<sup>58</sup> University C in West Africa.

<sup>59</sup> University C in West Africa.

<sup>60</sup> University B in Southern Africa.

<sup>61</sup> University A in Southern Africa.

<sup>62</sup> University A in Southern Africa.

<sup>63</sup> University C in West Africa.

<sup>64</sup> University A in Southern Africa.

<sup>65</sup> Ogachi, “Engaging the African Academic Diaspora.”

<sup>66</sup> Ogachi, “Engaging the African Academic Diaspora.”

<sup>67</sup>Jaumont, Fabrice, & Moja, Teboho. 2019. Collaboration in development between U.S. foundations and African universities. In: Natasha Y. Ridge and Arushi Terway (Eds.). *Philanthropy in Education: Diverse Perspectives and Global Trends*. NORRAG Series on International Education and Development, pp. 105-123.

<sup>68</sup>Tiyambe Zeleza, P. & Olukoshi, A. 2004. *African Universities in the Twenty-First Century: Vol 2*. Dakar: Council for the Development of Social Science Research in Africa.

<sup>69</sup>Rankin and Oloruntoba, "Continental Forum on the Role of the Diaspora in African Higher Education and Research."

<sup>70</sup>University A in West Africa.

<sup>71</sup>University C in West Africa.

<sup>72</sup>West African Advancement Organization.

<sup>73</sup>University C in West Africa.

<sup>74</sup>University C in Southern Africa.

<sup>75</sup>University B in West Africa.

<sup>76</sup>West African Advancement Organization.

<sup>77</sup>University B in Southern Africa.

<sup>78</sup>University A in West Africa.

<sup>79</sup>University D in Southern Africa.

<sup>80</sup>University A in West Africa.

<sup>81</sup>University C in West Africa.

<sup>82</sup>Shawn Teresa Flanigan, "Crowdfunding and Diaspora Philanthropy: An Integration of the Literature and Major Concepts," *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations* 28, no. 2 (April 1, 2017): 492–509, <https://doi.org/10.1007/s11266-016-9755-7>.

<sup>83</sup>Flanigan, "Crowdfunding and Diaspora Philanthropy."

<sup>84</sup>Noah D. Drezner, "The global growth of higher education philanthropy and fundraising," In Natasha Y. Ridge, Sheikh Saud bin Saqr, Ras Al-Khaimah, and Arushi Terway (Eds.), *Philanthropy in Education* (Cheltenham: Edward Elgar Publishing, 2019), 90-104.

<sup>85</sup>West African Advancement Organization; Southern African Advancement Organization; King Baudouin Foundation United States, "The arts & science of fundraising," (2020), <https://kbfus.org/our-programs/american-fundraising-model/>.





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