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# **The Role of Private Higher Education Institutions (PHEIs) in Human Capital Development in Ethiopia: an impetus to achieve the Ethiopian Growth and Transformation Plan (GTP)**

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## **Abstract**

*Ethiopia is still categorized as one of the poorest countries in the world. Forty-six percent of its population lives on income less than one USD per day. Only 33% of the population is literate. Recently, the government has adopted the Growth and Transformation Plan (GTP) in order to sustain rapid and broad-based growth path witnessed during the past several years and eventually end poverty. In the fight against poverty, education especially tertiary level education plays a key role. Cognizant of this fact, Ethiopia has embarked on the expansion of tertiary level education, including private higher education institutions (PHEIs) since the introduction of the Ethiopian Education and Training Policy in 1994. Education contributes to human capital formation (the quality of labor) which, in turn, affects productivity. The major objective of this study was to investigate the role of PHEIs in developing the human capital and, hence, contribute to the realization of GTP. This study mainly adopted both qualitative and quantitative methodology and used relevant secondary data sources for analysis. The data analysis indicated that even though the expansion of PHEIs is recent phenomenon, their contribution towards the formation of human capital is quite commendable. In 2008/09, there were 319,217 students enrolled in government higher education institutions and PHEIs. Of these students 55,264 (17%) were in PHEIs. Furthermore, in 2008/09, girls' enrollment accounted for 27% of the student population in government higher education institutions, where as in PHEIs girls' enrollment accounted for 35.4% of the student population. Thus, PHEIs are more open to girls' education as compared with the government higher education institutions. This, in turn, indicates that PHEIs perform better in regard to the issues of gender equity than government higher educational institutions. The study results also showed that in 2008/09 a total of 59,027 students graduated from both the government higher education institutions and PHEIs. From these graduates, 12,349 (21%) were from PHEIs. Furthermore, in 2008/09, a total of 16,940 girls graduated from both government higher education institutions and PHEIs. From these total, female graduates from PHEIS were 6,916 (41%). What has been observed from the study was that PHEIs*

*do contribute a lot to the formation of human capital that the country needs for GTP. In the absence of PHEIs, only government higher education institutions could have been in a very difficult situation to meet the demand of GTP in terms of skilled human resources. Thus, PHEIs do have an important place in the Ethiopian educational system. They proved this in a short period of time.*

## **Introduction**

Ethiopia is a developing country with a population close to eighty million. Forty-six percent of its population lives on income less than one USD per day. Only 33% of the population is literate. Close to 85% of the population is living in rural areas of Ethiopia, which is an agrarian society. Women account for about 50.5% of the population. In order to transform Ethiopia from a low income country to a middle income country by 2020–2023, the government has adopted the Growth and Transformation Plan (GTP) with the aim to sustain rapid and broad-based growth path witnessed during the past several years and, eventually, end poverty. In the fight against poverty, education, especially of tertiary level, plays a key role.

Cognizant of this fact, Ethiopia has embarked on the expansion of primary, secondary, Technical and Vocational Education and Training (TVET) as well as tertiary level education, including private higher education institutions (PHEIs) by the introduction of the Ethiopian Education and Training Policy (ETP) in 1994. So far, within the ETP framework, the Government of Ethiopia has launched four consecutive Education Sector Development Programs (ESDPs) to implement the ETP in concrete terms. The first ESDP covered from 1997/98 to 2001/02, the second ESDP covered from 2000/01 to 2004/05, the third ESDP covered from 2005/06 to 2010/11 and the fourth ESDP covers from 2010/11 to 2014/15. In order to give legal base for higher education, the Ethiopian Government enacted - Higher Education Proclamation No. 351/2003, in July 2003 which drastically changed the structural and functional components of higher education system in this country. Proclamation No. 351/2003 was later repealed in September 2009 and Higher

Education Proclamation No.650/2009 came into effect and it is now the basis for legal transformation of higher education.

The education sector made a substantial leap since the promulgation of the ETP in 1994. Defining higher education, the ETP (1994, p. 15) states that “higher education at diploma, degree and graduate levels will be research oriented, enabling students become problem – solving professional leaders in their fields of study and in overall societal needs”. Elaborating on the main mission of higher education, the document on the ESDP III (2005/06 to 2009/10) stated that:

*The main responsibility of higher education is to satisfy the demand for highly skilled labor in the country, and institutions of higher education are expected to produce new knowledge through research, serve as conduit for the transfer of it, adapt and disseminate knowledge generated elsewhere in the world and support government and business with advice and consultancy service. (pp. 9-15)*

The main mission of higher education as it is stated in the ESDP III document which goes along with what Salmi stated in 1991:

*Higher education institutions contribute to economic development in two ways: First, they have the main responsibility for educating and training a country’s middle and higher level scientific, technical and managerial manpower. Second, they create new knowledge through research and advanced scientific training, and serve as key conduit for its adaptation, transfer and dissemination.” (p. 2-3)*

As mentioned earlier, since the enactment of the ETP in 1994, the education sector exhibited substantial change at all levels. Table 1 presents the enrollment level in both public and private higher education institutions for the Academic Year 2009/2010.

**Table 1–Enrollment in Public and Private Higher Education Institutions at Undergraduate and Graduate Programs (2009/10).**

Programs	Enrollment								
	Government			Non- Government (PHEIs)			Government & Non-government		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Undergraduate	255788	88319	<b>344107</b>	50970	25310	<b>76280</b>	306758	113629	<b>420387</b>
Post graduate Masters	11136	1485	<b>12621</b>	689	171	<b>860</b>	11825	1656	<b>13481</b>
Postgraduate PhD	744	47	<b>791</b>	0	0	<b>0</b>	744	47	<b>791</b>
<b>Total</b>	<b>267668</b>	<b>89851</b>	<b>357519</b>	<b>51659</b>	<b>25481</b>	<b>77140</b>	<b>319327</b>	<b>115332</b>	<b>434659</b>

Source: Compiled by the author from MOE, *Education Statistics, Annual Abstract* (2009/2010), p.57.

A total of 434,659 students were enrolled in both government and non-government institutions of higher learning, and out of this a total of 77,140 (18%) were enrolled in private higher education institutions.

The role of PHEIs in the country’s educational system has been quite visible since ETP came into effect in 1994, and they are now complementing the government’s strategy to expand higher education throughout the country in order to enhance access to a large student population. Thus, the contribution of PHEIs in the development human capital must be ascertained within the context of the current Ethiopian Growth and Transformation Plan (GTP). Within that framework, a

detailed discussion will be presented to address the following basic questions related to the topic:

- What is the basic concept of human capital development?
- How do higher education institutions (both public and private) contribute to the development human capital?
- How is it possible to ascertain the contributions of PHEIs to achieve the Ethiopian Growth and Transformation Plan (GTP)?

## **Human Capital Development – Some Basic Concepts**

The concept of human capital has been around for a longtime. Economists have long realized that skilled personnel (i.e., human capital formation issue) and physical capital formation are complementary to each other and both are the foundation for the development of any nation. According to Harbison and Myers (1964):

*Human resource development is the process of increasing the knowledge, skills, and the capacities of the people in a society. In economic terms, it could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, human resource development prepares people for adult participation in political process, particularly as citizens in a democracy. From the social and cultural points of view, the development of human resources helps people to lead fuller and richer lives, less bound by tradition. In short, the process of human resource development unlocks the door to modernization. These processes of human resource development are also necessary for the transformation social and political institutions which people in the modernizing nations are seeking. (p. 2-3)*

More precisely, the human capital concept got recognition in the early 1960s when the American Noble Prize winning economist Theodore Shultz (1961) popularized the idea that between all the factors of production, the most important is human capital (Quddus and Rashid, 2000). According to Shultz (1981): “Natural

resources, physical capital, and raw labor are not sufficient in developing a highly productive economy. A wide array of human skills is essential in fueling the dynamics of development. Without them, the economic prospects are bleak” (p. 46).

Reflecting similar views with Shultz’s one, Todaro (1985) also stated that:

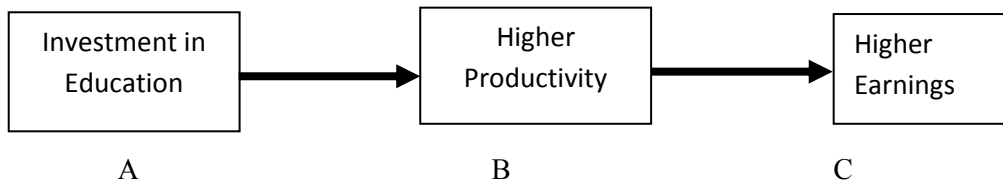
*Human resources constitute the ultimate bases of wealth of nations. Capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations, and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people and utilize them effectively in the national economy will be unable to develop anything else. (p. 325)*

In the process of human capital development, education plays a significant role. Economists such as Rees (1979), Schultz (1981), Todaro, (1985) and Psacharopoulos (1988) see education as an investment in human capital (human resource development). It is quite clear that the society in general sees education as a catalyst for change. In line with this concept, Beverwijk and Soo (2007) stated that:

*The role of education for the development of the society as a whole is a widely discussed topic nowadays in both academic and public discussions. One of the reasons for this lays in the fact that the term “Knowledge society” has become highly prominent in our world that is becoming more and more globally interconnected. Within this discussion education is generally seen as the foundation of a society and the motor for development which brings economic wealth, social prosperity and political stability. (p. 1)*

Cohn (1979) attempted to show the simple concept of human capital approach as depicted in Figure 1.

**Fig.1-- The human capital approach**



Source: Cohn (1979), *The economics of education*, California, USA: University of South Carolina.

The simple human capital development approach shown in Fig.1 attempts to indicate that investment in human capital by means of education (A), leads to the higher productivity of workers (B), which, in turn, causes higher earnings (C).

Human resource can be developed through different ways and approaches. It could be developed through formal and non-formal education, on the job training, distance education, adult education, etc. In the formal education program, human resource development could be carried out at primary, secondary as well as at tertiary levels, depending on the objectives of a particular situation and receiver.

What should be noted here is that the human capital concept has faced a number of critics. Some say that it focuses on formal education, mainly on secondary and tertiary levels of education. Furthermore, the concept is mainly for well performing economies and says nothing on stagnating and stagnant economies. However, the concept is widely embraced despite the criticisms by experts.

Since the main focus of this paper is the role of PHEIs in human capital development in Ethiopia to achieve GTP, the discussion that follows attempts to articulate the issue at hand.



## **Private higher education and human capital development**

Higher education (both public and private) world wide plays a significant role in the formation of human capital. Agarwal (2000) further elaborated this by arguing that:

*Higher education plays a central role in the development of both human beings and modern societies as it enhances social, cultural and economic development. It promotes active citizenships and inculcates ethical values. It serves both public and private purposes. (p. 9)*

Writers such as Quddus and Rashid (2000) also pointed out that:

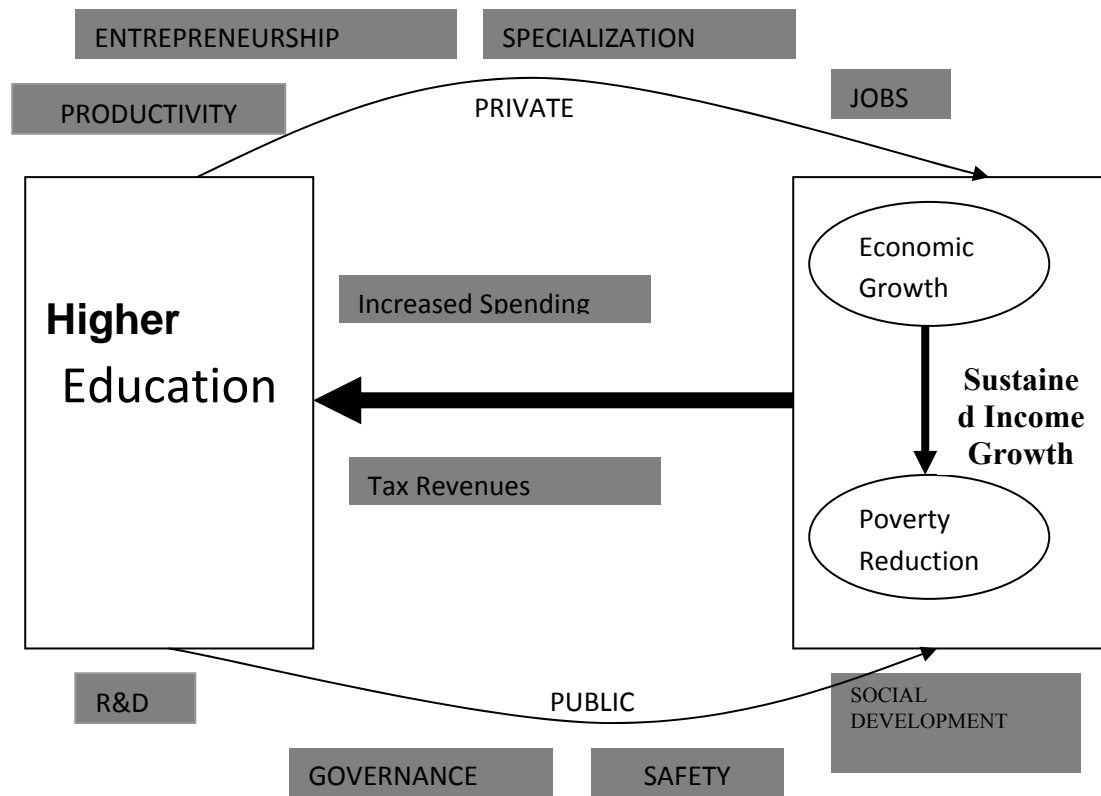
*Without capital formation there cannot be economic prosperity. More important than physical capital, such as roads, bridges and buildings is the human capital – the skill and education of the people of a nation. This is what a good university does best. In addition, for a country to develop, a critical mass of citizens must be trained to think. (p. 504)*

Starting from the views expressed by Quddus and Rashid (2000), Maitra (2007) indicated that:

*The society has moved through different stages: from the agriculture society, to industrialization, the post-industrial society, the information society, and last the knowledge society. The interacting context for people has changed dramatically. From village, to the region, to the nation, to the continent, to the whole world, that characterizes the knowledge society and the globalization phenomenon. .... Land and natural resources have become less important; on the other hand human resources are crucial and strategic for the future of each country, thus making the investment in education and research the most fruitful. (p. 5-7)*

The preceding views expressed were put into a conceptual framework to show the role of higher education in enhancing human development and its impact on economic growth as depicted in Fig. 2.

**Fig.2: Conceptual Framework**



Source: D. Bloom, D. Canning & K. Chan. (2005). *Higher education and economic development in Africa*.

The aforementioned authors, Bloom et al. (2005), in reference to higher education stated that:

*Higher education can lead to economic growth through both private and public channels. The private benefits for individuals include better employment prospects, higher salaries, and a greater ability to save and invest. These benefits may result in better health and improved quality of life, thus setting off a virtuous spiral in which life expectancy improvements enable individuals to work more productively over a longer period of time further boosting life time earnings. In public benefits, higher earnings for well-educated individuals raise tax revenues for governments and ease*

*demands on state finances. They also translate into greater consumption, which benefits producers from all educational backgrounds. (p.16)*

The following matrix helps to make clear the benefits of higher education (both private and public)

Benefits	Public	Private
Social	Nation building and development of leadership; democratic partnership; increased consensus; social mobility; greater social cohesion and reduced crime rates; improved health, etc.	Improved quality of life for people and children; better decision making; improved personal status; increased educational opportunities; healthier lifestyle and higher life expectancy
Economic	Greater productivity; national & regional development; reduced reliance on government financial support; increased consumption; increased potential for transformation	Higher salaries; employment; higher savings; improved working conditions; personal and professional mobility

Source: P. Agarwal. (2000). Privatization and internationalization of higher education in the countries of South Asia: An empirical analysis.

Elaborating on the benefits of public and private higher education institutions, Geiger (1988) stated that “it is widely accepted that the social rate of return (public

benefits) of higher education exceeds the private return...” (p. 705). To show the magnitude of the returns in quantitative terms King (2009), citing W. McMahon, indicated that:

*Forty-eight percent of higher education generates improved private benefits in the form of better job opportunities, improved earnings and health. The other fifty-two percent delivers social or public benefits promoting democracy, sustainable growth and reducing crime. (p. 1)*

In the preceding discussion, we have seen the basic concepts of human capital development and the role of higher education in enhancing the formation of human capital. Subsequently, we will present what PHEIs in Ethiopia can contribute to the formation of human capital.

### **The role of PHEIs in the formation of human capital**

It was indicated earlier that human capital can be developed through various means. One of the important points to be underlined here that still holds true is what Haribson and Myers stated longtime ago in 1964:

*The accumulation of human capital may start with formal education, but it does not end there. It is a continuous, lifetime process, and the knowledge and skills acquired during employment are often as valuable as those acquired in school. (p.17)*

Since our focus for this paper is mainly on the contribution of PHEIs towards human capital development to achieve the GTP, the following discussion dwells on this particular issue.

It has been pointed out earlier that the promulgation of ETP in 1994 coupled with the two Higher Education Proclamations (i.e. Proclamation No. 351/2003 which was repealed in September 2009, and later replaced by Proclamation No. 650/2009)

transformed the entire Ethiopian educational system. Since then, the country witnessed the explosion of student enrollment at primary, secondary, TVET as well as in tertiary levels. Thousands of teachers were recruited, a large number of primary and secondary schools were constructed in places where there was no education at all and this opened up opportunities for millions of children to attend schools at various levels.

A large number of student population completing secondary schools created such a huge pressure on the government to open up more tertiary level education institutions in a short period of time. Furthermore, the population of college-age students (age 19-21) increased from 4.42 million in 2005/06 to 4.74 million in students 2009/10. Every year, the demand to join higher education has been increasing and the government has limited space in the public universities to meet the ever increasing demand. As a result of this, PHEIs (non –government higher education institutions) have started admitting thousands of students who were unable to join the higher educational system. This enrollment in both government higher education institutions as well as in PHEIs is part of the human capital formation process.

Table 2 below shows the percentage share of PHEIs undergraduate students enrolled in regular, evening, kiremt and distance education programs at different times. We can see from Table 2 that the enrollment level in PHEIs ranged from 16.9 -22.8% (2005/06 – 2009/10). Although the advent of PHEIs into the Ethiopian educational system is a recent one, and this enrollment rate should be considered as an achievement if one carefully pays attention to the figures in Tables 2 and 3. Writers such as Varghese (2009), Sawyerr (2004) and Levy (2006) pointed out that PHEIs outnumber public higher education institutions in most countries, even though they account for less than one-third of total student enrollment.

**Table 2: Percentage of Undergraduate Students who attended in the PHEIs.**

Year	Enrollment in Govt. and PHEIs (Total)	Enrollment in PHEIs	% Share of PHEIs Enrollment
2005/06	173,901	39,691	22.8
2006/07	203,399	34,350	16.9
2007/08	263,001	48802	18.5
2008/09	309,092	54,900	17.8
2009/10	420,387	76,280	18.1

Source: MOE. (2010). *Education statistics annual abstract (2005/06-2009/10)*.

The following Table 3 was constructed to show the role of PHEIs in some selected countries in order to give the reader some perspective on the issue.

**Table 3: Private Higher Education Shares of Some Selected Countries.**

Country	PHEIs (Total %)	PHEIs Enrollment (%)
<i>United States</i>	59.4	23.2
Taiwan	65.8	71.9
S. Korea	87	78.3
China	39.1	8.9
Germany	29.5	3.7
Japan	86.3	77.1
Ethiopia	60.0	24.0
Kenya	34.2	9.1
Argentina	42.9	27.7
<i>Israel</i>	14.0	11.0
<i>Brazil</i>	88.9	70.8
<i>Chile</i>	93.3	71.0

Source: D. C. Levy. (2006). *The unanticipated explosion: Private education's global surge*.

In human capital development process, generation and utilization of skilled personnel is the necessary condition for economic growth. As it was pointed out

earlier, due to shortage of data, it was not possible to assemble reasonable figures to show the magnitude of graduates from PHEIs who join the labor market after completing their studies. Nevertheless, based on the little data available, Table 4 was constructed to show the size of graduates from PHEIs who joined the labor market in the period between 2004/05 – 2009/10. Even though Table 4 shows decline in the number of graduates from PHEIs from 2004/05 – 2009/2010, this reality would not diminish the significance of PHEIs influence.

**Table 4 – Percentage Share of PHEIs Graduates (Undergraduate Programs).**

Year	Graduates from Govt. and PHEIs (Total)	Graduates from PHEIs	% Share of PHEIs Graduates
2004/05	29,582	8649	29
2006/07	29845	4444	15
2007/08	47979	8675	18
2008/09	55,770	12191	21
2009/10	66,999	9045	13.5

Source: MOE. (2010). *Education statistics annual abstract* (2004/05- 2009/10).

In the process of human capital formation, especially at the tertiary level, both men and women should have equal opportunity. Without the full participation of women, societal development should, in fact, be considered as incomplete. Thus, the education of women at various levels, especially at tertiary level is a very serious national issue. In view of this, Table 5 was constructed to show the enrollment of female students both in public universities and PHEIs.

**Table 5: Enrollment of Female Students in Government Higher Education Institutions and PHEIs (Undergraduate).**

Year	Government HEIs			PHEIs		
	Both Sexes	Female Students	% Share of Female Students	Both Sexes	Female Students	% Share of Female Students
2004/05	120,384	27,207	22.6	17,775	5939	33.4
2005/06	134,210	30,924	23.0	39,691	12,142	30.1
2006/07	169,049	40,361	23.9	34,350	12,508	36.4
2007/08	169,049	40,361	23.8	34,350	12,508	36.4
2008/09	254,192	70,692	27.6	54,900	19,523	35.5
2009/10	344,107	88,319	25.6	76,280	25310	33.1

Source: MOE. (2010). *Education statistics annual abstract (2004/05-2009/10)*.

What Table 5 shows is that proportionally PHEIs serve more girls than public universities. This situation seems similar to other Sub-Saharan countries. Referring to this reality Sawyerr (2004) stated that:

*A very significant contribution of the private universities is the apparent improvement, on average, in the gender balance of enrollment in these institutions. In all countries (Sub-Saharan) the average female enrollment is higher in the private than the public universities. The reasons are being that greater flexibility of the programming in the private institutions and their willingness to accommodate the special needs of women with families. On the other hand, private universities have lower admission requirements and girls mostly concentrate on the “softer subjects and vocational areas. (p. 39)*

The role of educated women and their contributions towards the development of the society is no more questioned. The point that should be raised and followed up is how to provide them with the best education and training and utilize their potential.



The available data ascertains that the PHEIs in this country and as well as in other sub-Saharan countries give more opportunities for female students as compared with public higher education institutions. This phenomenon amplifies demand – driven character of higher education. With this in mind, the next section briefly presents the major types of PHEIs that exist in various parts of the world in order to give a proper perspective.

## **Major Types of PHEIs**

Available literature on PHEIs indicates different types and approach are practiced in different parts of the world (King, 2009; Thaver, 2008; Varghese, 2004). According to these authors, the major ones are:

a. State-supported private institutions. These kinds of institutions receive funding support from government. The support can be minimal or substantial. Those that receive state funding are more specifically regulated by public authorities. In some cases, the government regulates even the amount of fees levied by state-aided private institutions (Varghese, 2004, Thaver, 2008).

b. Not-for-profit private institutions

Private non-profit institutions are owned and operated by trusts that rely heavily on endowments and fees collected from the students. Most of them are self-financing institutions. Some of the best universities in the USA, such as Harvard, MIT, Princeton, Stanford and Yale etc., are private and have large endowment funds. Some of the private higher education institutions are supported even by religious agencies (Varghese, 2004; Thaver, 2008; King, 2009).

c. For-profit higher education institutions

Some private educational institutions operate and produce profit. They are, by design, seen as institutions established to produce profit. Many of the private institutions of higher education operating in developing countries are for-profit institutions. They mostly rely on student fees as a major source of financing the

institutions, offer courses in market-friendly subject areas, and at times are affiliated to universities based abroad (Varghese, 2004; Thaver, 2008; King, 2009). In the following brief presentation, some distinct characteristics of PHEIs are outlined.

### **Some Characteristics of PHEIs**

Due to their individual orientations and objectives, PHEIs do offer different subject areas of specialization and training. Some of the best known universities in the world are private, but there are even thousands that are less known. Many of them are urban-based especially in Africa (Sawyer, 2004; Varghese, 2009). The enrollment is relatively small compared to public universities and the numbers of private institutions are sometimes greater than public universities in many countries.

Most of them offer market-friendly courses such as business administration, commerce, ICT, law, tourism, hotel management etc. (Thaver, 2008; Levy, 2006). The three main functions of higher education sector are teaching, research and services. In terms of PHEIs, teaching is the only one of these functions that is universally profitable, while any one else loses money (Maitra, 2007). Thus, very few PHEIs carry out quality research work.

### **PHEIs and GTP**

The fourth Education Sector Development Program (ESDP IV) regards the period between 2010/11-2014/15. According to ESDP IV, the goal of higher education is to develop highly qualified, motivated and innovative human resource and produce and transfer advanced and relevant knowledge for socio-economic development and poverty reduction, aiming to turn Ethiopia into a middle income country by year 2025 (ibid, p. 9).

The GTP document (2010/11- 2014/15) clearly outlined Ethiopia's vision which guides the GTP and the country's vision on economic sector, as:

*...To become a country where democratic rule, good-governance and social justice reign, upon the involvement and the free will of its people, and once extracting itself from poverty to reach the level of middle-income economy as of 2020-2023. (p. 21)*

Furthermore, the document also states the country's vision on economic sector in the following manner:

*Building an economy which has a modern and productive agricultural sector with enhanced technology and industrial sector that plays a leading role in the economy, sustaining economic development and securing social justice and increasing per capita income of the citizens so as to reach the level of those in middle-income countries. (p.21)*

If we take few African countries categorized as middle-income countries, the income levels of these countries show a wide range, with Seychelles recording the highest per capita income at USD 8,180 in 2005, while the level for Egypt was USD 1,260. Per capita income for five other countries, Botswana, Gabon, Libya, and Mauritius, stood just between USD 5,000 and USD 6,000. South Africa and Tunisia recorded per capita income levels of USD 4,700 and USD 2,800, respectively, during the same period. The GTP document (Volume I: Main Text) does not indicate to which income bracket Ethiopia belongs as the result of GTP. However, the document outlined four major objectives and seven strategic plans as following.

The four major objectives are:

1. Maintain at least an average real GDP growth rate of 11% and attain MDGs;
2. Expand and ensure the qualities of education and health services and achieve MDGs in the social sector;
3. Establish suitable conditions for sustainable nation building through the creation of a stable democratic and developmental state; and

4. Ensure the sustainability of growth by realizing all the above objectives within a stable macroeconomic framework.

The seven strategic pillars enumerated in the GTP included:

- a. Sustaining rapid and equitable economic growth;
- b. Maintaining agriculture as major source of economic growth;
- c. Creating conditions for the industry to play key role in the economy;
- d. Enhancing expansion and quality of infrastructure development;
- e. Enhancing expansion and quality of social development;
- f. Building capacity and deepen good governance; and
- g. Promote gender and youth empowerment and equity.

If we look at objective number two and strategic pillar number five (e) their main focus is education and related issues. Even though the GTP document does not mention PHEIs in specific terms, the targets outlined for Social Sector Development Plan (P.86-96) focus on education (general education, TVET and higher education) and health. It is within these areas that PHEIs in collaboration with government higher education institutions could play a significant role. It is also possible for these institutions and the government to explore other areas of collaboration.

## **How is it possible for PHEIs to contribute to the realization of GTP?**

GTP has numerous development sectors and this will require a large number of skilled and qualified personnel. Government institutions alone could not be able to supply all of them. Thus, there is a good opportunity to get involved in the training of skilled personnel. This entails the collaboration of both government higher education institutions and PHEIs. GTP seems quite ambitious and has plans that

cover agriculture, industry, health, education, women, youth, infrastructure, good governance, social justice, etc. Thus, public and private higher education institutions could collaborate in these areas. In order for the PHEIs to contribute more to the realization of GTP, they must be seen as equal partners and also stakeholders towards the development of this country.

## **Conclusions**

Experiences from other developed and middle income countries show that private higher education institutions are good contributors to the development of human resources. Internationally known universities such as Harvard, Yale and others are private. The PHEIs in this country are of recent phenomenon and some are stronger than others. What has been observed is that they can all really contribute to the development of human capital, as they can complement government efforts in expanding higher education and they seem to give better opportunity for female students. They have now a legitimate place as part of higher education sector in this country and this opportunity must be seized upon and exploited. Based on the discussion presented above the following recommendations are forwarded.

## **Recommendations**

- a. The government must encourage PHEIs to be more involved in expanding higher education;
- b. Government and PHEIs must collaborate on all issues related to higher education;
- c. GTP needs to consider PHEIs as an important ally in the fight against poverty;
- d. Private universities could produce high professionals. This has to be explored more; and
- e. PHEIs also need to explore how to synchronize their programs with that of the GTP in the near future.

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