African Youth Consultation on Higher Education

Analysis of Results

July 15, 2011

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<u>ACKNOWLEDGMENTS</u>

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Letter from the Under-Secretary-General of the United Nations, Special Adviser on Africa and High Representative

UNITED NATIONS   NATIONS UNIES

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Ref: 055-15-06-2011/OSAA/DW   14 June 2011

Dear Dr. Murphy,

Thank you for your letter of 29 April 2011 requesting my comments / inputs to your Concept Document on "African Youth Consultation on Higher Education". As you rightly pointed out in your concept introduction, knowledge and the need for higher education is a key driver of growth and development, particularly in Africa where many countries are lagging behind.

It is well known that countries with higher skill levels are better equipped to face new challenges and master technological discoveries which will enhance their productive capacities. Unfortunately in Africa, qualified human capital remains scarce compared to the continent's economic and development needs. This situation has resulted in slow economic growth and has undermined the foundation for sustainable development and the progress towards the achievement of the MDGs.

There has, however, been a marked improvement in primary school enrolment, but this has not translated to secondary and tertiary education in most parts of Africa. As you are well aware, skills for the knowledge economy are built at the tertiary education level, thus the urgency to improve tertiary education systems in the continent.

Your important initiative is therefore most welcome and timely. We need to make every effort to ensure that African tertiary education institutions and policy makers enhance their workforce through the acquisition of important skills to compete, innovate, and respond to complex social, environmental, and economical situations.

Your methodology to engage the youth in this regard is important, as it will provide policy makers with the perspectives of the youth for which the programmes are meant to serve. I would only add a fourth sub-theme to your already broad questionnaire – "Brain Drain to Brain Gain- The effects of *brain drain* and how to reverse this trend to *brain gain*".

The African continent is losing its greatest resource -human capacity. We cannot continue to talk about building human capacity in Africa, and keep losing our most treasured resources to countries abroad. It simply is not sustainable. We need to engage our African Diaspora and make every effort to entice them to return and assist in building the necessary capacities that are so crucial for Africa's economic development. For economic growth to be sustainable in Africa, we should ensure that we retain our human capacity and make every effort to build on our institutional capacities.

I look forward to future collaboration with your organization.

Yours sincerely,
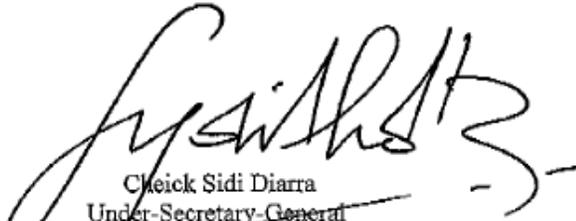
Cheick Sidi Diarra
Under-Secretary-General
Special Adviser on Africa
and
High Representative

CONSULTATION ANALYSIS

Introduction

The advancement of any country's economy in today's world market depends profoundly on the training and qualifications of its human resources. While the developed world and a few developing countries enjoy the benefits of quality higher education, virtually all nations in Africa, regrettably, still grapple with the need to provide adequate access to a high quality tertiary education that is relevant for the future of its youth.

Youth are the primary stakeholders in the arena of higher education. All levels of policy and decision-making eventually impact them, directly or indirectly. Their perspectives are particularly useful, because as students they see and experience diverse aspects of the world of higher education that only students can see and experience. The *raison d'être* of this consultation is that students should have a voice in higher education policy and decision-making, not simply because they are entitled but most significantly because decisions made with their input will be better quality decisions.

> **Question: If you were in the position of improving the quality of higher education in your own country without any available additional funding, what changes would you make?**
>
> **Answer**: "I would have the students fill out course assessment surveys at the end of every semester to find out the students' assessments of their course and to suggest ways in which they can be *improved."*

Although access to monetary resources is usually emphasized as being the primary obstacle to improving Africa's higher education, it is indeed highly problematic that African youth – the key stakeholders in this arena – are not involved in pertinent policy and decision-making processes. This leads to a major disconnect between the formulation of appropriate youth-specific policy and the improvement of higher education.

Youth form a crucial part of the world's population and are inevitably gravitating towards leadership roles to fill critical gaps existing in human systems in diverse parts of the world. Their voices have not been sufficiently heard or even recognized as being an essential contributor to effective governance. While this situation unfortunately exists in

many parts of the world, it is even more acute in Africa where most prevailing cultural traditions do not promote the inclusion of youth in critical decision-making processes. Leaders throughout the world need to adopt a new perspective if significant progress is to be accomplished.

In a quest to more actively participate in the improvement of higher education systems in Africa as a whole, a group of talented African youth came together under the auspices of the Office of Global Learning at Fairleigh Dickinson University (FDU) which is deeply committed to the education of African youth. The African Youth Consultation on Higher Education was thus created to facilitate access to the voice of African youth as key stakeholders in their own education and to share the results of this initiative with those in positions to affect positive change.

Consultation

Five months after its inception, the African Youth Consultation on Higher Education (AYCHE) Steering Committee launched a consultative pilot project with the technical assistance of Fairleigh Dickinson University. The target group for the consultation is African students currently pursuing higher education around the world, under age 35, with at least one semester of study in an African university or other African higher education institution.

This requirement was established to ensure that only students having recent experience with African higher education would be respondents. They are the ones who would have the most pertinent experience, and thus could make valuable suggestions on how to improve the African higher education system, especially in the context of scarce resources.

These students have been identified via social media, personal relations and networking, students' international organizations, and groups in different universities around the world. Once they were identified, screened and qualified for participation, each student was sent an e-mail with the link that would allow them to enter their responses and suggestions in an online questionnaire. [1]

In addition, to ensure inclusion of participants who lack access to the internet, a paper-based questionnaire was also distributed upon request. It was completed by the recipients, digitized, and returned to the Steering Committee. Keeping in mind the difficulties that participants potentially encounter in accessing the internet, especially in some of the poorer and/or more restrictive African countries, the consultation period lasted a month from May 16th to June 15th, 2011.

After the official period for the questionnaire ended, the Steering Committee -- in partnership with Fairleigh Dickinson University's Public Mind Institute -- analyzed the results to create this report. Four main categories of identifiable interest emerged: adaptation of curriculum content (to better relate classes to the needs of the local job markets); government intrusion in universities' operations; corruption among

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[1] See *Questionnaire* in Appendix.

policymakers and even some educators; and the disconnect of students from the policies and policy-making processes affecting them.

> **Question: In what ways can the quality of faculty be improved without monetary investment?**
>
> **Answer:** "Ensure that lectures are taught by professors and not their Teaching Assistants. Have students fill out surveys assessing the teachers' performance over the semester and giving suggestions for ways he can improve. Prevent Lecturers from selling their notes to students in class. Students already paid their fees they shouldn't have to pay extra for the lecturer's notes.
>
> The student leadership body should work hand in hand with the administration and not more like an independent body. This makes communication from the grass-root level to the highest authority effective. Any problems arising can therefore be solved with utmost efficiency. Lecturers would therefore be on guard to deliver knowing that the students have a say regarding what they receive."

Adaptation of Curricula to the Job Market

Almost unanimously, participants found the curricula of African universities to be largely irrelevant to the job markets in today's economy. Most of the curriculum content in Africa today consists of traditional holdovers from the period of European colonialism. Since then, no major shifts in curricula have been made to develop relevant skills that fit the needs of the current work environment.

> **Question: What suggestions can you make to correct the problem of matching programs to the demands of the job market?**
>
> **Answer:** "Cameroon for instance has 12 million jobless people, among them university graduates. And the government is still forming students without any clear goal of inserting them in the job market. I think, professionalizing the education system in Africa to meet the most important need like agriculture, education, and new information technology would be a first important step. The agro-industry is a potential targeted field that could be introduced into the educational system to help people fend for themselves. Growing up in Cameroon, I have always felt that Agriculture which is potentially the first source of income is completely ignored. It is time to focus on those vital aspects of our economy to create more opportunities to grow our incomes."

During the World Bank FY09 Annual Meetings, African Ministers of Finance were introduced to the "flagship study" *Accelerating Catch-Up: Tertiary Education for Growth in Africa*.[2] It was designed to spur tertiary education reform in support of economic

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[2] Materu, Peter. "Tertiary Education in Sub-Saharan Africa," Spring Meetings Brief-AFTHD. Available at http://siteresources.worldbank.org/AFRICAEXT/Resources/higher_ed_issue-brief.pdf

development goals. There was, however, no mention of the critical role that youth must assume in creating relevant and greatly needed reforms. This initiative of the World Bank underlines the need for adaptation and improvement in the content delivered in higher education in Africa; nevertheless, without the inclusion of youth involvement, there remains a significant gap in the proposed strategies.

Autonomy of Universities to Establish Private Partnerships

Participants in this consultation consistently noticed that many African universities lack the autonomy to engage in partnerships with non-governmental organizations and private institutions. In many African countries, higher education institutions, especially public universities, are controlled by governments at the managerial, administrative and financial levels. These institutions do not have the flexibility to establish partnerships with private entities, even when doing so would be of considerable benefit to their students. As the Committee on Economic, Social and Cultural Rights (CESCR) acknowledged, "the enjoyment of academic freedom requires the autonomy of institutions of higher education."[3]

> **Question: What suggestions can you make to correct the problem of matching programs to the demands of the job market?**
>
> **Answer:** "Include businesses and private sector in university education by creating partnerships. Stop governments' intrusions in the administrative and academic management of universities."

Similar to the above-cited World Bank report, the CESCR document makes no mention of the leadership role of youth being included in the academic freedom scenario. The ability of universities to independently reform or to market themselves is limited by governments' control over the appointment and removal of academic staff; content of university education; standards for awarding academic degrees; selection of research projects; freedom of publication; and allocation of resources. Youth respondents expressed significant concern regarding the impact of this approach on the quality and relevance of the education available to them.

Corruption, Accountability, and Transparency

While an overall lack of financial resources is often cited to explain the lack of improvement in higher education in Africa, it is perhaps especially heartbreaking to notice that waste, corruption and misappropriation of universities' resources was a common theme among consultation respondents. Professor Daniel N. Sifuna of Kenyatta University also raised this issue:

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[3] Covenant on Economic, Social and Cultural Rights (CESCR), "The Right to Education," (Art. 13): General Comment No.13, (E/C. 12/199/10 of 8 December 1999) 9 – Para. 38.

> It is a very serious matter of regret which amounts to national calamities in which many kleptocratic African leaders misappropriate national resources for their own benefit and that of close associates.[4]

Even though this statement underlines a general problem of misuse of public assets, it appears to be particularly endemic in the higher education systems of Africa of which the youth are acutely aware.

Question: If you were in the position of improving the quality of higher education in your own country without any available additional funding, what changes would you make?

Answer: "I would ensure that any policy made with regard to teachers/lecturers/professors would have strict and high standard requirements to ensure that it's only qualified professional who are in Higher Education institutions. Strive for accountability in terms of resources and infrastructure, because a lot of these are being wasted/stolen/misused."

Student Responsibility and Involvement in Work Study and Internships

As many participants were eager to point out, African students typically do not have the opportunity to register for work-study programs, in stark contrast to many other universities around the world. The ability of African universities to facilitate programs meant to provide students with real hands-on work experience is weakened further by the fact that universities don't have the autonomy to contract with private institutions that provide such internship opportunities.

Another obstacle appears to be that "ethnicity is a big issue that affects the quality of education". This view aptly portrays the situation in many African universities where student populations and organizations often maintain divisions among themselves on an ethnic basis, thereby undermining their credibility with university officials who are required to work with all ethnic groups as a whole.

Question: How can individual students at universities in your country contribute to improving higher education at no cost?

Answer: "Ethnicity is a big issue in my country and I believe it affects the quality of education in one way or another. Individual students can take the lead by being selfless in all they choose to do. By this I mean that ideas should not only be shared by people of our individual ethnic groups but with people with similar interests irrespective of where they come from. This would create a unified community and I believe that when it comes to making strides as a society, nothing beats unity. Only real issues affecting students each time would be forwarded without any bias and therefore efficient action in fixing the loopholes and as a result improvement in the quality of education."

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[4] Sifuna, Daniel N. "Partnerships in Educational Assistance to African Countries: Rhetoric or Reality?" *Journal of International Cooperation in Education*, 3 (2) 2000: 3-21.

Suggestions for Improving Higher Education in Africa

The main categories of problems highlighted in this report, as well as many of the suggestions for improvement, appear to be supported by independent observations found in official documents from other well-known institutions, such as UNESCO and the World Bank. The gap in those documents remains: youth are not included as a primary stakeholder in the policy and decision-making process.

It is important that curricula content be revised to take into consideration the training needs for a skilled workforce in the local industry. As one consultation participant pointed out, "training in African universities should focus on producing a workforce with specific skills, not general knowledge and literacy". Furthermore, the content of curricula should be updated and adapted to the needs of the current job market to avoid jeopardizing the future of African students in an increasingly global economy.

> **Question: If you were in the position of improving the quality of higher education in your own country without any available additional funding, what changes would you make?**
>
> **Answer:** "My priority would be to change the curriculum and make it more practical. I studied law in DRC, with a curriculum inherited from the Belgian era. Professors teach us to memorize things that we do not understand and that we don't know how to apply to real life. My number one priority is therefore to change the curriculum and make it more practical and train professors to have them adopt a way of teaching which does not produce parrots but outstanding graduates able to make a great impact in DRC and Africa."

Even though public universities primarily receive their funding from governments, the viewpoint of responding youth is that the latter should not control the operations within universities in order to avoid or at least minimize the disruptive impact of politics in higher education. Respondents also indicate that universities should be independent institutions, with a managerial and administrative autonomy that favors partnerships with private institutions and businesses, thereby fostering the development of learning and innovative teaching. Such operational independence of universities would allow for free competition among different institutions, unlocking new and creative ideas that would improve the overall quality of learning and teaching.

Parallel to the promotion of university autonomy, youth respondents highlighted the need for greater accountability and transparency. For example, many forms of corruption and misuse of public assets could be prevented by replacing traditional paper-based record keeping with computerized asset inventories loaded with security against tampering.

Interestingly (and encouragingly) in this consultation, participants seemed to embrace very constructive behaviors, such as recognizing that rather than drawing national or ethnic lines among themselves, they should work together as one body to create a unified community that is poised to face their common challenges. This perspective

reflects a high level of comprehension among youth respondents regarding essential steps to improve Africa's future that yet remain to be fully embraced by Africa's leaders.

Advantages of the Consultative Approach
The AYCHE online questionnaire was a consultative pilot project with intrinsic operational advantages and limitations; however, within the context of the stated goals, the limitations are not particularly troubling. Perhaps the most important advantage of the AYCHE model is its low cost: with extremely little funding or staff, and noteworthy in-kind contributions from FDU, it was possible to generate, disseminate, and process a useful means of collecting qualitative and actionable feedback from individuals whose opinions are most relevant to the world of African higher education.

Even though it is true that the project in its current form is perhaps too limited to be used in a quantitative, statistical fashion, that is perhaps unnecessary in achieving its goal: to "give youth a voice at the table" where decision-making on higher education takes place. The culture and organizational structure of many African countries and universities tend to favor a top-down approach in planning. This means that decision-makers are often far removed both in age and location from the needs of African students.

Through this consultation, a significant initial step has been created to provide leaders with relevant and concrete ideas to improve the state of higher education in Africa, with minimal or zero investment of financial resources.

Conclusion
As stated by UN Under-Secretary-General/Special Adviser on Africa, Cheick Sidi Diarra, in his comments regarding this consultation process:

> Your methodology to engage youth in this regard is important, as it will provide policy makers with the perspectives of youth for which the programmes are meant to serve. I would like to add a fourth sub theme to your already broad questionnaire-"Brain Drain to Brain Gain-The effects of the *brain drain* and how to reverse this trend to *brain gain*".[5]

It is clear from the reflections of consultation respondents that reversal of brain drain must be preceded by an in-depth reform of the system and content of higher education in Africa with youth becoming integral participants in the reform, the policy and the decision-making process throughout Africa.

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[5] Letter from the Under-Secretary-General of the United Nations, Special Adviser on Africa and High Representative, 14 June 2011.

APPENDIX

I. <u>AYCHE Questionnaire</u>

Q:1   Do you wish to take this survey in English or French?
Souhaiteriez-vous participer à ce sondage en anglais ou en français ?

- o   English
- o   French

All information collected for this project will be treated with utmost confidentiality. The views collected are for the purpose of engaging you, the youth of Africa, to identify ways to improve our diverse systems of higher education throughout the continent.

For further information, please do not hesitate to contact us at: africanyouthdialog@gmail.com

Q:2   Do you understand that your identity for this questionnaire is anonymous?

- o   Yes
- o   No

Q:3   It's true. All responses are anonymous and will not be associated with you in any way. Do you wish to continue on to the survey?

- o   Yes
- o   No

Q:4   What best describes your age?

- o   Under 16
- o   17 to 25
- o   26 to 35
- o   36 or older

Q:5   Name of university:…………………………………………………..

Q:6   In which country do you currently live? …………………………………

Q:7   Are you a citizen of an African country?

  o   Yes
  o   No

Q:8   Highest level of education achieved so far:

  o   Have not yet attended university
  o   Some University
  o   Associate/Bachelor
  o   Graduate
  o   Post Graduate

Q:9   Have you attended a university in Africa?

  o   Yes
  o   No

Q:10   Have you attended a university outside Africa?

  o   I am currently studying at a university outside Africa
  o   I have studied at a university outside Africa
  o   I have not yet studied at a university outside Africa

Q:11   What are your plans after completing your studies?

  o   Return to my home country
  o   Return to Africa
  o   Not return to Africa
  o   Undecided

Q:12   Countries where you have undertaken university if different from your country:

  o   None
  o   Enter First Country _____
  o   Enter Second Country _____
  o   Enter Third Country _____

Q:13   If you were in the position of improving the quality of higher education in your own country without any available additional funding, what changes would you make?
  ....
  ....
  ....
  ....

Q:14 In general, do you think the university-level programs offered by your primary university in Africa match the needs for the development of your country?

- o Yes
- o No
- o Not Sure

Q:15 In general, do you think programs taught at your African university match the needs of the job market in your country?

- o Yes
- o No
- o Not Sure

Q:16 What suggestions can you make to correct the problem of matching programs to the demands of the job market?

………
………
………
………...

Q:17 Thinking of the African universities you have attended, rate the following:

	Excellent	Good	Only Fair	Poor	Don't Know
Credentials of faculty					
Teaching ability of faculty					
Helpfulness of university staff					
Access to the Internet					
Access to library and learning resources (not internet)					

Q:18 Thinking of the African universities you have attended, rate the following:

	Excellent	Good	Only Fair	Poor	Don't Know
Quality of physical facilities					
Quality of entering students					
Quality of graduating students					
Quality of university administration					

Q:19 Thinking of the African universities you have attended, rate the following:

	Excellent	Good	Only Fair	Poor	Don't Know
Availability of transportation to and from the university					
Availability of seats and desks					
Range of choices of academic programs					

Q:20 Still thinking of your experiences at African universities:

	No	Seldom	Often	Most of the time	Don't Know
Does a student's gender make a difference in his or her chances for academic success?					
Do professors pay more attention to male students?					
Do professors pay more attention to female students?					
Do professors use their position of authority to sexually harass students?					
Are you reluctant to be in classes attended mostly by students of the other gender?					

Q:21 Are students encouraged to ask questions in class?

- o No
- o Seldom
- o Often
- o Most of the time

Q:22 Do instructors reply to students' questions in a professional manner?

- o No
- o Seldom
- o Often
- o Most of the time

Q:23 In what ways can the quality of faculty be improved without monetary investment?

………

………

………

………

Q:24 How can individual students at universities in your country contribute to improving higher education at no cost?

………

………

………

………

Thank you for your contribution to this important African youth research project!
Any questions or feedback can be directed to:

africanyouthdialog@gmail.com

II. <u>AYCHE QUESTIONNAIRE RESPONSE SUMMARY*</u>

| **How to Improve Quality of Higher Education with Minimal or No Additional Funding** |
|---|
| 1) Train faculty to use modern methods of teaching |
| 2) Directly relate course content to local job market |
| 3) Provide a more practical curriculum to avoid producing parrots, but rather outstanding graduates who can apply what they learn in order to make a great impact on Africa |
| 4) Reorganize the entire education system to create harmony among primary, secondary and college education to bridge the present gap |
| 5) Set standards for professors with regards to qualifications and performance expectations |
| 6) Encourage parents/the community to take keen interest in the education of their youth |
| 7) Hold youth seminars to encourage healthy competition, peer education and motivation |
| 8) Establish policies that allow students to work on campus in the cafeterias, for example, enabling them to interact with each other, faculty and staff outside of class and to build a better community for success |
| 9) Advise high school graduates on how to better succeed in college, prior to their application process, to ensure that they are prepared for the environment and work load in college |
| 10) Encourage alumni to return to and/or support their *alma mater* |
| 11) Have students do course assessments at the end of each academic year to help the deans reorganize the next academic year where necessary |
| 12) Have an organized record keeping system in every institution to save time and money for replacing loss of misplaced documents |
| 13) Develop a more practical curriculum to avoid producing parrots, but rather outstanding graduates who can apply what they lean, therefore, making a great impact on Africa |
| 14) Reorganize the entire education system to create harmony between primary, secondary and college education to bridge the present gap |
| 15) Promote awareness among students about the benefits of education and the futility of corruption |
| 16) Reduce the number of hours of required courses not related to students' area of specialization |
| 17) Improve management of available funds |
| 18) Train students in fields of specialization, not just general literacy |
| 19) Promote partnerships between universities and private institutions/businesses |
| 20) Encourage positive criticism, analysis mindset and -- more importantly – learners' creativity |
| 21) Follow academic calendar strictly |
| **How to Match Educational Programs to Job Market** |
| 1) Develop curriculum that encourages learning rather than memorization -- job market needs people able to apply knowledge learned in school |
| 2) Assign competent persons aware of outside world to the task of curriculum development to ensure relevancy of what is being taught to desired job placement |
| 3) Encourage business owners to assign internships and co-ops to qualified, serious students to give them advance understanding of their desired career |
| 4) Teach courses that improve on self-organization, communication skills, resume writing, etc. to prepare students to apply for a job |
| 5) Design curricula according to needs of labor market |
| 6) Professionalize agricultural sector and insert it in curricula |
| 7) Involve more businesses with the university |
| 8) Conduct analysis of job market needs to develop course content accordingly |
| |

How to Improve Faculty with Minimal or No Financial Investments
1) Improve teachers' pedagogical skills
2) Ensure employment of qualified and capable individuals as faculty and designation of excellent faculty directors
3) Evaluate faculty performance every semester via anonymous student evaluations; ensure that faculty are on duty in class as required
4) Ensure that the faculty is well organized
5) Assign courses to instructors based on their areas of expertise
6) Create a platform (network) to foster experience-sharing between faculty of universities in developed countries and those in African universities
7) Foster partnerships for collaboration and publication with advanced educational systems; facilitate accessibility of materials important for boosting research

How Individual Students May Help Improve Quality of Higher Education at No Cost
1) Help students to cultivate and develop positive mindset regarding their country and the continent of Africa
2) Foster development of and focus on creativity in students
3) Make sufficient, efficient and maximum use of university facilities and staff
4) Ensure that students are able to identify and specialize in areas of special skills/interest early in life
5) Enable students to invest more time and effort in individual study and research, as well as forming or joining study groups
6) Facilitate and encourage contributions to research and publications that may in turn attract sponsors to the universities
7) Develop and manage student participation in academic and professional clubs and organizations
8) Organize community service projects relevant to academic training
9) Ensure that students inform student leaders, faculty and administration of issues that affect them, such as notifying when professors are absent from classes

Please note that duplicative responses were combined into a single response within individual question categories. Some responses recur under other questions. The wording of summary responses is designed to accurately reflect the original meaning of the text provided by respondents.

III. Institutions of Higher Education Attended by Questionnaire Respondents

1) Université Protestante au Congo, Kinshasa, Democratic Republic of Congo
2) Olabisi Onabanjo University, Ogun State, Nigeria
3) Université de Ouagadougou, Ougadougou, Burkina-Faso
4) Indiana University School of Law, Indianapolis, USA
5) University of Ghana, Ghana
6) Smith College, Massashusset, USA
7) Universite Saad Dahleb, Blida, Algerie
8) University of Zambia, Zambia
9) Sunyani Polytechnic, Sunyani, Ghana
10) University of Ibadan, Ibadan, Nigeria
11) Cavendish University, Kampala, Uganda
12) University of Jos, Jos, Nigeria
13) University of Nairobi, Nairobi, Kenya
14) Universite de Parakou, Parakou, Benin
15) Maseno University, Kenya
16) University of Missouri, Missouri, USA
17) University College of Tropical Agriculture, Hawaii, USA
18) Kwame Nkrumah University of Science & Technology, Kumasi, Ghana
19) Universite Mohamed V, Rabat, Maroc
20) New York University, New York USA
21) University of Legon, Accra, Ghana
22) Kenya Institute of Mass Communication, Nairobi, Kenya
23) Kenya Medical Training College, Nairobi Kenya
24) Fairleigh Dickinson University, New Jersey, USA
25) ULA - Universidade Lusiada, Luanda, Angola
26) Université de Lomé, Lomé, Togo
27) Université d'Antananarivo, Antananarivo, Madagascar
28) Tshwane University of Technology
29) Pontificia Universidade Católica de São Paulo
30) Institut Africain d'Etudes Comparatives, Lomé, Togo

IV. <u>World Demographic Profile of Youth (Estimate for Mid-2011)</u>[6]

Percentage of Population Under Age 25

Regions of the World: Africa, Asia, Europe, Latin America & Caribbean, North America, Oceania, The World

Regions of the World

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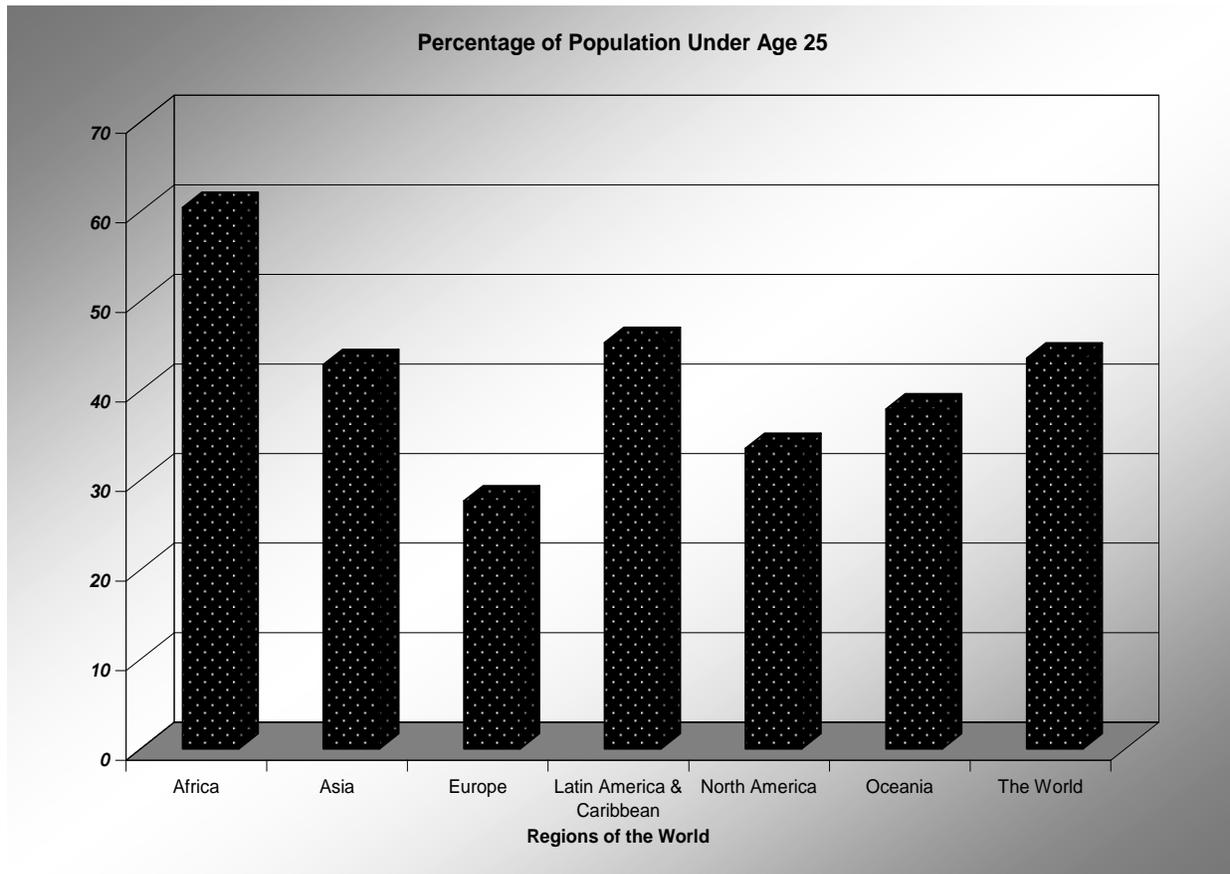
[6] Basic source statistical tables generated by U.S. Census Bureau, *International Data Base* (http://www.census.gov/ipc/www/idb/region.php). All additional calculations, tables and graphs were done by Brian Choi, Program Assistant at Fairleigh Dickinson University's Office of Global Learning. June 2011.

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