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TWELFTH PARLIAMENT - FOURTH SESSION - 2020

DEPARTMENTAL COMMITTEE ON EDUCATION AND RESEARCH

REPORT ON THE 2<sup>ND</sup> INTERNATIONAL CONFERENCE OF THE  
ASSOCIATION OF AFRICAN HIGHER EDUCATION FINANCING  
AGENCIES (AAHEFA) HELD IN LUSAKA, ZAMBIA, FROM 24 - 26,  
NOVEMBER, 2019

 THE NATIONAL ASSEMBLY PAPERS LAID	
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## LIST OF ABBREVIATIONS

AAHEFA-Association of African Higher Education Financing Agencies

AU- African Union

BRD-Development Bank of Rwanda

HELB-Higher Education Loans Board, Kenya

HELBS-Higher Education Loans and Scholarships Board, Zambia

HESFB- Higher Education Student's Financing Board, Uganda

HESLB-Higher Education Student's Loans Board, Tanzania

HESLGB-Higher Education Students Loans and Grants Board, Malawi

HHP- Harambee Prosperity Plan

HRDC- Human Resource Development Council, Botswana

NMDS-National Manpower Development Secretariat, Lesotho

NSFAF-Namibia Students' Financial Assistance Fund, Namibia

NSFAS-National Student Financial Aid Scheme, South Africa

SDG-Sustainable Development Goals

SLTF-Students Loan Trust Fund, Ghana

TVET-Technical and Vocational Education Training

# 1.0 Preface

The Departmental Committee on Education and Research is established under the National Assembly Standing Order 216.

## 1.1 Mandate of the Committee

The Committee is mandated, among others, to: -

- i) investigate, inquire into, and report on all matters relating to the mandate, management, activities, administration, operations and estimates of the assigned Ministries and departments;
- ii) study the programmes and policy objectives of Ministries and departments and the effectiveness of the implementation;
- iii) study and review all legislation referred to it;
- iv) study, assess and analyze the relative success of the Ministries and Departments as measured by the results obtained as compared with their stated objectives;
- v) investigate and inquire into all matters relating to the assigned Ministries and departments as they may deem necessary, and as may be referred to them by the House;
- vi) vet and report on all appointments where the Constitution or any law requires the National Assembly to approve, except those under Standing Order 204 (*Committee on Appointments*);
- vii) examine treaties, agreements and conventions;
- viii) make reports and recommendations to the House as often as possible, including recommendation of proposed legislation;
- ix) consider reports of Commissions and Independent Offices submitted to the House pursuant to the provisions of Article 254 of the Constitution; and
- x) examine any questions raised by Members on a matter within its mandate.

## 1.2 Subjects

The Committee, according to Schedule II of the Standing Orders, examines the following subjects:

- i) Education;
- ii) Training; and,
- iii) Research.

The Committee oversees the following Ministries and Departments:

- i) The Ministry of Education;  
State Departments:
  - Early Learning and Basic Education;
  - University Education;
  - Vocational and Technical Training;
  - Post Training and Skills Development; and,
- ii) The Teachers Service Commission.

### 1.3 Committee Membership

The Committee comprises the following Members:-

<u>Name</u>	<u>Party</u>	<u>Constituency/County</u>
1. Hon. Florence M. Mutua, MP - <b>Chairperson</b> - Orange Democratic Movement		Busia
2. Hon. Ngunjiri Wambugu, MP - <b>Vice-Chairperson</b> - Jubilee		Nyeri Town
3. Hon. Geoffrey Makokha Odanga, MP - Orange Democratic Movement		Matayos
4. Hon. (Dr.) Pamela Ochieng, MP - Orange Democratic Movement		Migori
5. Hon. Nzambia T. Kithua, MP - Wiper Democratic Movement, Kenya		Kilome
6. Hon. (Prof.) Zadoc Abel Ogutu, MP - Independent		Bomachonge Borabu
7. Hon. Eric Muchangi Njiru, MP - Jubilee		Runyenjes
8. Hon. Eve Obara, MBS, MP - Orange Democratic Movement		Kabondo Kasipul
9. Hon. Jackson Lekumontare, MP - Kenya African National Union		Samburu East
10. Hon. Jerusha Mongina Momanyi, MP - Jubilee		Nyamira
11. Hon. John Oroo Oyioka, MP - People's Democratic Party		Bonchari
12. Hon. Joseph Kipkosgei Tonui, MP - Jubilee		Kuresoi South
13. Hon. Omboko Milemba, MP - Amani National Congress		Emuhaya
14. Hon. Peter Lochakapong, MP - Jubilee		West Pokot
15. Hon. Wilson Sossion, MP - Orange Democratic Movement		Nominated
16. Hon. Wilson Kipng'etich Kogo, MP - Jubilee		Chesumei
17. Hon. (Dr.) Daniel K. Tuitoek - Jubilee		Mogotio
18. Hon. James Gichuki Mugambi, MP - Jubilee		Othaya
19. Hon. John Paul Mwirigi, MP - Jubilee		Igembe South

### 1.4 Participation in the 2<sup>nd</sup> AAHEFA International Conference in Lusaka, Zambia

The Association of African Higher Education Financing Agencies (AAHEFA) held the second International conference on 'Re-inventing Higher Education Financing for In-demand Skills' in Lusaka from 30<sup>th</sup> September to 2<sup>nd</sup> October 2019 with a representation of 11 countries. The conference was hosted by the Higher Education Loans and Scholarships Board of Zambia (HELSB).

The Conference brought together policy makers across Africa, professionals, educational administrators and fund Managers from various international universities, government departments of the education, banking sector, telecommunication sector, entrepreneurs, IT sector, international organizations and representatives of students across Africa and beyond. Collectively the conference intended to discuss innovative approaches to financing higher education in Africa.

WAO

### 1.5 Objectives of the Conference

- To deliberate on exploration of training need assessment (TNA) carried out by the universities and develop a road map of using them as basis for funding higher education
- To bring together the key stakeholders in the education sector and share the best practice of implementing in-demand skills approach
- To come up with policies that will anchor funding and in-demand skills

- d) To collectively work towards each respective country' objectives and improvement of higher education-funding
- e) To understand the contribution of science to development in this era of the 4<sup>th</sup> industrial revolution and the gig economy
- f) To discuss ways to strengthen partnerships, collaborations and strategic alliances in addressing challenges facing higher education in-demand financing
- g) To discuss alternatives in higher Education Financing through Asset backed securities.

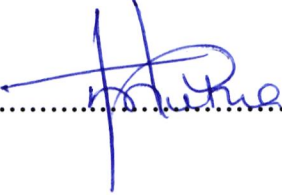
The Conference was attended by a delegation of three Members of the Committee and one staff namely:-

1. **Hon. Julius Melly, MP – Committee Chairperson and Leader of the delegation**
2. Hon. (Prof.) Zadoc A. Ogutu, MP
3. Hon. Wilson Kogo, MP
4. Hon. Joseph Tonui, MP
5. Mr. Daniel Mutunga – Principal Clerk Assistant/Delegation Secretary.

### 1.6 Acknowledgement

May I take this opportunity to thank the Offices of the Speaker and the Clerk of the National Assembly for the technical, logistical and financial support offered to enable the Members to travel to Lusaka, Zambia, to attend the 2<sup>nd</sup> AAHEFA International Conference on funding of Higher Education.

On behalf of the Delegation and Members of the Departmental Committee on Education and Research, it is my pleasant duty and pleasure to table the Report of the AAHEFA 2<sup>nd</sup> International Conference, pursuant to Standing Order 199(6).

Sign..........Date.....30.11.2020.....  
**Hon. Florence M. Mutua, MP**  
**Chairperson**  
**Departmental Committee on Education and Research**

## 2.0 Executive Summary

The Association of African Higher Education Financing Agencies (AAHEFA) held the second International conference on *'Re-inventing Higher Education Financing for In-demand Skills'* in Lusaka, Zambia from 30<sup>th</sup> September to 2<sup>nd</sup> October 2019 with a representation of eleven (11) countries. The conference was hosted by the Higher Education Loans and Scholarships Board of Zambia (HELBS).

The dynamics of improving Higher Education financing in Africa were examined through the different presentations and panel discussions that were held. During the conference, deliberations were made on whether higher education needed to be funded based on in-demand skills obtained from Training Need Assessment carried out by universities or continue to fund all programmes as had been previously done.

In terms of financing higher education, it was emphasized that there was need to rethink the financing models that existed. Governments needed to take the responsibility of financing higher education as was evidenced from the Kenyan (26% budget for education) and Ghanaian success stories. In addition, the political leadership and parliamentarians needed to play an active role to support education at their level of influence, ability and capacity. Higher Education also needed to have a sustainable diversified funding model with more of government support and facilitation.

It was also demonstrated during the conference that Africa's employability challenge could be addressed through the consideration of in-demand skills. As such, there was need for African governments and funding agencies to fund courses and programmes in higher education based on demand and training needs assessments. At the same time, African governments needed to prioritise TVET or TIVET and STEM subjects in order to attain the 2030 national visions because the sector had the potential to provide solutions to Africa's challenges.

In addition, the contribution of TVET and higher education to the attainment of national and continental aspirations needed to be driven by clear policies and adequate Government funding and support. While it was acknowledged that the youths needed to be supported through the financing of higher education and TVET, they also required key skills (liberal arts competencies, soft and lifelong skills) that would enable them to succeed in their entrepreneurship journey. The student loans still remained viable and to a large extent the most sustainable avenue of aiding students accessing higher education especially those who were vulnerable. These loans ought to be available to both public and private institutions in higher education.

During the conference it was further demonstrated that the growing youth population and the changing nature of work characterized by the Gig (Liberalized Labour Markets based on ICT Community and Short Term Contracts) economy shaped the trajectory of Africa's development in the twenty-first century. Therefore, higher education and higher education financing had an option of embracing the technological advancements and the gig economy. As a way forward, since the number of the youth is on the rise, African governments ought to invest more in education so as to raise Africa's GDP, where the future of the African youth will be dependent on TVET skills.

A 100% transition of all school levels should be desired if Africa is to reduce poverty through education. There is a need to achieve the much desired sustainability of higher education financing agencies through Asset Backed Securities and Securitization. Autonomous Government entities with their own legislative framework and policies and procedures in the management of Loan Schemes should be put in place. Finally, education systems should be aligned to the 4<sup>th</sup> Industrial

Revolution by providing relevant skills to the youth so as to make them productive and employable.

*(Source: Higher Education Loans Board, Anniversary Towers, Nairobi)*

## 3.0 Official opening

### 3.1 Highlights of the Official Conference Speeches

#### 3.1.1 Speech by Mrs. Ireen N. Chirwa, Chief Executive Officer, HELSB, Zambia

In her opening remarks the Chief Executive Officer, HELSB Zambia, Mrs. Ireen N. Chirwa welcomed the guest of honour, the Minister of Higher Education, honourable Dr. Brian Mushimba and all the local and international delegates.

She said HELSB Zambia was very proud to host the 2019 Conference and Annual General Meeting for the Association of African Higher Education Financing Agencies (AAHEFA), which was held under the Theme '*Re-inventing Higher Education Financing for in-demand skills*'.

She gave a brief history of the Bursaries Scheme and how it was transformed into a Loans schemes since the Bursaries Scheme proved unsustainable.

She highlighted that the Loans Scheme was introduced in 2004 and only started recoveries in September 2018.

She indicated that Zambia had learnt tremendously from other countries such as Kenya, Tanzania, Ghana, Uganda and Malawi whose loans schemes were introduced much earlier.

She recalled how HELSB Zambia was able to assure, with confidence, both the Cabinet and the Committee on Education, Science and Technology of the National Assembly that the Student Loans Scheme would work because Zambia had seen it work in Kenya, Tanzania, Ghana, South Africa, Namibia and Uganda mainly through the interactions with these countries through AAHEFA.

If it was operational in other countries with similar contexts then the team from Zambia was confident that it would work in the country too.

Lastly she appreciated all the speakers, moderators and delegates who had accepted to be part of the landmark conference. Other high level participants from Zambia included three Ministers, eight Members of Parliament, two Senators, one Councillor, Senior Government Officials and many other delegates representing various institutions.

#### 3.1.2 Speech by Charles Ringera, President of AAHEFA and CEO of Higher Education Loans Board (HELB), Kenya

The President of AAHEFA and CEO, HELB-Kenya CPA Charles Ringera thanked Hon. (Dr.) Brian Mushimba, Zambia's Minister of Higher Education for gracing the occasion and further thanked the other two Ministers, Hon. Sydney Mushanga, Minister for Central Province, Zambia and Dr. Itah- Kanjili - Murangi, Minister of Higher Education, Training and Innovations, Government of Namibia.

He also acknowledged the various dignitaries who included Permanent Secretaries, Members of Parliament, Board of Directors and heads of missions present among others.

He highlighted on what AAHEFA was all about and the journey it had travelled.

He briefly explained how the idea of bringing together students loans scheme financing agencies was mooted in Nairobi, Kenya in July 2006.

He amplified some of the challenges of setting up and operationalizing students' loan schemes in Africa, which were quite similar on the continent. Some challenges highlighted included among others:

- To have appropriate organisational set up capable of driving funding agencies forward;
- Inadequate loanable funds and continued pressure of Exchequer to support other social programmes relegating higher education financing to a lesser priority;
- Loan Recovery challenges with increasing levels of unemployment;
- To have African solutions for African problems through lessons learnt and best practice;
- To have a common voice to the African Governments.

He elucidated that the founding fathers for AAHEFA came up with 17 Key objectives for AAHEFA as a panacea to these challenges. Among others included:

- To share experiences and information on common matters with the view to increasing the African students' access to higher education finance within and outside Africa.
- To solicit for funds, common development projects, including capacity building for members of the Association.
  - To create a platform for capacity building of its member through human resource, ICT, policy, and regulatory framework.
- To facilitate exchange of skills, information and expertise between members and other organizations related to Higher Education.
- To facilitate cooperation and open up links between higher education financing agencies of Africa and other similar organizations.
- To facilitate exchange of skills, information and expertise.
- To facilitate cooperation and open up links between higher education financing agencies of Africa and other similar organizations in the world.
- To harmonize matters relating to Higher Education Financing Agencies.
- Resource mobilization to finance students pursuing of higher education from other sources outside Exchequer.

He expounded on some of the achievements of AAHEFA in terms of establishing certain legal frameworks and organs responsible for its governance.

Lastly he made an appeal and plea to the legislators in attendance at the conference to help cushion the AAHEFA member bodies to run as;

- Autonomous Government entities with their own legislative framework and policies and procedures.
- Be allowed to manage student funds and recover the same for sustainability.
- Enhance external resource mobilization outside the Exchequer.
- Formulate programs to globalise loan recoveries to manage the highly mobile graduates of today.
- Benchmarking with Africa's best practice to manage political risks on students financing.
- Further advise Governments on the priority programs that enhance youth productivity and employability.

He concluded his opening remarks by intimating that the 2nd International AAHEFA conference promised to live up to its expectation by closely examining all the topical issues for funding agencies which were highlighted.

### 3.1.3 Speech by Madam Kayula Siame, Permanent Secretary, Ministry of Higher Education, Zambia

The Permanent Secretary stated that she was pleased with AAHEFA's decision to host the high impact conference in Zambia. She assured them that their decision was the right one as shown in the thorough organisation of this conference.

She informed the presenters and discussants that the information that was going to be shared from member state countries would be a learning point for Zambia and other countries.

She stated that the Ministry of Higher Education in Zambia, had been working on several initiatives to improve the quality and provision of higher education in the country. Among these initiatives include registration of higher learning institutions, programmes that were offered in those institutions, teaching staff with their qualifications, infrastructure, and teaching resources.

She reported that all the quality assurance measures were put in place to regulate higher education in Zambia. She indicated that all the operations under the Ministry were supported by an Act of Parliament.

The Permanent Secretary went further to invite the guest of honour for the conference Dr Brian Mushimba for the official opening speech.

### 3.1.4 Speech by Hon. Dr. Brian Mushimba, MP, Minister of Higher Education, Government of the Republic of Zambia

In his remarks the Minister of Higher Education, Hon. Brian Mushimba extended a warm welcome to all visitors and delegates to Zambia on behalf of His Excellency, the President of the Republic of Zambia, Mr. Edgar Chagwa Lungu, and also on his own behalf.

He reminded the delegates that the global dynamics of employment, education and skills demand were changing every day and hence this was particularly so in this era of the 4th Industrial revolution.

He observed that in a world where 85% of jobs are classified as skilled, the importance of effective skills is more vital than ever. Africa must, therefore, not be left behind in forging skills for the industry.

He noted that access to quality higher education is greatly constrained in many African countries including Zambia. As populations increase, so does the demand for higher education. This in turn means Governments have to increase their financing to higher education as well. Some of the pertinent issues the Minister focused on included the following:

- Sustainable and clear financing policy is key to the provision of higher education
- Explore known traditional methods to help governments finance higher education
- Urged AAHEFA to play a key role in advising governments.
- With the abundance of natural resources and a growing young population higher education in Africa will be key to economic development.

He further observed that with more than 65% of its people under 30 years, prospects are bright for Africa if only we can take advantage of this demographic dividend. By 2045, the population of Africa is forecasted to double and Africa will have the largest workforce in the world, surpassing both China and India. Yet it is this burgeoning, youthful population that is bedevilled by poverty. It lacks the skills and knowledge to participate in the development process.

In his concluding remarks, he urged the Association for African Higher Education Financing Agencies (AAHEFA) as it undertakes several programmes to enhance financing for education to scale up efforts in the following:

- (a) Enhancing Better Higher Education Funding Policies and Practices in Africa;
  - (b) Capacity Building for sustainable higher education financing in Africa;
  - (c) Enhancing practical solutions to skills development as the bedrock of economic transformation;
  - (d) Developing best practices, systems and tools for higher education financing in Africa;
- and,
- (e) Publication, consultancy, research and networking for improvement of higher education financing in Africa; just to mention but a few.

## 4.0 CONFERENCE PRESENTATIONS

### 4.1 Challenges for Higher Education financing in a diverse and progressive African society

Presenter: Prof. Robert Serpell, professor of psychology and former Vice-Chancellor of the University of Zambia from 2003 to 2006

Session Chairperson: Mrs. Ireen N. Chirwa, Chief Executive Officer, HELSB, Zambia

#### Highlights of the Presentation

Prof. Robert Serpell made his presentation within the broad context of education narrowing down to its role in society and in particular higher education. He focused his presentation on the following key areas:

- i. Challenges of higher education.
- ii. Why was the expansion of higher education important?
- iii. The financing strategies for higher education.

#### Challenges of higher education

The following were identified as challenges:

- Access to education is characterized by the pyramid of more participants at the lower levels and few at the advanced levels of the education ladder.
- The extractive recruitment model of education were those with specific preferred aptitude remain in the school system and are recruited in different tertiary specializations. For example, less than 3% of the cohort entering Grade 1 in 2000 in Zambia, completed a tertiary education programme by 2017.
- Global misperception of Higher Education as an unaffordable luxury for Low and Middle Income Countries (LMICs). That relative to other levels, “primary education had the highest economic returns, leading to calls for public financing to shift from higher to primary education.
- Emphasis on basic education as a single highest education priority for many countries and international agencies. Agencies that express the desire to assist secondary or higher education, are now treated as having a disregard not only for the world’s poor but also for rational economic policy.

#### Why is the expansion of higher education important?

Prof. Serpell justified the expansion of higher education on the following grounds:

- A declining proportion of Grade 12 school-leavers who have been accessing tertiary education due to limited space.
- The demographic growth and increased enrolments in basic education that warranted a corresponding increase in the provision of higher education.

- Higher education was a public good because it benefited both those who received it and their private associates, through remunerative employment and society as a whole.
- Higher education institutions (universities and colleges) contributed to progressive social change, not only by providing high quality, advanced training to future leaders, but also by generating new knowledge relevant to the attainment of all the internationally agreed sustainable development goals (SDGs).
- While acknowledging the importance of expanding higher education, Prof Serpell mentioned that this expansion had cost implications. Therefore, financing higher education remained important to this realisation.

### **The Financing Strategies for Higher Education**

He outlined different forms through which higher education was financed including research, cost sharing, and ring-fenced funding.

- Research was an important avenue for financing higher education. Scientists and creative writers were capable of attracting research funding in higher education.
- Cost-sharing between government and families of the clients (students) had been another avenue for financing higher education in Africa. He proposed taxing the future earnings of graduates rather than the unequally distributed resources of their families of origin.
- The logic of student loans, with the added benefit of ring-fenced accumulation of funds entailed an assured support for the next generation.
- Ring-fenced funding was crucial for pragmatic constraints on implementation of policy by executives in difficult economic and political context.
- In conclusion, Prof. Serpell noted that the main drawback towards improving higher education had been the sluggish implementation of policy recommendations. He gave an example of the Bobby Bwalya Commission of Inquiry of 1997 which made recommendations on financing higher education at economic rate and the establishment of the Loans scheme which was introduced in 2003. After 16 years, the Higher Education Authority was finally constituted by an Act of Parliament in 2013. Subsequently, the Higher Education Loans & Scholarships Board awarded its first tranche of loans in 2018.
- As a way forward, Prof. Serpell proposed a mutually respectful dialogue among diverse stakeholder groups. Including shared (superordinate goals) of policymakers based in government and researchers based in Higher Education Institutions, and prioritization of local/national/regional concerns over agendas set by bilateral aid organizations.

On whether we should not be thinking of investment in higher education as a commercial investment so that other potential investors can be encouraged to finance higher education; Prof. Sepell said that it would rectify the notion that education was a privilege rather than a public good. Education had benefits to both the individual and society. The need to consider priority areas for funding higher education was what is important. For example, research in higher education was key which needed to be funded based on output. This meant that the idea of equitable financing

across higher education institutions would not apply. Eventually, this would help key stakeholders to sustain the focus of the importance of providing university education.

#### Salient Lessons

The key issue and lesson that emerged from this presentation was:

1. The unjustified delays in the implementation of the policy recommendations.
  - a. This can be costly and detrimental to national development.
    - i. For example, if the Higher Education Loans and Scholarship Board of Zambia was put in place at the time the policy recommendations were made in 1997, more people could have accessed sponsorship by now.
    - ii. The financial resource burden being experienced by universities today would have been minimised.
  - b. Governments should never relegate its socioeconomic responsibilities.

## **4.2 Towards a Sustainable Africa with Higher Education Financing: An Inspiration from the Millennium SDGs and AU Agenda 2063**

Presenter: Dr. P.K. Nkanza, former permanent secretary in the Ministry of Higher Education  
Session Chairperson: Mrs Ireen N Chirwa, Chief Executive Officer, HELSB, Zambia

#### Highlights of the Presentation

Dr. Patrick Nkanza premised his presentation on the relational aspect of investing in higher education and the attainment of a sustainable Africa. In his presentation he touched on key areas outlined as follows:

- i. Challenges of Higher Education in Africa
- ii. Interventions
- iii. Challenges of Higher Education Financing
- iv. Financing Policies and Practices in Higher Education
- v. Financing Higher Education for Results
- vi. Conclusion

#### **i. Challenges of Higher Education in Africa**

Dr. Nkanza highlighted the following challenges faced by higher education in Africa:

- The Educational and Learner Support infrastructure has not lived up to the expectations of stakeholders in particular the learners, and require improvement.
- Design, testing and implementation of new curricula and academic programmes has been irrelevant to the market.
- Higher education institutions except for a few, are unable to attract, recruit, retain, motivate, and develop a well-trained faculty
- There is still limited access to higher education for disadvantaged populations
- Inability to conduct more and better science education and research, both basic and applied.
  
- He emphasized that all higher education institutions in Africa should work towards improving all these areas because they are essential roles expected for a university perform.

#### **ii. Interventions**

- He explained that the interventions have been at different levels continental, regional and national.

- At continental level through the African Union (AU), a Continental Education Strategy for Africa (CESA) was developed to consolidate the Africa education strategy for a period 2015-2025, through the Pan African University (PAU) framework.
- At a regional level and more relevant to Zambia, the Southern African Development Community (SADC) developed a Protocol on Education and Training, through a consortium called Southern African Universities Association (SARUA).
- At national level and from the Zambia perspective, National Policies and Strategies on Higher Education were developed. Thereby, creating Higher Education and institutions to ensure quality –Qualification Authorities (QA) and or National Qualifications Frameworks and Authorities (NQFs and NQAs).
- These interventions were also aligned to other countries in the region.
- He also indicated that these interventions were intertwined in both the Sustainable Development Goals and Zambia’s vision 2030 of becoming a middle-income country. Many countries in Africa equally had their national visions and development plans.
- Dr Nkanza indicated that undoubtedly these development plans and visions put a demand on higher education.
- Despite this observation and the interventions made, the challenge of financing higher education remained.

### iii. **Challenges of Higher Education Financing**

- The presenter indicated that it was evident that higher education had continued to experience inadequate funding. This had continued to hamper the operations of higher education. For example:
  - a) There has been a rising demand for higher education but limited funding affects the capacity to respond favorably to the demand.
  - b) Quality concerns underpinned by limited resources
  - c) Limited funding for research
  - d) Human and physical constraints on capacity expansion

### iv. **Financing Models and Practices in Higher Education**

In light of this, Dr Nkanza shared different financing models and practices that were used in different places globally. These included the following:

- a. Financing based on Allocation for Operating Budget–operational costs.
- b. Historically Based Budgeting–informed by what the practice has been without considering the needs at the time.
- c. Input Based Formulae– based on what is needed.
- d. Performance Based Formulae–deliverables or throughput. Examples, number of graduates for specific skills relevant to the market, novel research, and publications.
- e. Investment Budget Allocation
- f. Earmarked Funding–based in a key project or section of the university or college.
- g. Performance Contracts– a contract can be entered into between higher education institutions and funding agencies to train or conduct research for a period of time.
- h. Competitive Funds– higher education bid for funds i.e. projects or research funds.

- He observed that in Africa, the typical financing structure for higher education has been through government grants, student fees both local and international, business ventures, performance-based contracts, and competitive funds.
- He also noted that in the event of government reduced commitment to financing higher education; universities and colleges were heavily dependent on student's fees. He argued that students' fees alone could not finance higher education totally. He made reference to the fact that universities had tried business ventures to broaden their resource base, but the business ventures had not worked.
- His opinion was that universities professionals were not suited to run businesses and should not be expected to do so, rather they be confined to the core business of an academic institution— research, teaching and consultancy.
- He indicated that asking universities to raise their own finances has had more consequences than value on the service delivery and international rankings. Therefore, he suggested the following model for financing higher education for results:

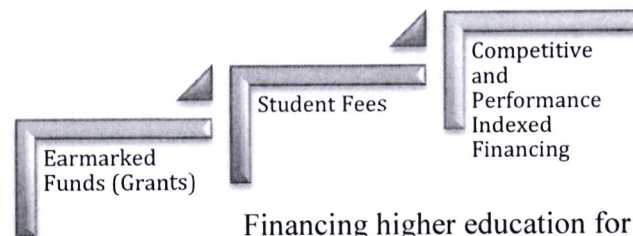


Figure 1: Financing higher education for results

- In conclusion, he noted that higher education institutions were failing to make considerable contributions to national development partly because they were not well funded. He proposed financing higher education through a performance based model supplemented by student fees.
- His justification was that this was one way through which universities could be made accountable. Performance based funding comes with sanctions for non-performance which would compel universities to perform.
- Finally, he called on governments to rethink their financing strategies in line with his suggestion and conviction that performance based financing has the potential to encourage universities and colleges to produce results.

It was affirmed that it was possible for this model to work, if the Performance Indicators (PI) for each academic discipline were determined. This implied using the throughput for the discipline to benchmark the financing. It was also indicated that this was crucial that as each programme in the university had the desirable outcome.

It was remarked that the parallel programme approach had been slippery and compounded with a lot of quality issues. It was indicated that this was a shortcut method of raising funds while compromising the quality of education. Higher education institutions did not need to use financial matters to make academic decisions. This had caused academic units to be unviable. He argued that the parallel programme approach was not worth it for academic institutions to run businesses.

#### Salient Lessons

The key lessons that emerged out of this presentation and discussion were that:

1. Higher education was key to any nation if well managed.
2. The financing of higher education was largely a responsibility of the state and its citizen.

3. Higher education should be financed sustainably through performance-based strategy, while they remain accountable.

### **4.3 Legislature Say: Charting a Sustainable Path in Higher Education Financing through Legislation-Examining the Inconsistencies in Political decisions and Practical Issues**

Panelists: Hon. Julius Melly, MP  
Hon. Jacob Opolot, MP  
Hon. George Mwamba, MP  
Hon. Twesigye John, MP

Session Chairperson: Mr. Chibamba Kanyama

#### **Highlights of the Discussion**

- i. Law maker's and Financing higher education through Legislation
- ii. Kenyan Perspective
- iii. Zambian Perspective

#### **i. Law maker's and Financing higher education through Legislation**

- The lawmakers agreed on their contribution towards charting sustainable path in financing higher education through legislation.
- They also acknowledged the inconsistencies and political interferences with regard to policy implementations. For example, they agreed that promises and commitments are often made towards education in general but they are rarely followed by real action.

#### **ii. Kenyan Perspective**

- The Kenyan Legislators indicated that higher education was key, and any nation could not develop without financing this sector of education and that this required the involvement of government, law makers and parents.
- Law makers had a role to advocate for laws that mandates government to commit, and adequately finance higher education.
  - For example the Kenyan Constitution mandates government to finance higher education. Even with 111 universities, 51 are public, while 60 are private. The 51 universities are funded 90% by the government and Kenya stands at 26% budgetary allocation to Higher Education. Sponsorship for students is equally through loans and grants and priority is given to in-demand skills.

#### **iii. Zambian Perspective**

- The financing of higher education was solely by the government. It was highlighted that funding to higher education had not been adequate and the trend had continued (Zambia stands at 20% budgetary allocation to higher education.)
- It was pointed out that unfortunately the small portion that was allocated to higher education, the larger portion of it went towards personal emoluments

leaving meagre resources for operation costs. This was acknowledged as an anomaly that had to be corrected.

- As Zambian parliamentarians, the Law makers were ready to engage and support the Ministry of Higher Education and the Loans Board on developing sustainable strategies for financing higher education.

### Salient Lessons

The following were the salient lessons that emerged:

1. Parliamentarians have an important role to play in mobilisation of resources for higher education in Africa. They have the power to influence policy directions and implementation. Therefore, they can apportion this influence towards resource mobilisation and budgetary allocation to the key sectors of the economy such as higher education.
2. The government is a key custodian of the education system, and therefore, has a huge responsibility to finance higher education.

### 4.4 Panel Discussion- Addressing the Learning Crisis with a Renewed Focus on Quality through Legislature and Impact Investing Models in Financing Education: How can we Move the Needle?

Discussants: All members of Parliament present at the conference: Hon. George Mwamba, Hon. Emmerson Machila, Hon. Twesigye John, Hon. Jacob Opolot, Hon. Julius Melly, Sen. (Dr.) Getrude Inimah, Hon. (Prof.) Zadoc Abel Ogutu, Sen. (Dr.) Langat Andrew Christopher  
Session Chairperson: Mr Chibamba Kanyama

#### Highlights of the Discussion

- i. Attaining 100% transition at all levels of education- Kenyan Perspective
- ii. Attaining 100% transition at all levels of education- Zambian Perspective
- i. **Attaining 100% transition at all levels of education- Kenyan Perspective**
  - In order to attain 100% transition at all levels of education, it was indicated that lawmakers:
    - addressed education matters legislatively.
    - discussed and advanced the national educator agenda at senate level including developing progressive and favourable policies. For example, Kenya has an Act on free primary and secondary education. The TVET Act takes care of quality education at TVET level.
    - developed bills that address needs of persons with disabilities.
  - It was observed that Kenya had attained 98% transition from primary to secondary education through the Kenyan government's commitment to education.
    - Every primary school was electrified through solar or national power grid.
    - The government paid for every child in secondary schools, coupled with the meaningful utilisation of the available resources such as Constituency Development Fund (CDF) to support education within the constituency.
    - Each constituency had a polytechnic centre whose curriculum is competency based. Those who for one reason or another did not make it to university education, were accommodated in TVET institutions and got trained through competency based education.

- The success was also been due to many collaborations with the private sector and the continuous community sensitisations on the importance of education.
- ii. **Attaining 100% transition at all levels of education** **Zambian Perspective**
  - It was observed that:
    - Access and quality education were equally important areas of education provision.
    - The barriers to access were many but the key ones were geographical. Streamlined as rural and urban, although equally embedded with specific barriers. The rural areas had a huge challenge of access to education as they had few schools and those that were available were located in distant places.
  - In order to attain 100% transition at all levels of education, it was indicated that the government:
    - Facilitated the establishment and support of community schools while constructing the school infrastructure.
    - Introduced free education at primary education levels.
    - In higher education, efforts were being made to link university education with in-demand local skills.
    - There was also an effort to increase the number of universities to improve access and train more academic staff to improve quality.

## Question

- I. How is Kenya designing the financing models for higher education?

## Responses:

It was remarked that funding was:

- a) based on units and needs depending on where the students are enrolled.
  - b) Guided by the vision 2030 and medium term framework.
  - c) Based on productive areas such as TVET that have been linked to the industry.
- It was a legal requirement to finance education in Kenya. This was backed by the constitution and made it convenient to remind ourselves (as politicians) of our responsibility.
  - For Zambia, what was needed was a paradigm shift. A focus on vocational education and skills development for job creation as opposed to the current practice of general education.

## Salient Lessons

The lesson that emerged from this discussion was that:

1. The government's responsibility towards higher education as evidenced from the Kenyan success story.
2. Parliamentarians needed to take an active role to support education at their level of influence and capacity.

## **4.5 Summaries and Discussions from Presentations on Re-imagining Technical and Vocational Education and Training in Africa**

### **4.5.1 Competency Based Education and Training (CBET): Endorsing TVET Curriculum Development, Assessment and Certification**

Presenter: Hon. Twesigye John, Vice Chairman Education Committee, Uganda Parliament  
 Session Chairperson: CPA Michael Wanyama, CEO, Higher Education Student's Financing Board (HESFB), Uganda.

## Highlights of the Presentation

The aim of the presentation was to demonstrate the strides made in TVET institutions in Uganda through the adoption of Competency based education and training. The presentation highlighted the following major issues:

- i. Defining Competency Based Education and Training CBET
- ii. Legislation and Context of TVET in Uganda
- iii. TVET Financing for CBET

### **i. CBET in Uganda**

The presenter indicated that:

- CBET was learner-focussed and centred on giving knowledge, skills and values with an emphasis on output (competencies).
- Curriculum on CBET described assessment and certification with a focus on knowledge, skills, values and attitudes.

### **ii. Legislation and Context of TVET in Uganda**

It was noted that:

- Uganda had a clear framework that guided curriculum development and certification in a bid to achieve CBET.
- Uganda enacted TVET Act in 2008, which provided for the TVET policy to change the prevailing trends (such as negative perceptions of TVET students, lack of opportunities for progression and the degree syndrome) and receive the required support (through legislation, people were trained on the job).

### **iii. TVET Financing for CBET Delivery and TVET Institutions**

The presenter observed that:

- TVET was costly especially with regard to equipping institutions with the right instructors and equipment.
- Uganda and other African countries needed additional funding to TVET under Higher Education financing agencies whose focus had remained on higher education courses and science based programmes.
- There was need for policies to redirect students from degree syndrome to TVET to enable them acquire skills and employment.
- TVET in Uganda was financed through awards from different sectors (scholarship board, Committees, State House, agencies and ministries).

- Proposed that all resources to be pulled in one basket to benefit all stakeholders through legislation
- Proposed strengthening financing agencies so as to attract students to TVET
- Governments needed to support students through tuition and grants and consolidate scholarships and loans in one body to increase financing to the sector.
- Governments needed to ensure that TVET graduates were employed
- Governments also needed to work towards global effective certification to enable TVET graduates to work beyond their country borders.

## Questions

- I. What strategies could be used to avoid wastage of money in TVET?
- II. What were the pitfalls of making TVET as part of Higher education sub sectors and what could be done to change the status quo of higher education receiving more funds as opposed to TVET?

## Responses

- I. It was observed that finances in TVET would be efficiently utilised through the use of different funding streams (for example, differentiated feeding, accommodation and academic costs to be met based student economic status) and bringing all financiers of TVET on board through the Higher Education financing agencies through legislation.
- II. As regards the structural concerns of TVET being a subsector of Higher education and the potential conflict of interest, it was observed that Uganda had taken on a recommendation that Higher education and TVET be separated to ensure that TVET was regulated separately.

## Salient Lessons

The key issues that emerged were:

1. Legislation for TVET was paramount.
2. TVET be allocated more funds so as to provide employment.
3. To fight stigma associated with TVET and encourage students to embrace TVET, there was need to increase funding and give grants to students to enable them start businesses or form enterprises.

### **4.5.2 Namibia's Harambee Prosperity Plan: TVET, Higher Education and Innovation Policy, how it Supports the Harambee Prosperity Plan**

Presenter: Dr. Itah Kandjii-Murangi, Minister of Higher Education, Training and Innovations, Government of Namibia

Session Chairperson: Mr. Kennedy Kadume, Chief Executive Officer, NSFAF, Namibia

## Highlights of the Presentation

The aim of the presentation was to demonstrate how the Namibia's TVET, Higher Education and Innovation policy review initiative supported the Harambee Prosperity Plan. The presentation addressed the following major issues:

- i. National vision-Harambee Prosperity Plan
- ii. Background to TVET, Higher education and Innovation Policy Reviews
- iii. Strategies to accelerate Progress

### **i. National vision-Harambee Prosperity Plan**

The presenter pointed out that:

- Though a young democracy, Namibia had achieved great strides in reforming the education and training system to meet the aspirations of the people.
- To improve the livelihoods of the people, in 2004 the government adopted the strategic document called Vision 2030, which inspires and guides the country to become an industrialised nation.
- Adopted Harambee Prosperity Plan (HPP), an accelerated programme to achieve the targets of Vision 2030 with five pillars (effective governance, economic advancement, social progression, infrastructure development and international relations and cooperation).
- The national development plans complimented Harambee Prosperity plan.
- TVET, higher education and innovation were identified as key strategic drivers among many others to stimulate the economic competitiveness of the country in the national development agenda.

### **ii. TVET, Higher education and Innovation Policy Review Exercise**

It was noted that:

- The new Ministry of Higher Education, training and innovation (in consultation with UNESCO) conducted a comprehensive situation analysis of the tertiary education sector to reflect on the current status, the aspirations and how TVET and higher education and innovation could be used as effective tools to realise national aspirations.
- The preparatory analysis for policy reviews made the country to realise that:
  - a) Addressing the existing inherent shortcomings within each functional areas in education was paramount
  - b) Needed to ask hard and difficult questions on the core functions of the Ministry

- c) To revisit the existing TVET stream and develop a recognised national TVET system locally and internationally, needed to examine bilateral, regional and multilateral TVET developments and trends and not only rely on self-reflection, but also on good external lessons for comparative and benchmarking purposes.

### iii. **The Comprehensive Report Revelations**

The presenter indicated that:

- The comprehensive report presented a picture of how the core functions underpinned the Harambee Prosperity Plan and they could be tools for social and economic development.
  - a) At the TVET level, the analysis showed that the system:
    - was fragmented
    - had no uniform accreditation and coherent framework
    - had poor linkages with basic education and higher education
    - had inconsistencies within TVET itself
    - not properly aligned to local industry demands
    - graduates not employable.
  - b) At Higher education level, the report showed that:
    - though the growth ratio was higher by African standards, challenges relating to limited access, quality and relevance persisted.
    - Ever increasing number of students leaving post secondary education with limited opportunity to access higher education either through the academic stream to universities or the TVET system (considered as both a challenge and growth point).
  - c) At Innovation level, the report revealed:
    - Incoherent policies within the innovation pathway which thwarted the efforts to build the innovation and entrepreneurial culture (barrier to job creation and economic diversification).
    - The two public universities dominated the research activities in the country
    - Technological and innovation dynamism was lacking.

### iv. **TVET as a Key Driver for Progress**

It was observed that:

- TVET was recognised as a key driver for progress because the Namibian government attached great importance to the properly developed, integrated and target oriented TVET system

- Government considered TVET as an inherently transformative and change agent that could help a nation like Namibia to:
    - a) Provide specialised technical skills and competencies to local industry
    - b) Create jobs
    - c) Develop new enterprises
    - d) Curb rural-urban drift
    - e) Reduce poverty.
  - HHP recognised TVET as a key enabler in driving the national development agenda and backed by a rationale that TVET was the source of skills, knowledge and technology to transition into knowledge based economy.
  - Captured under the Social progression pillar of the HHP, intentional prioritisation of TVET was also based on the sector’s potential to equip citizens with work ready skills and address the challenges of youth employability and unemployment.
- v. **Strategies and actions to accelerate progress and transform the Core Functional Areas of the Ministry**

The presenter noted that:

- a) At TVET level, strategies and actions to accelerate progress and transform the ministry TVET sector included:
  - TVET transformation: by orienting and aligning it to local industry in the country by revisiting and harmonising TVET curriculum, developing TVET standards, adopting differentiated entry requirements and developing web based learning system, instructors education programme, and a sustainable funding model for TVET among others.
  - Expansion of TVET to regions: through the development of physical infrastructure master plan to facilitate the coverage of all political regions with TVET institutions.
  - Increase TVET Enrolment.
  - Image improvement: by creating a leveraging TVET career path by countering societal perceptions that had stereotyped TVET career path as having low status, demand and limited career growth through the advocacy project. Three strategies were adopted, namely, ‘live your passion Campaign on social media- and profiling TVET graduates; the production and distribution of booklets about the told stories of excelled and successful graduates in primary and secondary schools and the Bi-annual National Skills Competition in collaboration with the World Skills International.

b) At higher education level:

- the quality and relevance of higher education (both public and private) were government's priority as emphasised in the vision 2030 that Namibia's industrialisation agenda was to be driven by Namibians who needed to be properly and adequately prepared.
- Higher education was contributing to this Vision by:
  - a. Nurturing professionals needed in the public and private sector
  - b. Improving quality of education through teaching and learning in HEIs (quality assurance was coordinated by three agencies- National council for higher education and Namibia Qualification Authority and Namibian Training authority)
  - c. Improving access to higher education through equity and inclusion by increasing the number of students in higher education from rural and marginalised groups, which was facilitated by increased public awareness and availability of pro-poor student funding through NSFAP and similar schemes.
  - d. Establishment of disability units for people living with disabilities at government and public university level to increase their access to higher education.
  - e. Improve research output through improved funding and coordination in the country and the implementation of the national research agenda.

c) At innovation level:

- the Science Technical and Innovation Policy was a new framework to cover and integrate the three interrelated domains of the Science policy, education policy and innovation policy was adopted.
- STI was founded on conceptual framework of national system of innovation with emphasis on improving the quality and intensity of interactions among all functions (public, private, formal or informal) involved in the production, procurement, introduction and application of economically valuable knowledge.
- STI Policy was aligned to Harambe prosperity plan so as to ensure that by 2030, Namibia's innovation was driven by research and development and improved global innovative ranking index.

## Salient Lesson

The following emerged as a salient lesson:

- The contribution of TVET and higher education to the attainment of national and continental aspirations needed to be driven by clear policies and adequate Government funding and support.

#### **4.5.3 TVET Students Financing: Case of Higher Education Financing Agencies Funding TVET Students with Loan, Bursaries and Scholarships**

Presenter: Sen. (Dr.) Langat Christopher Andrew, Chairperson, Education Committee, the Senate of the Republic of Kenya

Session Chairperson: FCPA Charles Ringera, Chief Executive Officer, Higher Education Loans Board (HELB), Kenya

#### **Highlights of the Presentation**

The presentation addressed the following issues:

- i. Domestication of TVET into TIVET in Kenya
- ii. The Objectives of TIVET in Kenya
- iii. Structure of TIVET in Kenya
- iv. Legal Instruments governing TIVET
- v. Lessons Learnt from TVET Champions
- vi. Sources of Funding for TIVET
- vii. Kenyan Government Financing Efforts in TIVET.

##### **i. Domestication of TVET into TIVET in Kenya**

The presenter noted that:

- Kenya had appropriated the internationally known TVET (Technical and Vocational Education and Training) to TIVET (Technical, Industrial, Vocational and Entrepreneurship Training) to refer to pragmatically important components of a national training system that encompassed not only the general acquisition of education but also the study of technologies and related sciences, acquisition of knowledge, practical skills, and attitudes relating to occupations in various sectors of economic and social life.
- It was acknowledged that TVET was education and training which provides knowledge, skills and attitudes for employment, and uses formal, non-formal and informal learning.
- TVET was recognised as a crucial vehicle for social equity, inclusion and sustainable development.

##### **iii. The Objectives of TIVET in Kenya**

- The aims and objectives of TIVET in Kenya included:
  - a. developing appropriate skills at all levels through practical training and work experience
  - b. providing adequate skilled manpower at all levels of the economy
  - c. facilitating active and continuous transfer of technology through collaborative approach between TIVET institutions and the relevant industries and promoting the dignity of labour and more particularly manual work.
- TIVET further aimed to foster:

- a. the provision of increased training opportunities for the increasing school leavers,
- b. continuous upgrading of skills and knowledge at the pace and ability of the trainees
- c. a dynamic curriculum responsive to the manpower needs of a dynamic economy.

#### iv. **Structure of TIVET and Legal Instruments in Kenya**

It was indicated that:

- TIVET in Kenya was offered at four (4) levels, namely:
  - a. Artisan level: Single trade, two year training in Vocational training centers (youth polytechnics), as well as on-the-job training in the formal and informal (Jua Kali apprentices) sectors;
  - b. Craft level: Multi-skill, three year training in technical training institutes (TTIs), institutes of technology (ITs), and Parastatals training institutes, into which artisans are able join;
  - c. Technician level: In National Polytechnics (NPs) and a few selected TTIs and ITs, into which craftsmen and secondary school leavers may join in;
  - d. Technologist in National Polytechnics and Universities.
- Kenya had developed legal instruments to govern TIVET (The Constitution of Kenya, The Education Act (Cap 211), The Industrial Training Act (Cap 237), The Higher Education Loans Board Act (Cap 213), The Kenya National Examinations Council Act (Cap 225), The Local Government Act (Cap 265), The Teachers Service Commission Act (Cap 212), The Universities Act (Cap 210B), and The Master Plan on Education and Training (1997 – 2010).
- Kenya had learnt some lessons from champions of TVET education such as China, Canada, Malaysia, Germany, Chile, Singapore, Indonesia, Israel, India and Rwanda. The lessons learnt included the need for:
  - a. Heavy financing and reduction of university education
  - b. A demand-driven TVET system
  - c. Quality and relevance
  - d. Industry-education cooperation
  - e. TVET Teacher development:
  - f. Model TVET institutions
  - g. Attitude shift

#### v. **Sources of Funding for TIVET**

The presenter indicated that:

- The sources of funding were government budgets, student fees, and the private sector.
- It was also acknowledged that funding portfolios of TVET providers across countries and provision types varied, but in general for the majority of public TVET providers, government funding was the most significant source of funds overall; while student fees were the most significant source of funds for private providers.

- Other sources included employee contributions, private donations, income generating activities and external assistance (such as Official Development Assistance (ODA) and official loans).
- vi. **Kenyan Government Financing Efforts in TIVET**
- The efforts by the Kenyan Government in financing TIVET included:
    - a. 21 billion budget share for TVET
    - b. Fees reduction from 9300ksh to 56400
    - c. 30 thousand capitation+40 thousand HELB (26400sh tuition+13600 pocket allowance).
    - d. County bursaries
    - e. Constituency bursaries
    - f. Construction of infrastructure through CDF
  - Apart from the Kenyan Government, other donors and financiers included the World Bank, The Netherlands, African Development Bank, Italian Government, Chinese Government, JICA, UNDP/UNIDO, Microsoft and Religious Institutions.

## Questions

- I. How was Kenya managing to attract interest and funding to TIVET and the high level of political commitment towards TIVET that was exhibited through massive investment in education as a priority area.
- II. What was the impact of TIVET and were tracer studies conducted to assess the productivity and employment rate of the graduates?

## Responses

- I. It was observed that the success of TIVET in Kenya was politically driven in that the President first saw the value of TIVET before it became a national agenda. Education was also a priority for the nation as backed by the legal instruments. At the same time, the interest to fund TIVET was linked to employability of the TIVET graduates and the funded projects to these graduates in that the Kenyan government allowed for every student to form companies that were eligible for funding.
- II. It was indicated that TIVET had positively impacted on the country in terms of youth productivity. Other impacts were linked to reduced crime rates and rural- urban migration. Tracer studies of TIVET graduates had also been conducted which confirmed the employability of the graduates especially that they were partnering with different industries in the country and TIVET also had an emphasis on value addition

## Salient Lessons

The emerging lessons that emerged from the presentation and discussion were:

1. Political commitment and massive investment in education through government funding of TIVET.
2. Creating linkages between TVET and the industry
3. Funding and development not to be considered as waste, but rather the only way to get rid of the time bomb of youth revolution due to unemployment.

### **4.6 Panel Discussion: Reimagining Technical and Vocational Education (TVET) as a Panacea to Youth Unemployment in Africa**

Discussants: Hon. Buti Manamela,  
Dr. Itah Kandjii-Murangi  
Hon. Sydney Mushanga  
Hon. Getrude Inimah  
Hon. Christopher Langat  
Hon. (Prof.) Zadoc Abel Ogutu

Session Chairperson: Madam Kayula Siame, Permanent Secretary, Ministry of Higher Education, Zambia

### Highlights of the Discussion

The purpose of the panel discussion was to deliberate on how TVET could be deemed as a panacea to youth unemployment in Africa. The discussion addressed what government policy and regulatory issues needed to be put in place from a Government's perspective to encourage youths to enrol in TVET and how youths could be motivated to embrace TVET as a tool to achieving industrialisation. The discussion highlighted the following representations and issues:

- i. Namibian Context
- ii. Zambian Context
- iii. Kenyan Context
- iv. Role of the Legislature and Governments

#### **i. Namibian Context**

From the Namibian perspective, it was observed that:

- Any form of education could not claim to be the panacea but could only provide possible inputs to provide solutions.
- The standardisation of the TVET curriculum in ways that bring the industry on board and pay attention to future trends was important.

- Government needed to realise that any stream of formal education (academic or TVET) needed to be anchored on STEM subjects in view of the 4<sup>th</sup> Industrial revolution.
- Government to ensure compulsory component of work based learning which captures internships, attachments and apprenticeship because unlike the academic stream, TVET is practical.
- Government to assess the needs of the country and regional needs by establishing economic needy areas of regions and ensuring that the training needs in TVET are aligned to those within the specific areas.
- As regards, the youth, it was observed that while the youth were aware of their needs and wants, these aspirations were not necessarily aligned to the needs of the country. As such, there was need to balance the interests of the youth and the needs of the country
- There was need for guided admission regimes within universities higher education so as to ensure that larger quarter of students were admitted in programmes that would drive the developmental agenda of the country.
- It was emphasised that funding to TVET was critical. For example, TVET was free in Namibia although there was a general feeling that it needed to be co-funded.

## ii. **Zambian Context**

From the Zambian perspective, the following were identified as key measures to improving TVET:

- TVET infrastructure to be put in place and that there was government policy of establishing TEVT institutions in all provincial headquarters including the possibility of district level if resources allowed.
- Development of resource to train the youth in TVET through the pre and post service training Lecturers and Instructors in TVET to be trained through pre and post service training
- TVET institutions to be established and available in areas where they are needed.
- Government introduced skills development fund to improve infrastructure, capacity building of lecturers and for supporting and sponsoring some students.
- Youths were encouraged and reminded that skills offered in TVET institutions were life long skills that guaranteed self-employment and creation of enterprises to employ others.

## iii. **Kenyan Context**

From a Kenyan perspective, it was remarked that:

- Youth unemployment was common in Africa owing to low transition rates from secondary schools to tertiary level which was attributed to peer pressure, lack of financial support and economic backgrounds among others.
- Kenya had succeeded in using TIVET as a panacea to the solutions to youth unemployment.
- In enhance TIVET in Kenya:
  - a. the government had prioritised funding to education as it was a pillar of education
  - b. Another agenda for Kenya was manufacturing and TVET was key to realise this aspiration.
  - c. Bills were developed to enhance TIVET and partnerships
  - d. Education was constitutionalised as a basic right hence Kenya was providing free education (lower levels) to promote 100 per cent transition.
  - e. Children with special needs were given a special funding allocation to TIVET in the spirit of not leaving any one behind.
  - f. Policies to remove huddles for youths to enrol in TIVET were created such as entry requirements ( every person was eligible), reduction of fees and financial support to those in TIVET (all those enrolled in TIVET were provided with capitation, and loans which translated in every youth in TIVET receiving pocket money as motivation) resulting in increased numbers.
  - g. Political leaders encouraged youths to embrace TIVET
  - h. Teachers in schools encouraged the uptake of TIVET
  - i. Government was funding courses in universities based on demand given the high unemployment levels of university graduates.

iv. **The role of the Legislature and governments in TVET/TIVET**

It was observed that:

- Africa could only address the challenges of poverty and youth unemployment if all of her population were given an opportunity to be productive.
- The role of legislators was:
  - i. To examine how national visions translated into clear national legal frameworks to guide the attainment of the national aspirations because a nation could not be a middle economy without demonstrating the ability to produce enough food and basic products and stop importing basic products.

- ii. Ensure that countries had clear legal frameworks and policies upon which the legislators would guide the attainment of the national aspirations.
  - iii. Listen to the voices of the population and provide the necessary legislation including conflicting views.
  - iv. Challenge governments to demonstrate good will as was the case in Kenya in which top leadership supported TVET, which translated in receiving a lot of support from the International community, government budgetary allocation funding or resources to the sector.
- Top leadership to influence the uptake of TIVET by changing the attitudes to TIVET through the use of champions. For example, in Kenya all MPs promoted TIVET centres in their constituencies and small cottage industries in communities to enable the youths to see the value of TIVET, linked TIVET to the national agenda and presented TIVET as an alternative to the increasing unemployment in the country.

## Questions

- I. How much finances were allocated to education in each country in order to appreciate the strides each country was making in education? For example while Kenya received 26%, even with clear national aspirations, Zambia received 15.3% in 2019 of the national budgetary allocation. Other than that, the budgetary allocation to education in Zambia continued to reduce with the 12.4 % allocation in the 2020 national budget, a scenario that pointed to a mismatch between policies and the reduced resource basket. For example, while there was an increase in the number of public universities in Zambia, the budgetary allocation had continued to reduce. The feasibility of establishing TVET centres in all provincial centres and districts amidst reduced budgetary allocation to the sector also needed to be clarified in the case of Zambia. It was further remarked that the Zambian Ministry of Finance needed to be made aware that Zambians were not happy with the reduced budgetary allocation to education and that more resources needed to be allocated to education, as was the case in Kenya (a country that had learnt numerous ideas from Zambia and yet had superseded Zambia).
- II. Which fora's could be used to speak of the challenges facing African countries and formulate solutions to these problems given that African countries had similar problems?
- III. From a country perspective, what efforts were put into the master craftsman apprentice system to provide further training, certification and recognition of skills in a bid to

formalise qualifications and impart the necessary skills to the majority of the people in TVET who were in the informal sector as opposed to the formal sector?

- IV. In terms of access to markets, how were the TVET graduates conscientised to form and register business associations even when TVET was associated with self-employment?

## Responses

- I. It was explained that the reduction of budgetary allocation to education in Zambia was in the hope of allowing for the private sector to contribute towards the sector and that the budgetary resource in the country was limited. As such, Zambia was striving to achieve more with less.
- II. It was remarked that one way of addressing Africa's problems was through the democratically elected leaders that provided for public participation in democratic societies. Other fora's and systems were the AAHEFA itself provided for the fertilisation of ideas and African Union (through the 10 Presidential Champions of Education, Science and Technology) and regional blocks such as SADC (through the SADC protocol on education training).
- III. It was indicated that some countries like Namibia had what was known as recognition of prior learning in which the focus was on those who may have acquired technical skills from the informal sector. Under this system, advertisement books were annually put out in the public calling for such categories of people to come forth to any TVET institution to be assessed and certified.
- IV. It was observed that countries like Namibia had started a student entrepreneurship loan that targeted third and fourth year students in universities and graduates from TVET. These were exposed to business proposal writing and those who developed viable proposals were funded. It was also remarked that the greatest market for TVET was the local context. In the face of globalisation, TVET courses needed to have a global nature. Therefore, the leaders were encouraged to open regional borders so as to enable the youth utilise their skills and contribute towards the development of the region.

## Salient Lessons

1. Youth unemployment was a challenge experienced by many African countries. As such, each country needed to be vigilant in addressing youth unemployment within the economic confines as Africa's problems would be addressed when every citizen was given an opportunity to be productive.

2. There was a shared consensus that TVET would contribute to attainment of national visions, including the provision of solutions to youth unemployment on the continent, including the securing the industrialisation of the continent's future.
3. Governments to develop relevant policies as Kenya had done to:
  - a. Increase access and inclusivity in TVET
  - b. Address affordability concerns of TVET
  - c. Improve infrastructure for TVET
  - d. Motivate the youths to embrace TVET
  - e. Enhance linkages with industry
  - f. Integrating STEM subjects as part of TVET
4. Governments needed to give the youth the relevant skills and provide relevant support so as to enable the youths to see the relevance of TVET and the role of parliamentarians was to support these TVET initiatives.
5. The greatest market for TVET was the local country context, hence there was need to need to examine the specific country demands in processes of TVET reforms.

## **4.7 Summaries and Discussions from Presentations on Study Materials in Higher Education and the Gig Economy**

### **4.7.1 The Future of Study Materials in Institutions of Higher Learning in the Advent of e-Books**

Presenter: Mr. Mehark Mugabe

Session chairperson: Dr. Randall Carolissen

#### **Highlights of the Presentation**

In this session, Mr Mugabe explained the importance of electronic teaching and learning materials in the 21<sup>st</sup> century. The following were the highlights of the presentation:

- (i) Role of Higher Learning Institutions
- (ii) The Past Generation of Hard Copy Materials
- (iii) The Present Era of Electronic Materials
- (iv) The future of study materials.

#### **(i) The Role of Higher Learning Institutions**

The presenter reminded the conference participants the few issues related to the roles that higher learning institutions played worldwide and Africa in particular. He reported that:

- The core business of a university was teaching, learning, research and community engagement, therefore, higher learning institutions needs to prioritise teaching and learning materials to facilitate the core business and move the institutional mandate forward.
- Most university leaders tended to focus more on access to those institutions at the exclusion of the much-needed focus on success in quality education which is achieved with appropriate learning materials as part of that success story.

### **(ii) The Past Generation of Hard Copy Materials**

The presenter echoed that it was important that all generations play their cards well in order to fit into the needs of the 21<sup>st</sup> century. The following were issues raised:

- The world of hard copy study materials in universities and colleges was part of the past tradition. These materials were still prominent in most higher learning institutions because the majority of academics teaching in higher learning were a product of the past tradition where there was high usage of hard copy study materials in the form of books, handout notes, journals and other print materials.
- Print materials such as books, were regarded as reliable sources of teaching materials with no need of electricity or software to access them. Such type of materials benefited the world both in the academia, religious, government and the industry environment.
- The importance of print material was that they created employment for some citizens through established publishing and book markets as part of entrepreneurship.

### **(iii) The Present Era of Electronic Materials**

Mr. Mugabe noted that in the present era dominated by information and communication technology and the advent of e-books, two worlds and learning systems existed:

- The digital divide world where in rural-based campuses still used hard copy textbooks whilst urban-based campuses used online study materials with a little print.
- Many academics were hesitant to convert their traditional courses to an online format and this resistance was attributed to a lack of support, assistance, as well as training by institutions of higher education (Keengwe & Kidd, 2010, Allen & Seaman, 2008).
- The digital and information age demanded the use of smart devices which carried volumes of study materials instead of a bag full of heavy books.
- Most higher education institutions currently especially those in the urban areas used a combination of both hard copy and e-books or materials which are paperless as supported by the green generation.

#### **(iv) The Future of Study Materials**

The presenter foresaw the following regarding the nature of teaching and learning materials:

- the future of study materials in institutions of higher learning would favour electronic as opposed to hard copy print materials.
- the future would be of e-books, no hard copy study materials.
- concerns that technology blended e-learning would drive away human interaction and classrooms. Electronic materials would promote efficient teaching and research methods.
- The future of study materials would be characterised by increased academic performance and increased enrolment of students through distance learning.

#### **Comment**

Some of the participants commended the presenter for a good and timely presentation which touched on electronic materials and using information technologies in higher learning institutions. Further added that it was necessary for higher learning institutions to embrace this change and everybody else would follow.

#### **Questions**

- I. How can we expose or give our learners computers and internet as there are so many bad content such as pornography which might spoil our children.
- II. How would you convince professors and lecturers from the old generation to abandon the use of printed hard copy materials to use available electronic materials?

#### **Responses**

- I. It was observed that the children were already exposed to phones which could access prohibited materials from the Internet. This did not mean that the Internet could not be used for educational purposes as there was available information online for different purposes.
- II. It was remarked that there was need to advice the older generation that believe in hard copy to embrace new technology. It was acknowledged that there was high resistance to change as everyone was comfortable with what they were used to even if there were better alternatives. It was emphasised that Technology was here to stay. 'Saying no to technology is like saying you don't want winter to come but it comes anyway. Whether we like it or not winter is here for all of us so let us prepare

and embrace it.' He therefore advocated for the need to embrace technology so as to be more useful in future.

### **Salient Lesson**

1. Staff working in higher learning institutions should make use of technology to assist them operate effectively on a daily basis. This includes the use of electronic teaching and learning materials.

## **4.8 Panel Discussion-Use of Technology to achieve one to one Instructional material ratio**

**Discussants:** Mr. Meshark Mugabe, Hon. Zadoc Abel Ogutu and Mr. John Matogo

**Session Chairperson:** Dr. Randall Carolissen

The purpose of the discussion was to explain how higher learning institutions in their respective countries can use technology to achieve one to one instructional ratio based on the discussant's experiences.

### **Highlights of the Discussion**

- Discussants reported that the use of technology for instruction in higher learning institutions could not be avoided because it was at the focal point of all operations in the world today.
- Noted that technological devices were handy to everyone and instructional materials could not be questioned in a learning institution
- The question that needed to be addressed was how Africa could embrace technology and use it for educational purposes so that all learners could access materials and other instructions at the same time.
- It was emphasised that e-learning was a culture of the world today and that everybody needed to accept it.
- Reported that introducing technological gadgets in African for education was very good. However, it had its own challenges especially for the schools in the rural areas where electricity was a challenge. To adequately address the needs of 21<sup>st</sup> century, all schools needed electricity so that this technology could reach them.
- Noted that teachers were computer illiterate and needed to be taught how to use it for educational purposes so that they could guide learners accordingly.
- Reported that technology helped in accessing information from all corners of the world in short period of time.

### **Questions**

- I. What is the role of teamwork and human interaction in the era of e-learning?
- II. How can we take care of the cost for e-materials?

## Responses

- I. It was remarked that in e-learning, it was possible to give group work online but there was no physical interaction. It was acknowledged that this was one of the weaknesses of e-learning, however, learners could be accessed anywhere they were found as long as they were online.
- II. It was argued that Governments in all countries had a lot of money which was spent on personal issues. Money such as constituent development funds could be used for educational purposes. It was also argued that many times, politicians spent more government money on petty issues at the expense of education, hence the need to rise and compel these politicians to focus more on education.

## Salient Lessons

The following salient lessons emerged from the discussion:

1. E-learning was happening everywhere in the world.
2. It was important to create and access such services and materials for educational purposes.
3. The money that was assigned to constituencies could be used to produce teaching and learning materials for schools.

### **4.8.1 The Gig Economy: Artificial Intelligence and Machine Learning Converged into Digital Learning**

Presenter: Mr. John Matogo, University Relations Digital-Nation Africa Leader  
IBM East Africa

Session Chairperson: Ms. Florina Rakeketsi

#### Highlights of the Presentation

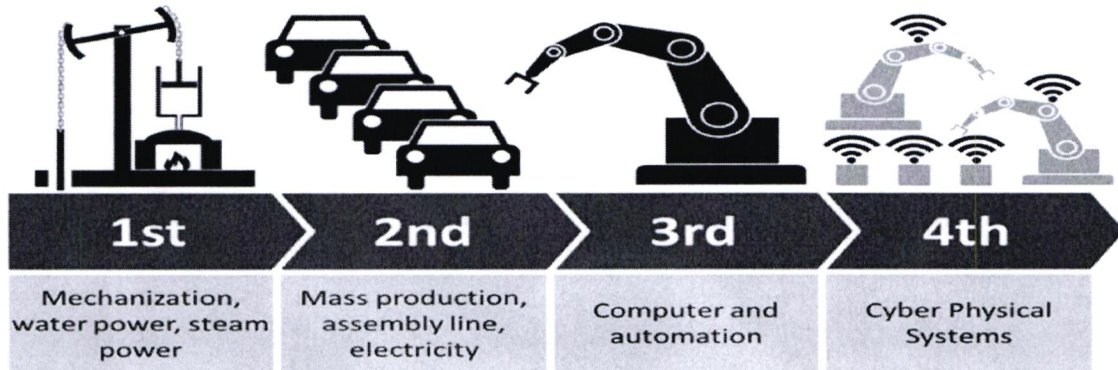
Mr. Matogo addressed the issues of Artificial Intelligence and Machine Learning and how the two were part of digital Learning. The IBM company achievements were used as reference points in the presentation. The presentation covered the following issues:

- (i) The Evolving Generations
- (ii) Human Resource Versus Machine Operations

##### **(i) The Evolving Generations**

The presenter pointed out that:

- Humans needed to understand that the society was changing all the time.
- Our communities had evolved from the first generation to the 4<sup>th</sup> generation. Figure 1 below is illustrating changes in industrial revolution in our society.



The 4 Industrial Revolutions (by Christoph Roser at [AllAboutLean.com](http://AllAboutLean.com))

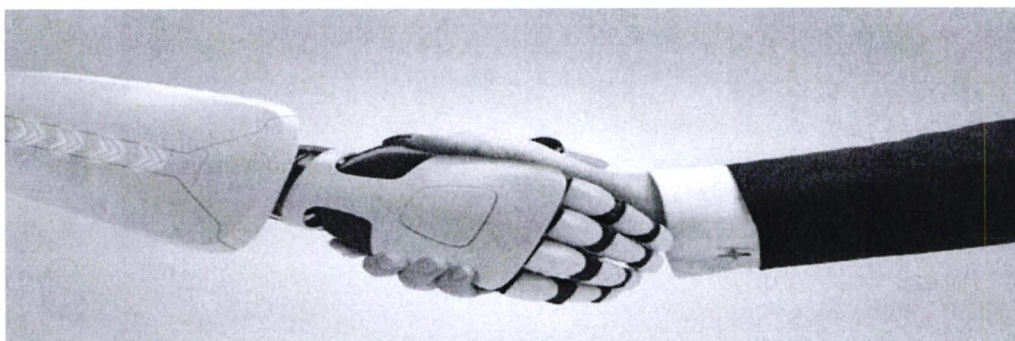
Figure 1: Industrial Revolution Ladder

- Changes in industrial revolution demanded for a different mind-set. For example, while in the past, machines were less important in an industry, the opposite was the case in present day as machines were playing more roles than humans.
- It was projected that in near future, the following might happen:
  - Machines would replace manpower in the labour force and very little human resource might be needed even if humans built such machines.
  - Machines built by humans were more intelligent in storing and processing information.
  - Communities that did not embrace machines might be left behind to the extent that, while much of the world was in the 4<sup>th</sup> generation, such communities would be operating in the first or second generation.

**(ii) Human Resource versus Machines power**

It was noted that:

- There is a likelihood that human resources or employees of industrial companies would be replaced by machines in the labour industry and this had already started happening in some parts of the world. Human workforce (employees) had reduced in number by machines or robots as shown in figure 2 below.



**Digital Labor, not a sci-fi movie!**

Source: Mohamed Naceur Trabelsi, IBM

Figure 2: Robot machine working in an industry.

- There had been tremendous changes in personnel and work force in Europe in preference for machine robots. Figure 3 below illustrates changes in human workforce against technological gadgets such as phones, laptops, iPad and others.

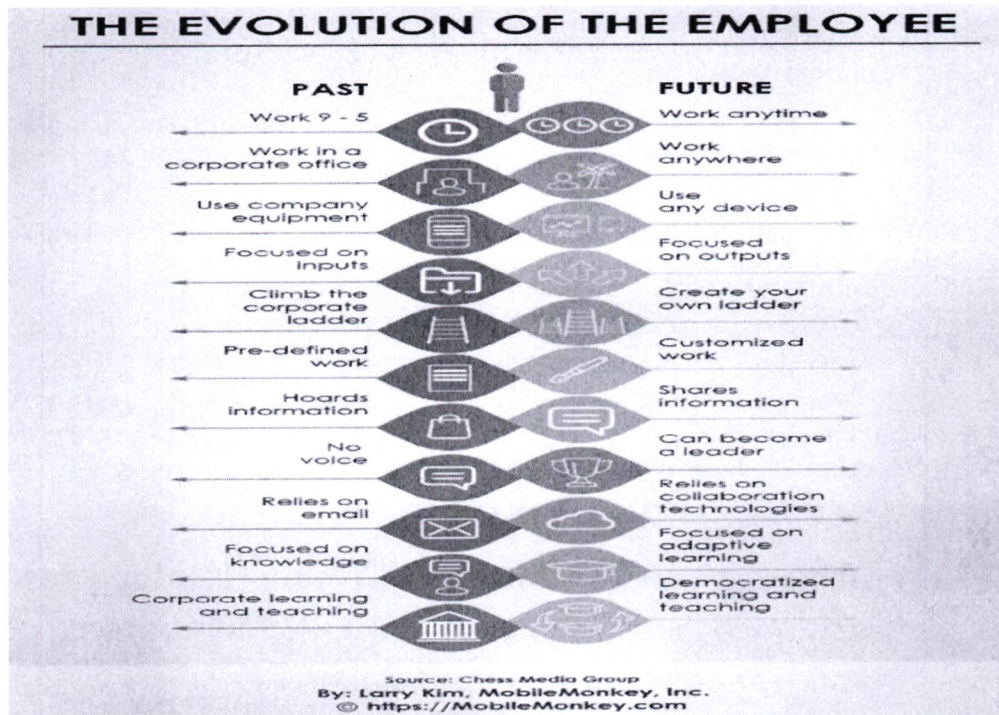


Figure 3: Evolution of the Employee

- The issues on industrial revolution reported above had several implications for our education systems. Among these include:
  - The idea that higher learning institutions should recast their curriculum so that it address the needs of the 21<sup>st</sup> century by training people not to look for employment but create their own.
  - The argument that technological gadgets can make things for higher learning institutions better both in classes and work related offices. This means that technological gadgets can improve our operations anywhere in the world.
  - The gig economy is there, as machines and electronic gadgets are taking over human employment more than ever.

### Questions

- I. Are you saying that machines are replacing humans literally in every way?
- II. What will happen if machines become more intelligent than humans?

### Responses

- I. It was clarified that machines were not replacing humans literally in every way. For example, in industries, some companies had reduced their human resource tremendously in preference for robot machines especially in Europe. It was indicated that it was impossible for robots to replace humans in every angle because human beings built them. However, they could be more intelligent in some way as far as storage of information and carrying out certain activities was concerned.
- II. It was remarked that it was hard to predict what would happen if machines became more intelligent than humans in terms of whether they would control humans or not. Given that humans built robots, it was suggested that humans were safe on that score.

## Salient Lessons

The following lessons emerged:

1. The world around us is changing and there is no doubt about it, let us embrace change so that we can survive in the 21<sup>st</sup> century.
2. In industries especially in Europe, human labour is being replaced by machine robots and higher education should focus on training students to be independent and not to look for employment.

## 4.9 Summaries and Discussions from Presentations on Higher Education Financing Agencies

### 4.9.1 Ashinaga Africa Initiative: Young Leaders for Africa- Ashinaga Working with AAHEFA members to Broaden and Deepen Scholarship Uptake

Presenter: Ms. Asuka Heltmann

Session Chairperson Ms. Penelope Mwenya Mapoma

#### Highlights of the Presentation

- i. Background to Ashinaga
  - ii. AAI Selection and Support
  - iii. Institutions with AAI Scholars
  - iv. The 2020 AAI Timeline
  - v. The eligibility requirements
- 
- i. Background to Ashinaga
    - Ashinaga was a leadership and scholarship programme open to almost all countries in sub-Saharan Africa for undergraduate universities abroad.
    - The initiative was launched in 2014.
    - The initiative has been active in helping Japanese orphans for the last 50 years by providing scholarships and loans for secondary and higher education.
    - Ashinaga was a donations based organization with a base of regular donors in Japan and these fund also go towards the work in Africa.
    - It aimed to contribute to Sub-Saharan Africa's expanding role in global development through increasing access to international higher education.

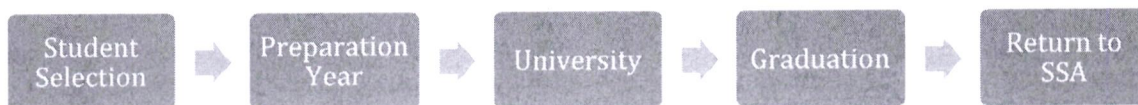
- Ashinaga Africa Initiative (AAI) scholars were orphaned students who were committed to returning home, or to the region of Sub-Saharan Africa, to initiate change, innovation, and development.
- The initiative had over 150 AAI Scholars across the world and the African offices were in Niger and Uganda.

## ii. AAI Selection and Support

It was indicated that the initiative worked in partnerships with Ministries of Educations and NGOs working with orphan demographic and also got a lot of support from local experts working in the field of education, from Embassies of Japan (who host assessment days) and from members of the Advisory Council.

- The selection process was rigorous and was done in cooperation with embassies, partner NGOs and local education experts from each country. Full time staff supported students throughout their personal, academic, and professional growth
- Intern support was also available to select regional offices.
- Supported all academic degrees, except for medicine, pharmacy, dentistry, and veterinary sciences.

After the selection, candidates spend a year with 6 months Study Camp: July – Dec and a 2 months Preparation Camp from May-June.



## iii. Institutions with AAI Scholars

### • Japan

- Waseda University
- Keio University
- Nagoya University

### • USA

- Duke University
- Princeton University
- Northwestern University

### • UK

- University of Edinburgh
- University of Bristol
- University College London

### • Brazil

- University of Sao Paulo
- Mackenzie University

### • France

- Université de Strasbourg

## iv. The 2020 AAI Timeline

Stage 1: Eligibility Check	Sep 2 2019 – Dec 13 2019
Stage 2: Application Invitation	Jan 27 2020 – 28 Feb 2020
Assessment Day Invitation	March 15 2020
Assessment Day	Apr 2020
Results Day	May 2020
Study Camp Begins	Jul 2020
Stage 1: Eligibility Check	Sep 2 2019 – Dec 13 2019
Stage 2: Application Invitation	Jan 27 2020 – 28 Feb 2020
Assessment Day Invitation	March 15 2020
Assessment Day	Apr 2020
Results Day	May 2020
Study Camp Begins	Jul 2020

**v. The eligibility requirements**

- The scholarship was open to 49 countries in sub-Saharan Africa (not including Equatorial Guinea and Sudan)
- The applicant must;
  - a) have lost one or both parents
  - b) have completed secondary school/passed national secondary school examination after 1<sup>st</sup> September 2017 (within the last 2 years)
  - c) be in very good academic standing
  - d) have been born later than September 1, 1997
  - e) be committed to returning to his/her country or continent to affect meaningful change
- Once a scholarship was given, it covered flights, accommodation, basic living stipend and health insurance.

**Questions**

- I. What is the lower age limit for one to be eligible for the scholarship given that the upper limit is 23 years old?
- II. Are there any limitations on the number of applications from a country perspective?
- III. Do you have any university partnerships?
- IV. Is it manageable to give internships to all and are these internship opportunities tenable in private or public institutions?

**Responses**

- I. It was indicated that there was no age limit provided. One had to complete secondary education.
- II. It was clarified that the number of applicants was per country per year and was limited to two and it was hoped that this number would increase in the future.
- III. It was pointed out that Ashinaga was in search of partners who had a focus on helping the needy.
- IV. It was observed that all scholarships had one internship on the continent in the country of the candidate's choice and that both private and public institutions were involved.

### 4.9.2 Steering NSFAS into the Future: A Case of Student Financing Public Entity under Administration, is NSFAS ready for AAHEFA 2020 in Cape Town?

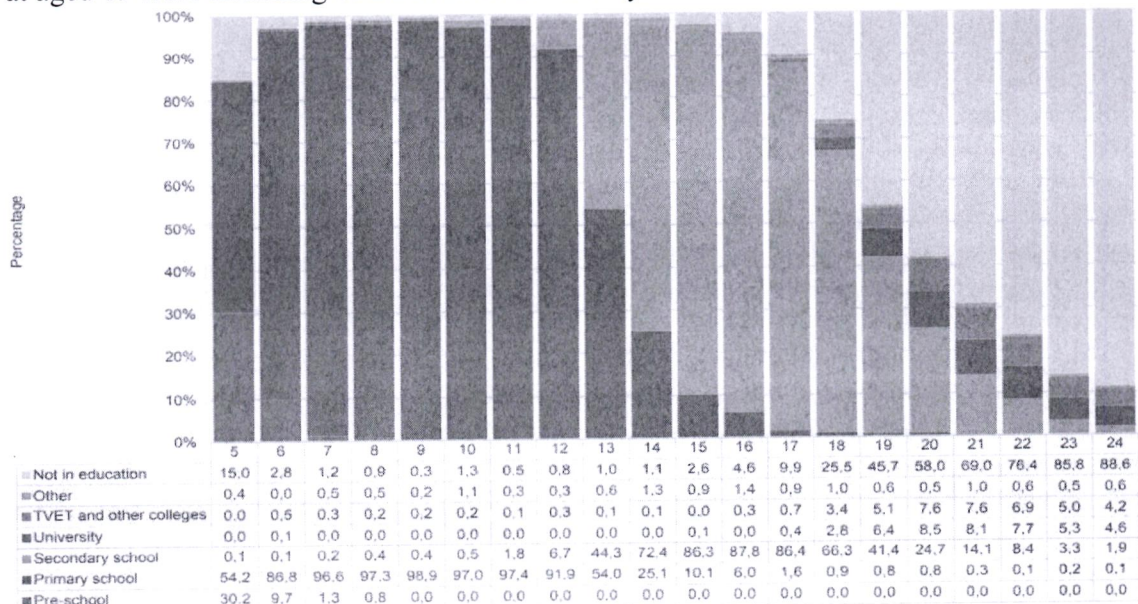
Presenter: Dr. Randall Carolissen  
 Session Chairperson: Mr Abdul-Razaq Badru

## Highlights of the Presentation

### Background

It was recognised from the onset that the unsustainable annual increases of fees and affordability of higher education in South Africa inevitably led to serious debt entrapment, and violent protests which eventuated in fee free announcement for poor and vulnerable students in 2018.

The education profile for South Africa is 45.7% of youths aged 19 are not in education. 41.4% of youths aged 19 years were attending secondary school (or high school), and only 6.4% of youths at aged 19 were attending or enrolled at University.



The preceding figure gives a summary of the profile that is given before it. It is in this context that the National Student Financial Aid Scheme (NSFAS) was functioning.

**NSFAS Legal Context**

Following a request from the Board of the National Student Financial Aid Scheme (NSFAS), under section 17A 1 c of the NSFAS Act (Act 56 of 1999), the then Minister of Higher Education and Training, Ms Naledi Pandor, placed NSFAS under Administration as per Government Gazette (No. 41851 vol.638) dated 21 August 2018. The following are its terms of reference.

1. Ensure the effective close out of the 2017 and 2018 student funding cycles.
2. Oversee the opening of the 2019 online applications process.
3. Develop, in consultation with the Department, universities and TVET colleges, an effective and realistic plan for the 2019 funding cycle.
4. Put in place the necessary management and governance controls.
5. Ensure that adequate plans are in place to make funding decisions at the earliest possible time of the year as close to the period of registration as possible.
6. To manage the day-to-day work of the entity, and steer NSFAS to address its operational challenges fully.
7. To work closely with the Ministerial Committee of Inquiry appointed by the Minister.
8. To maintain a close and productive working relationship between NSFAS and the universities and TVET colleges.

At the time of commencing the administration NSFAS the following challenges were at play;

- Collapse in Governance - Qualified AG audit for 2018 with NOCLAR warning from Internal Auditors
- System instability – System crashed on a daily basis and without warning
- Poor Data Architecture
- Compromised disbursement process
- Poor public reputation and credibility
- Poor organisation climate and no defined operating model

Having noted all these challenges, the following measures had to be put in place to overcome them.

<b>PRIORITY RISK</b>	<b>MITIGATION</b>
<b>INFORMATION &amp; CYBER SECURITY</b>	As immediate de-risking to address Audit Recommendations introduction of Script Bank, Segregation of Duties, Physical/Logical access to information. Addressing the Cyber Security assessment is ongoing and requires significant time and resources.
<b>DATA INTEGRITY</b>	NSFAS’ data integrity is poor, affecting the quality of service to students and reliability of reporting. The Administrator has commissioned a special project targeted towards improving the integrity and access to data across the organisation for 2017 and 2018

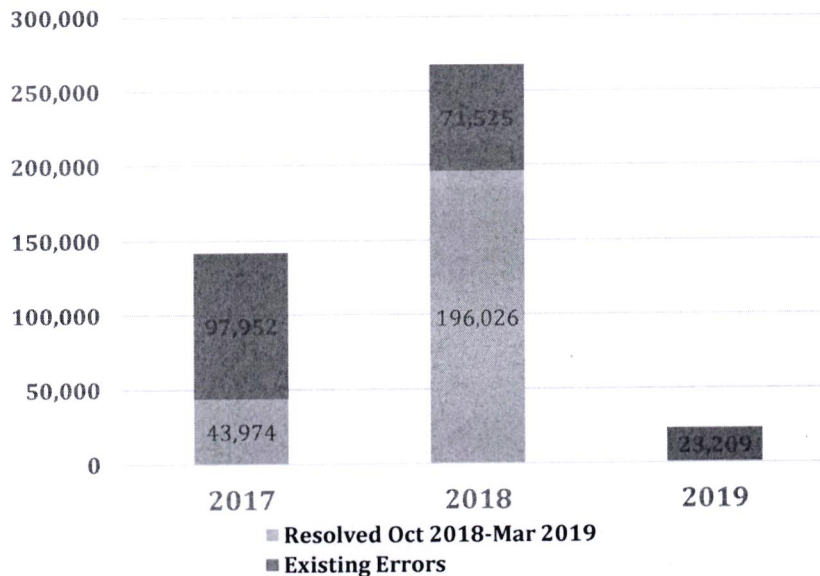
academic years and much more reliable data had been made available to stakeholders. Data warehouse requires re-architecture.

<b>ABSENCE OF GOVERNANCE STRUCTURES AND PROCESSES</b>	NSFAS has had numerous Audits that recommended establishment of proper governance structures and processes. Over the past year a policy framework was developed and the gap analysis performed confirmed extreme non-compliance. Work has commenced on critical policies and some have been addressed.
<b>POOR FINANCIAL CONTROLS</b>	Numerous previous Audit Reports, including the NOCLAR Internal report have highlighted extent of dysfunctionality. Some immediate interventions included (1) Termination of VBS & Standard Bank contracts which were concluded in violation of PFMA prescripts; (2) Established delegation of Authority and decision log; (3) Segregation of duties especially within the disbursement process; (3) Enforcing policies and procedures.
<b>POOR INTEGRATION WITH INSTITUTIONS</b>	NSFAS relies on data from institutions to execute mandate. Lack of support and training from NSFAS, system errors, inconsistent processes and capacity constraints especially in TVETs were identified as some of the issues preventing smooth integration of data between NSFAS and Institutions. To-date, majority of these issues, soft and technical, have been resolved and integration for 2019 applications proceeded relatively well.

**Disbursement Process and Irregular Payments**

The aspect of irregular payments was key during the disbursement process. NSFAS had to take this challenge very seriously and noted that improving governance over the entire disbursement process during administration significantly reduce irregular payments to students. The figure that follows gives a picture of what has been done in terms of resolving data errors.

**2017 - 2019 Data Errors**



### **System Performance**

A priority was to ensure that critical IT systems are available for operations at least 98% of the time. The current system availability for the myNSFAS portal is 96.3%

Core disbursement system (Phoenix) availability has also been successfully improved – been running for months at 99% uptime up from significant dysfunctionality in August 2018

Real time exchange of data with most institutions improving from spreadsheet and manual exchanges

IT system capacity improvements to enable stable high-volume processing to regularize payments to students and institutions

Shifted disbursements from a daily run to monthly, improving oversight and control and enabling predictability in allowance and other payments

### **Key Success Indicators since Administration**

- Within the first two months of Administration R15 billion was released to students who went unfunded for periods of up to 8 months
- R21 billion of the R22 billion was released in 2018 to 650k students
- Processed a record number of 450k NSFAS funding applications prior to the 2019 academic registration
- 160k TVET Student NSFAS applications were processed in real-time in January 2019, in time for TVET College registration
- For the first time, NSFAS made the first payment of funding to students in February 2019 and continued monthly payment thereafter to approximately 640k students

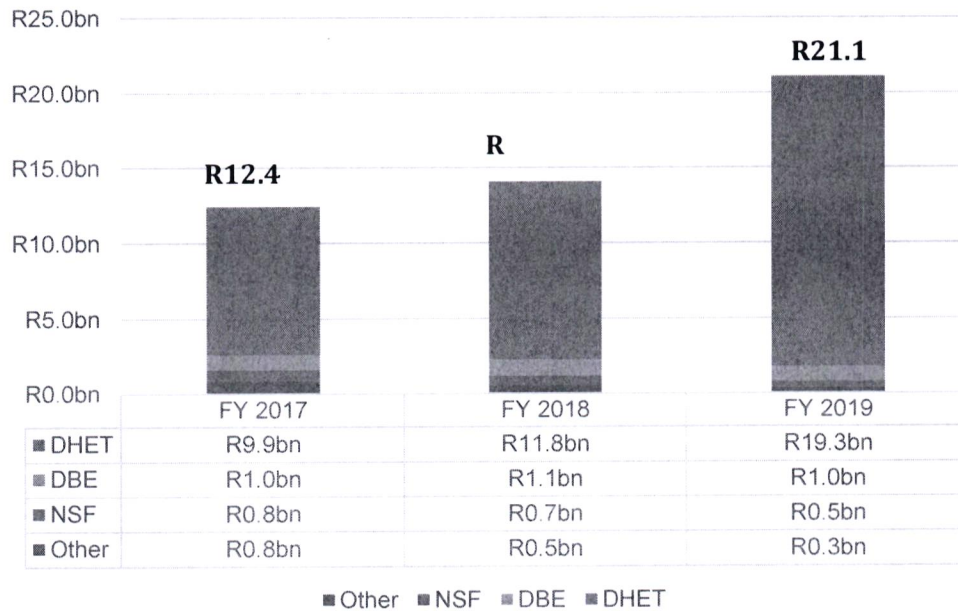
NSFAS was well underway to distribute the entire budget of R38 billion for the 2019 academic year.

### **Innovations introduced in 2019 under Administration**

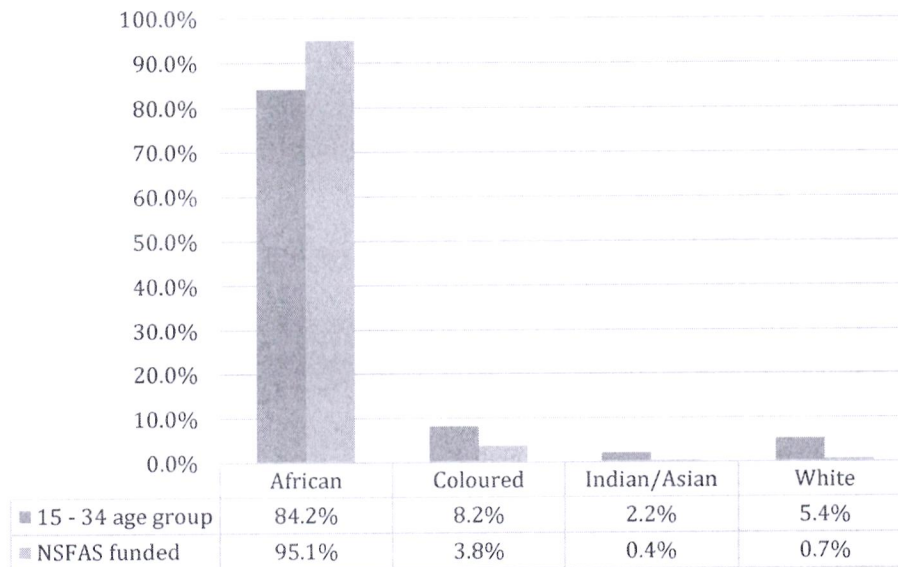
- More than 90% of application are online with a trackable application status
- Toll free Contact Centre number and the use of the NSFAS website is free with most networks
- Prepopulated application forms using data received from the Department of Basic Education
- Project to pay directly into student bank account for implementation in 2020, opposed to restricting students to nominated retailers through the voucher system
- Ability to verify the accuracy of applicant and parent details with the Department of Home Affairs
- Validation of social welfare beneficiaries and differently abled students with the Department of Social Development
- Live exchange of NSFAS eligible students and registration data with most institutions
- Reconciliation of accounts to student and institutional level
- Dedicated administration capacity for TVET colleges

### **Impact of NSFAS**

## Grants received



## Africans primary beneficiaries of NSFAS, with women reaching 61% in 2019



## 2019 Funding to Universities

INSTITUTION	Funding Committed	% Funding Committed	No of Students	% of funded students
UNIVERSITY OF JOHANNESBURG	1,791,412,333	9.14%	21,145	5.83%
TSHWANE UNIVERSITY OF TECHNOLOGY	1,662,633,261	8.48%	35,755	9.86%
UNIVERSITY OF KWAZULU NATAL	1,633,856,131	8.34%	21,332	5.88%
WALTER SISULU UNIVERSITY	1,425,743,341	7.27%	20,186	5.57%
NORTH-WEST UNIVERSITY	1,319,328,568	6.73%	17,832	4.92%
UNIVERSITY OF LIMPOPO	963,115,953	4.91%	14,229	3.92%
UNIVERSITY OF SOUTH AFRICA	948,249,532	4.84%	74,991	20.68%
UNIVERSITY OF FREE STATE	919,493,110	4.69%	17,122	4.72%
UNIVERSITY OF PRETORIA	873,507,264	4.46%	8,815	2.43%
NELSON MANDELA METROPOLITAN UNIVERSITY	833,592,933	4.25%	11,350	3.13%
UNIVERSITY OF THE WITWATERSRAND	780,011,696	3.98%	7,660	2.11%
DURBAN UNIVERSITY OF TECHNOLOGY	739,864,423	3.77%	17,378	4.79%
UNIVERSITY OF ZULULAND	683,138,943	3.49%	12,432	3.43%
CAPE PENINSULA UNIVERSITY OF TECHNOLOGY	650,959,126	3.32%	11,952	3.30%
UNIVERSITY OF VENDA	641,199,230	3.27%	11,751	3.24%
UNIVERSITY OF FORT HARE	562,784,011	2.87%	7,042	1.94%
VAAL UNIVERSITY OF TECHNOLOGY	481,166,796	2.45%	9,589	2.64%
MANGOSUTHU UNIVERSITY OF TECHNOLOGY	472,803,658	2.41%	8,795	2.42%
UNIVERSITY OF THE WESTERN CAPE	435,027,764	2.22%	7,935	2.19%
UNIVERSITY OF CAPE TOWN	406,826,896	2.08%	3,982	1.10%
CENTRAL UNIVERSITY OF TECHNOLOGY	370,244,719	1.89%	9,805	2.70%
UNIVERSITY OF STELLENBOSCH	294,298,282	1.50%	3,144	0.87%
SEFAKO MAKGATHO HEALTH SCIENC UNIVERSITY	238,467,143	1.22%	2,866	0.79%
RHODES UNIVERSITY	226,221,877	1.15%	2,264	0.62%
UNIVERSITY OF MPUMALANGA	174,609,217	0.89%	2,373	0.65%
SOL PLAATJE UNIVERSITY	70,965,581	0.36%	977	0.27%
<b>Grand Total</b>	<b>19,599,521,788</b>	<b>100.00%</b>	<b>362,702</b>	<b>100.00%</b>

- 8 institutions received 54% of the funding committed when ranked in order;
- These 8 institutions have 61% of eligible funded students
- In a centralised model the funding follows the student

### 2019 Funding: TVETS

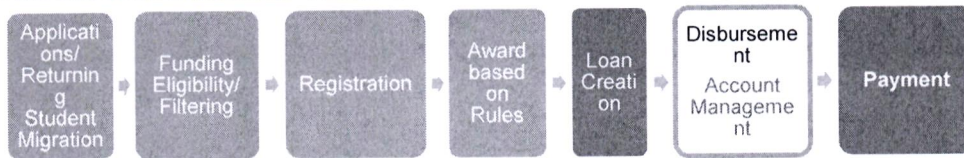
2019		
2019 DHET Bursary Disbursements	Amount	Number of students
Bursary Budget	6,517,926,000	
Bursary Commitment	3,990,671,074	227,103
Total paid to date against awarded allocation	2,920,437,422	
Balance of budget remaining	3,597,488,578	
% Budget Commitment	61.23%	
% Budget Paid	44.81%	

- TVETs have multiple funding cycles in an academic year. Confirmation of student funding and payments are subject to these cycles.

- NSFAS disbursed an upfront allowance in February 2019 to eligible students based on a registration list because institutions did not yet have registration declarations.
- NSFAS has committed 61% of the TVET Budget to funded students in the sector that is being paid on a monthly basis.
- NSFAS disburses allowances directly to students on behalf of 25 TVET Colleges.
- For 2019, a new process was designed to align the signing of SOP's at the point of application.

This enabled the immediate payment of allowances to eligible students

#### NSFAS Disbursement Value Chain



### Question

How much control should government have over the funding agencies?

### Response

Funding agencies did not need to be autonomous since it was government's duty to fund education.

### **4.9.3 Liquidifying Higher Financing Education Agencies: Could Assets Backed Securities free the much needed Cashflows?**

Presenter: Mr. Tom Mulwa

Session Chairperson: Mr Charles Ringera

#### Highlights of the Presentation

- i. Description of Liaison Group
- ii. The Network
- iii. Financing challenges in Africa
- iv. enhancing liquidity as a Framework

#### **i. Description of Liaison Group**

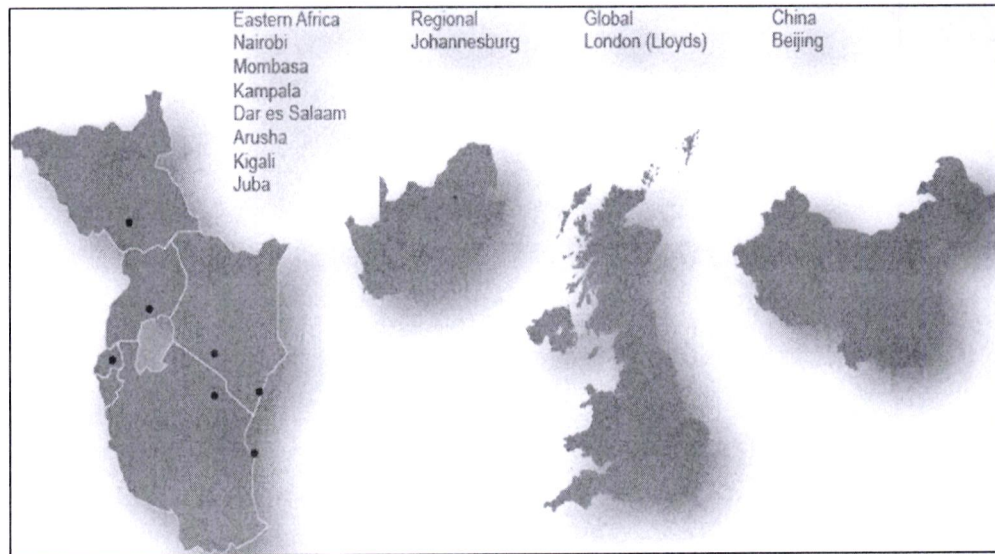
It was indicated that:

- Liaison Group was founded in 1981 as an independent non- banking financial organization to deal with Risk & Insurance, Healthcare, Pensions and Investments consultancy.
- The comprehensive suite of service offerings enabled the institution to offer wholly and exclusive support to clients in building and maintaining robust risk management and internal control structures.
- There was value creation driven through personal determination of highly motivated and skilled staff in Africa.
- Liaison Group prided on the ability to provide a service built on expertise, responsiveness to clients' needs and credibility in our business.

#### **ii. The Network**

It was indicated that:

- Liaison Group's network global as depicted in the map below that shows the areas of operation.



- Liaison Group operated primarily within Eastern Africa, and globally through network partners.

### iii. Financing challenges in Africa

The following were presented as financing challenges that were found in Africa:

- Lack of short-term cash flow in higher education student loan system
- Low recovery rate encumbered by low interest rates
- Heavy dependency on government capitation to fill financing gaps
- Downward trend in beneficiaries to higher education via government sponsored programs, with majority turning to private self-funding

For specific countries in East Africa the following challenges were noted.

- Tanzania: there was increased dependency on government funding that provides 100%
- Kenya: perennial shortfalls in HELF necessitates funding through innovative financing means

Examples were drawn from on-line media platforms as follows;

KENYA

## Student loan scheme seeks fresh funds in new plan

Gilbert Nganga 01 March 2019

HELB plans to review interest on loans to the Central Bank of Kenya base lending rate +1 within four years. The loans currently attract an interest rate of 4% while the cost of funds is about 8%, which means that in the long run the fund is shrinking without a matching government capitation.

- Uganda: one of the youngest schemes but illiquidity issues has risen owing to recovery challenges

UGANDA

## Struggling student loans board draws on lessons from Ghana

John Agaba 05 April 2019



The Higher Education Students' Financing Board (HESFB) in Uganda said this month it was exploring the feasibility of instituting a fund similar to the Ghana Education Trust Fund (GETFund), which would allow it to mobilise more monies to finance more students, after a deficit last year of UGX5 billion (US\$1.3 million) threatened the admission of new students into the higher education sector.

### iv. Enhancing liquidity as a Framework

It was observed that:

- The issue of securitization was key to enhancing liquidity as a Framework where illiquid assets were transformed into packaged securities backed by these assets, via credit enhancement, liquidity enhancement and structuring. This was so as to provide funding (i.e. liquidity) for a company / entity as AAHEFA.

In case of student loans, it was presented that;

- Student loans needed to be securitized to be known as Student Loan Backed Securities (SLBS), generated from the higher education financing agencies via financial sector (banks).
- Securitization and creation of asset-backed securities was a fairly new concept in Sub-Saharan Africa.

### Questions

- I. What is the maximum term for a loan and since financing agencies had low interest rates, what was the interest rate being referred to?
- II. Are we engaging students as stakeholders regarding loans and scholarships in view of low recovery rates?
- III. How will banks manage loans and scholarships better?
- IV. How do we ensure that these brilliant ideas do not end here as the way forward?

## Responses

- I. It was indicated that there was need to move towards a market environment without necessarily being commercial so as to ensure that the interest rate was a hybrid. It was proposed that the interest rate needed to move to not less than three quarters of the loan. For the term of the loan, it was observed that there was need to bridge the time for financing study programme and the time of work (when one became employed).
- II. It was acknowledged that students were critical stakeholders.
- III. It was observed that banks managed the student loans; they would have their own mechanisms.
- IV. It was observed that Liaison Group would ensure that the ideas were realised given that this was part of their core business.

## Salient Lessons

The following lesson emerged:

1. In order to address the challenges associated with student loans and scholarships, there was need to transform student loans and the manner in which they were managed.
2. Student loans to be securitised to be known as Student Loan Backed Securities (SLBS), generated from the higher education financing agencies via financial sector (banks).

### **4.10 Summaries and Discussions from Presentations on Revolution for Transformed Economies and the 4<sup>th</sup> Industrial Revolution**

#### **4.10.1 Skills Driven Revolution for Transformed Economies: Emergence of new technologies and ground breaking ideas currently shaping the global economy**

Presenter: Alice Saili and Prof. Hubert Gijzen from UNESCO

Session Chairperson: Mr. Carlton Lufuno Mukwevho

#### Highlights of the Presentation

Ms Saili's presentation addressed how the industrial revolution and the emergence of new technologies had brought about new ground breaking ideas that shaped our economies globally.

Her presentation covered the following issues:

- (i) The Revolutions Through Time
- (ii) Sustainable Development Goals – UNESCO Agenda
- (iii) TVET and Skills

### (i) The Revolutions Through Time

Ms Sali reported that:

- Our communities had gone through four (4) industrial generations which have partly reshaped and changed the world immensely. These revolutions are:
  - a) Industrial revolution (1686 –steam engine; later electricity, mechanisation, mass production)
  - b) Medical revolution (19th century –discovery micro-organisms, 20<sup>th</sup> century – antibiotics, pharmaceutical industry)
  - c) Green revolution (20<sup>th</sup> century –fertiliser, pesticides, crop improvement)
  - d) The ICT Revolution (21<sup>st</sup> Century – internet, cyber space)
- The changes in industrial revolution had an implication on higher education and the global agenda for the United Nations Education Scientific and Cultural Organisation (UNESCO).

### (ii) Sustainable Development Goals – UNESCO Agenda

It was remarked that:

- In a period of time, there were global goals for sustainable development which UNESCO was a key stakeholder.
- These development goals were tailored with respect to industrial revolution and the development of new technologies.
- Since this conference was on financing of education, the presentation stressed specifically sustainable development goal number 4 part 4 which targeted skills required of the current generation. These goals were:
  - **Target 4.3:** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
  - **Target 4.4:** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship
  - **Target 4.5:** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
  - **Targets 4.7** highlights the knowledge and skills that are needed to promote a more sustainable future:
    - ‘By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.’
- These goals sent a message to higher education that the curriculum needed to be tailored to sustainable skills as white colour jobs were slowly being taken by machines with exceptions.

### (iii) TVET and Skills at a Centre Stage Agenda in Member states

It was pointed out that:

- Part of UNESCO's agenda was to promote TVET skills so that graduates of higher learning institutions could graduate with specialised skills for capacity building. Figure 4 below shows these strategic issues on TVET and Skills.

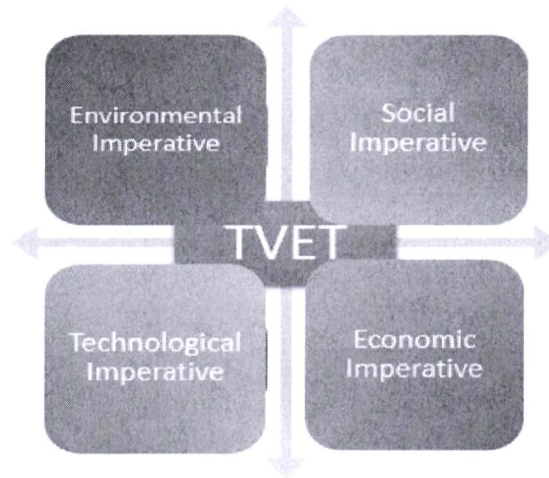


Figure 4: TVET Skills that higher learning needs to consider teaching

- The emphasis on TVET institutions was associated with the role that TVET institutions played in empowering citizens in a particular community. Among the roles of TVET include:
  - a) Technical skills development
  - b) Complement to formal education
  - c) Empowerment of individuals, organisations, enterprises and communities
  - d) Employment and Sustainable economic growth
- Economic diversification was hampered by shortage of skills in the society, as there was lack of capacity building for various sectors in the society. This explained the high unemployment levels in Africa that were associated with lack of skills from the majority citizenry.

## Questions

- I. How do we fully take part in the implementation SDG 4?
- II. What types of skills are needed in Africa which UNESCO think are critical for development of Africa?

## Responses

- I. It was remarked that taking part in the implementation of SDG demanded consented efforts from different sectors including government and private sectors. Anyone interested in implementing any of the sustainable goals could do so and UNESCO was there to help on these matters.

- II. It was observed that for Africa to develop, African universities needed to teach relevant skills that were needed in the society so that graduates could be self-employed. The skills that African graduates required included green skills, technological skills, and self-sustaining or entrepreneurship skills.

## Salient Lessons

The following were identified:

1. In Africa, for economies to develop significantly, citizens need to be trained in social life skills, entrepreneurship and life skills in general.
2. Higher education systems should subject all students to courses that touch on entrepreneurship and life skills.

### **4.10.2 4<sup>th</sup> Industrial Revolution Disruption to the Labour Market: the Exponential Future of Work**

Presenter: Mr. John Matogo

Session Chairperson: Mr. Abdul-Razaq Badru

#### Highlights of the Presentation

The presentation addressed issues related to coping up and survival in the 4<sup>th</sup> generation using gadgets and services from IBM company as an example for the case in point. The presentation covered the following issues:

- (i) The Core Capabilities and Products of IBM Company
- (ii) Career Paths Aligned with Global Demands
- (iii) Learning basic IT Skills for Survival

#### **(i) The Core Capabilities of IBM Company**

It was pointed out that:

- There were various services that the IBM company was offering to their immediate communities.
- These capabilities and services offered by the company included the following itemised in a figure 1 below.

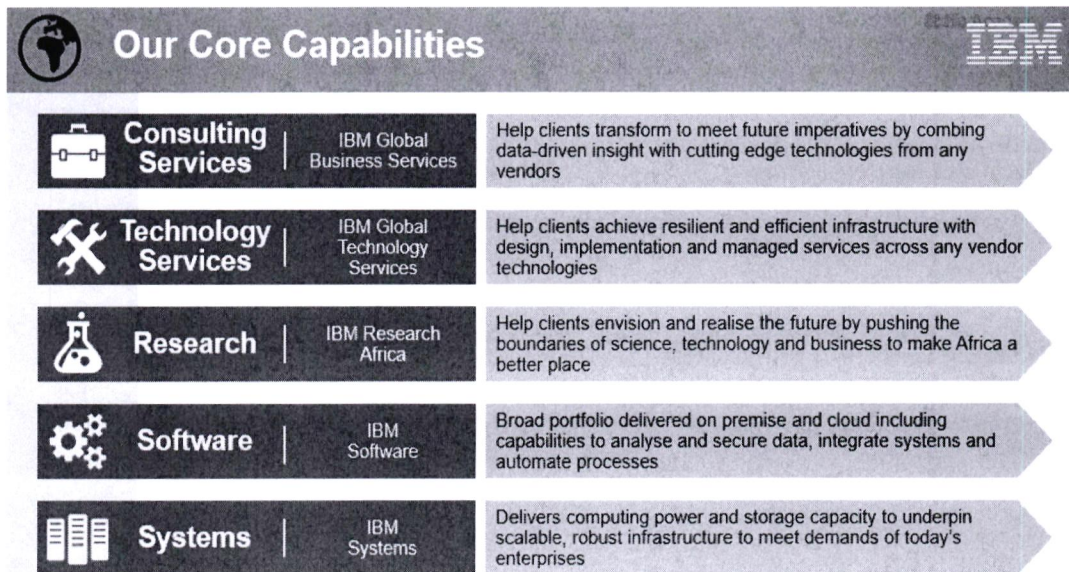


Figure 1: Core capabilities of IBM.

- The company had also made several achievements in the fields of artificial intelligence, cognitive analysis, hyride cloud, mobile digital experiences and Internet services as shown in Figure 2 below.

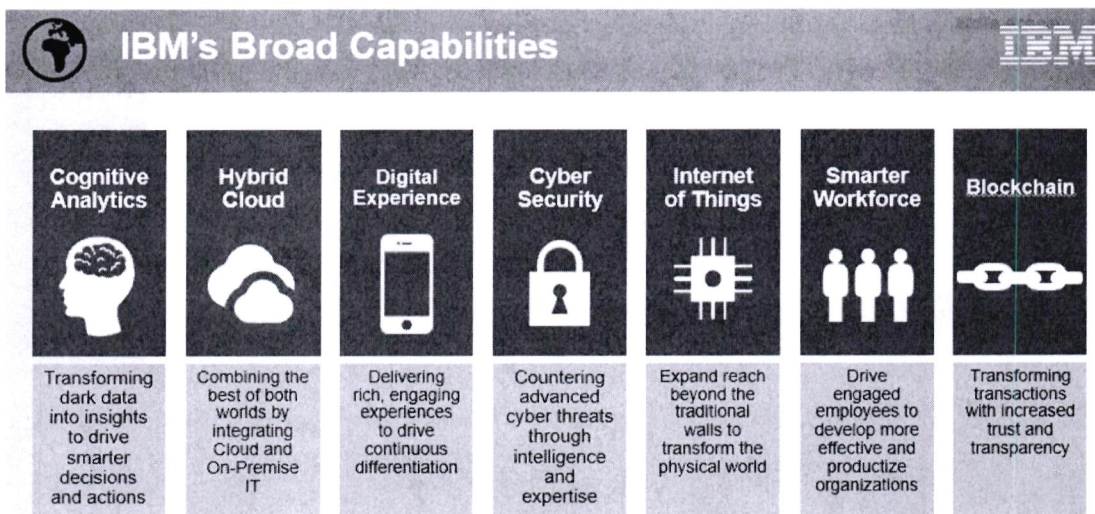


Figure 2: Broader capabilities of IBM Company

**(ii) Career Paths Aligned with Global Demands**

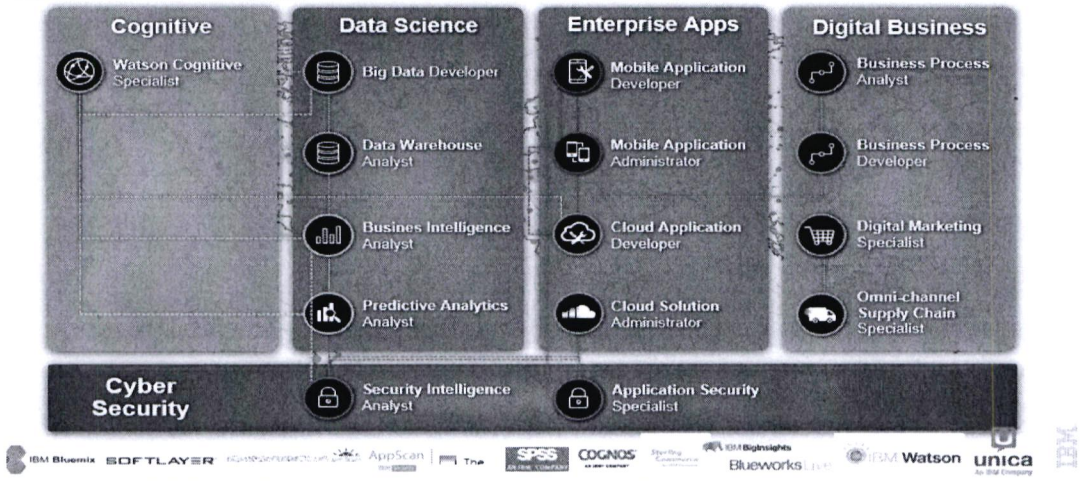
It was indicated that:

- There were also career paths which the IBM company had been facilitating through the provision of an online platform where individuals that had specialised digital skills could acquire globally. Some of the highlights on career paths, which were provided by the company, are shown in Figure 3 below.

### Career Paths aligned with Global Demand

IBM Academy

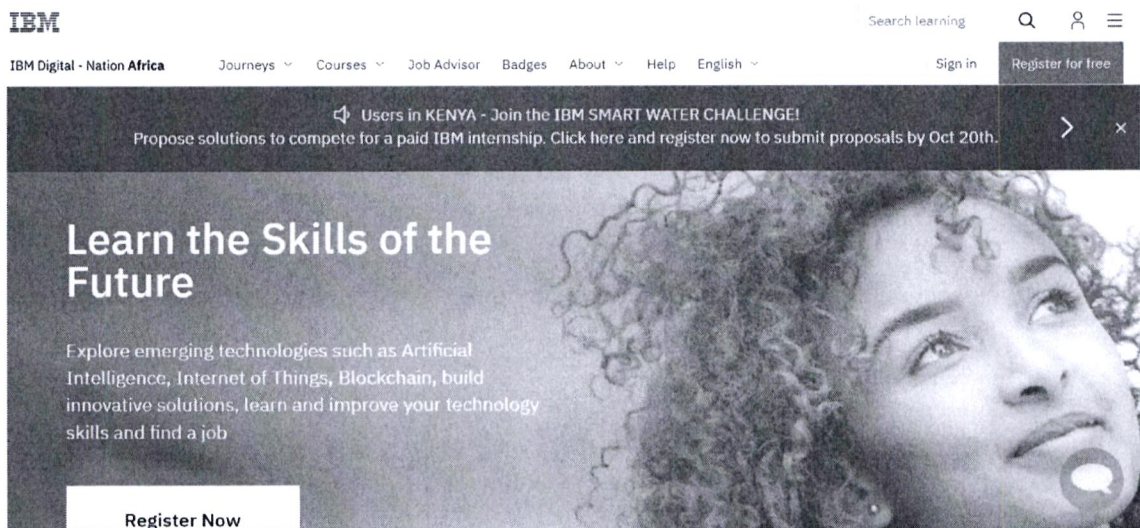
Extensive market research integrating IT Careers in High Demand with IBM Key Offerings



### (iii) Learning basic IT Skills for Survival

It was noted that:

- When preparing individuals for future life skills, and global jobs, the IBM company provided a platform for learning basic and advanced Information Technology (IT) skills. These IT lessons were available at their website for Africa at [www.digitnationsafrica.com](http://www.digitnationsafrica.com). More details with specific needs could be obtained from the site itself after registration as shown in Figure 4 below.



- It was recommended that learners begin from explorer and then proceed to innovator and end with new caller as shown in figure 5 below.



Figure 5: Learning progression from IBM.

## Question

What are badges on the training page?

## Response

They are like identifiers of you as a specialist in a particular IT skill and they can help you find employment worldwide.

## Salient Lesson

Technological gadgets such as laptops, LCD projector, phones and others can make our work easier in our workplaces and the society as a whole.

## 4.11 Summaries and Discussions from Presentations on Financing for Entrepreneurship and Social Justice in the Evolving Higher Education Financing Landscape

### 4.11.1 Financing for Entrepreneurship and Youth Employment in Africa: How can a young continent transform start-ups into a global center for diversity?

Presenter: Prof. Sumbye Kapena

Session Chairperson: CPA Michael Wanyama

## Highlights of the Presentation

- Conditions for Higher Learning Institutions to be entrepreneurial

- ii. Challenges facing Start-Ups in Africa
- iii. Solutions to Challenges of Start-ups in Africa

**i. Conditions for Higher Learning Institutions to be entrepreneurial**

It was noted that:

- Everyone had the capacity to be entrepreneurial and that this could be confirmed from prehistoric persons who survived very hush natural conditions and at present with the e-technology which had brought about the 4<sup>th</sup> industrial revolution and globalization.
- It was imperative that universities should be entrepreneurial since they were the highest learning institutions.
- The following conditions are crucial:
  - a) Flexible: not to miss the window of opportunity (e.g. flexi- teaching)
  - b) Innovative: modify; not copy cat
  - c) Creative: think outside the box; try new ways and things
  - d) All embracing: but using research to avoid recklessness
  - e) Empowered: connected to stakeholders all over the world; system based
  - f) Empowering: helping stakeholders raise resources (including finances); develop skills; create systems
- Entrepreneurship required start-ups especially in continents such as Africa.

**ii. Challenges facing Start-Ups in Africa**

These included:

- Slow and unnecessarily complex (so-called bureaucratic) business regulations
- Lack of infrastructure, or if available, no easy access to reliable and quality infrastructure
- Inadequate funding either because there is not enough out there or it is difficult to access the available funds. This has been reported to be the most serious constraint for most actual and potential entrepreneurs.
- Lack of entrepreneurial knowledge and skills because there is lack of opportunities for Basic entrepreneurship training, that is necessary to usher in start-up formation and sustainability; and
- Small size of market that restricts ability to grow.

**iii. Solutions to Challenges of Start-ups in Africa**

It was pointed out that:

- The main solution to the challenges was in the hands of government who needed to have good and supportive policies to promote youths' entrepreneur ventures
- Other solutions were in form of skills and experience:
  - Provision of information and market-making solutions

- Giving career guidance solutions
  - Focussing on Outcome-based training solutions
  - Looking for technology solutions
  - Providing apprenticeship programmes
  - Having school to work programmes
  - Providing work experience programmes for out of school youth
- These skills and experiences resonated well with the thinking of Boyles (2012) and Cooney (2012) which were highlighted as in-demand skills that youths needed in order to succeed as entrepreneurs. These were;
    - a) **Entrepreneurship Skills:** Inner Discipline; Ability to Take Risk; Innovative; Change-Orientated; Persistence.
    - b) **Technical Skills:** Operations Specific to Industry; Communications; Design; Research and Development; Environmental Observation.
    - c) **Management Skills:** Planning; Decision-Making; Motivating; Marketing; Finance ; Selling
    - d) **Personal Maturity Skills** - which include self-awareness, accountability, emotional skills, and creative skills
  - Financing youth entrepreneurship eventually meant financing SMEs since most youths were involved in SMEs.

## Salient Lessons

1. Although Africa has a number of challenges when it comes to the issue of entrepreneurship, they are a number of solutions that are available to overcome the challenges.
2. While youths should be financed, they also need certain key skills that should help them succeed in their entrepreneur journey.

### 4.11.2 Leadership, Equity, and Social Justice in the Evolving Higher Education Financing Landscape: Rethinking Higher Education and its Relationship with Social Diversities

Presenter: Dr. Lumbwe Kapambwe

#### Highlights of the Presentation

- i. Historical context of financing higher education in Zambia

- ii. Leadership in Higher Education Financing
- iii. Higher Education and Social Justice

**i. Historical context and emerging demands**

It was pointed out that:

- The government of the republic of Zambia had been the sole financier of higher education until the 1990s when financing higher education was both by the government and the private sector.
  - There was need for mind shift from thinking that government was to provide everything to individual ownership and private responsibility.
- The changes in government funding alongside external pressures of increased international and national competition meant that Higher Education Institutions needed to excel in a turbulent environment.
  - Leaders in the twenty-first century were required to navigate an increasingly complex Higher Education financing landscape.

**ii. Leadership in Higher Education Financing**

This theme was presented under two issues:

- Collaborative and distributed conceptualisations of leadership had gathered momentum, particularly in Higher Education.
  - A leader was expected to create new organisational routines and structures that with time could transform the institution's culture, and in turn contribute to greater lecturer satisfaction, students expectations, and improved student achievement.

On the other hand;

- Government, business organisations and indeed their parents had the responsibility to finance their education,
- Additionally, students too could supplement by working hard and acting responsibly as they embarked on tertiary education.

**iii. Higher Education and Social Justice**

The presenter gave an understanding of Social Justice in two points as:

- Social justice being concerned with the ways in which benefits and burdens were distributed among the members of a society.

- This included the fairness in which a society provides, protects and recognises the means and qualities individuals require to both determine a conception of, and live, a good life.

He concluded on a quotation of the late British Prime Minister Margaret Thatcher's 'Society speech' of 1987 who said that;

"I think we have gone through a period when too many children and people have been given to understand 'I have a problem, it is the Government's job to cope with it!'... 'I am homeless, the Government must house me!' and so they are casting their problems on society, and who is society? There is no such thing! There are individual men and women and there are families and no government can do anything except through people and people look to themselves first ..."

## Questions

- I. How many students who study at University of Lusaka come from ordinary Zambian homes?
- II. How was University of Lusaka managing to run without having major financial problems?
- III. What was University of Lusaka doing to improve its ranking nationally and internationally?

## Responses

- I. He responded that he did not have the actual breakdown of the details that were asked for but all he knew was that most of them could afford to pay the university fees.
- II. In order to run the institution with major financial problems:
  - a. The university took time to educate sponsors on how they can plan and support the students.
  - b. The university included students in the governance of the university by taking in students' ideas.
- III. The university acknowledges that research is key for ranking. They had been thinking about the issue while ensuring that they do not drift from the core business of teaching.

## Salient Lessons

1. In the presentation it was made clear that government alone cannot finance higher education satisfactorily as the society that benefits for the fruits of higher education also needs to take some of the responsibilities in financing.
2. The era of leaving financing of higher education to government alone is long gone.

## 5.0 CONFERENCE CLOSING SPEECHES

### 5.1 Speech by Mrs. Chirwa ON BEHALF OF PS

In the concluding remarks, Mrs Ireen Chirwa on behalf of the Permanent Secretary, Ministry of Higher Education, Zambia:

- Expressed gratitude for the participation and support from the HELSB board of Directors.
- Thanked all the Members of Parliament who participated in the conference for their support
- All delegates were also thanked for their participation in the conference.

### 5.2 Speech by Justine Kangwa-HELSB Ministry of Higher Education

In his closing remarks. Mr. Justine Kangwa expressed gratitude to:

- The Government of the Republic of Zambia for allowing the HELSB to host the conference
- AAHEFA Secretariat for the input and support
- HELSB for being the backbone of the conference and the successful hosting of the event
- Participants for without them, there would have been no conference
- Sponsors for their support
- Partners for impacting on the conference through sharing perspectives
- Speakers for insightful conversations
- Master of Ceremonies for being beyond reproach
- Media for continued prominence
- Everyone for all the roles played.

Mr. Kangwa also called for the continuation of the good work exhibited during the 2019 conference in AAHEFA member countries.

### 5.3 Speech by AAHEFA President, FCPA Charles Ringera

- In his concluding remarks, the AAHEFA president started by observing all the protocol present which included the AAHEFA family, speakers, Members of various parliaments, Government officials from all over Africa, members of diplomatic Co, and members of the 4th estate.
- He paid Special thanks to:
  - a) The President of the Republic of Zambia, Mr. Edgar Lungu, the Cabinet led by the Hon. Dr. Brian Mushimba and PS Madam Kayula Siami together with Hon. Sydney Mushanga, staff and leadership of HELSB and in general the people of Zambia for hosting the 2<sup>nd</sup> AAHEFA International Conference in Lusaka.
  - b) The Minister for Higher Education, Training and Innovations Government of Namibia Dr. Itah Kandjii Murangi for gracing the occasion.
- He noted that in the past two and half days, there was demonstration of international cooperation of being alive and well. There was agreement on a common approach to fund the in-demand skills, working together to include the 54 African states.

- He observed that a strong declaration, with strong political support, could transform the lives of 800 million African youth of which evidence suggests that 220 million are not productively engaging with the economy.
- He pointed out that it was possible to have Universal higher education financing that is inclusive and give hope to African youths.
- He reminded the delegates that the conference had an opportunity to reflect on the following key themes as we focus on financing the In-demand skills;
  - a) The future of Africa is dependent on TVET skills
  - b) The bulge of youth is on the rise
  - c) Sensitization of TVET programs (Energy, water, food, social inequalities)
  - d) Technology is like winter, you cannot resist it
  - e) Ensure 100% transition of all school levels in order to reduce poverty through education
  - f) Invest more in education in order to raise Africa's GDP
  - g) Take the risk
  - h) Derisking Student loans boards through ABSs and Securitization
  - i) The 4th Industrial revolution
  - j) Economic diversification is hampered by skills shortage
  - k) Education system alignment to the 4th industrial revolution.

## **6.0 CONFERENCE RECOMMENDATIONS**

1. **To re-invent financing higher education, it was recommended that:**
  - a. **Governments to rethink their financing strategies and adopt the performance based financing model that has the potential to encourage universities and colleges to produce results.**
  - b. **The financing of higher education was largely a responsibility of the state; hence the government has a responsibility to finance both public and private higher education.**
  - c. **Parliamentarians need to take an active role to support education at their level of influence, ability and capacity.**
  - d. **Governments to fund based on in-demand skills so as not to perpetuate Africa's unemployment challenges.**
2. **To improve TVET uptake and financing of the sector for the redress of the challenges facing Africa's youth population (unemployment) and attain the national and continental developmental aspirations:**
  - a. **Legislation for TVET was paramount, Governments needed to finance the sector and allocate more funds.**
  - b. **Develop clear and relevant policies on TVET to:**
    - i. **Facilitate adequate Government funding and support be developed.**

- ii. **Increase access and inclusivity in TVET.**
  - iii. **Address affordability concerns of TVET.**
  - iv. **Improve infrastructure for TVET.**
  - v. **Motivate the youth to embrace TVET**
  - vi. **Enhance linkages with industry.**
  - vii. **Integrating STEM subjects as part of TVET.**
- 3. To facilitate teaching and learning in the twenty-first century in institutions of higher learning in the advent of e-books:**
- a. **All students should be provided with laptops and tablets to enhance smart learning (one student one tablet campaign).**
  - b. **There is need to involve all university stakeholders in the conversation about student allowances, such as allowances for study materials (Students say nothing for us without us).**
  - c. **Institutions of higher learning should prioritise training and development of staff about new teaching and learning technology (Universities must lead in technology).**
  - d. **Universities should focus on more research and innovation to remain competitive on new methods of delivery. Institutions of higher learning should adapt and embrace the future of study materials.**
- 4. To improve student loans and scholarships:**
- a. **De-risk Student loans boards through ABSs and Securitization.**
- 5. To reposition Africa for the 4<sup>th</sup> Industrial revolution:**
- a. **Countries to embrace technology.**
  - b. **Align the Education system to the 4th industrial revolution.**

## **7.0 CONFERENCE CONCLUSION**

The second international conference for the Association of African Higher Education Financing Agencies (AAHEFA) was all about sharing modalities and good practices on financing and managing higher education loans among member state countries in Africa. The conference sought sustainable ways of running finances meant for higher education and what sort of in-demand skills were to be prioritised. The conference operated under the theme ‘Re-inventing Higher Education

for In-demand Skills' hosted by the Higher Education Loans and Scholarships Board of Zambia (HELSEB) in Lusaka from 30<sup>th</sup> September to 2<sup>nd</sup> October 2019 with a representation of 11 member state countries.

The conference embraced sixteen (16) presentation sessions in total. Out of this number, fourteen (14) were paper presentations either on PowerPoint or ordinary speeches, and two (2) were stage discussion sessions with presenters, members of parliament and ministers from the 11 member state countries.

There was consensus on the following:

- a) There was increasing number of students that sought student loans across Africa against limited resources that governments allocated to loans and scholarships. It was recommended that these loans needed to be available to both public and private institutions in higher education so that most community members could benefit. Governments needed to allocate more funds to higher education. The significance of educating most community members on sustainable life skills was that, it might directly contribute to improved economies in Africa.
- b) African countries needed to diversify funding in higher education so that more players such as Banks, Non-governmental Organizations (NGOs), Private companies, and other corporate institutions could come on board in order to have a sustainable funding model and that the government needed to play a critical role in facilitating and supporting this diversification.
- c) Resolved that governments in Africa needed to take up the responsibility of financing higher education of up to 90%, using Kenya and Ghana as examples.
- d) Deliberated on how to manage funds given out as loans. Member state countries shared how they collected back their loaned funds from previous beneficiaries. Among the ways included contacting employers of previous beneficiaries, appealing to beneficiaries through the media, following beneficiaries wherever they may be located, publishing their images in the media for uncooperative ones, and blacklisting them.
- e) Observed that the political leadership and members of parliament needed to priorities education in their respective areas of influence. This could include allocating some of the constituency development funds given on yearly basis to the education sector.
- f) The curriculum of higher education institutions needed to be aligned to address the needs and aspiration of the 21<sup>st</sup> century which was dominated by the 4<sup>th</sup> Industrial revolution

where cyber space and information technologies were highly used. In the 4<sup>th</sup> generation, it was expected that electronic gadgets could be highly used for education, communication, productivity and labour.

- g) Resolved that in order to address issues of unemployment in Africa, governments and their higher learning institutions needed to prioritize Technical and Vocational Education Training (TVET) subjects so that life skills and trades could be imparted in the graduates who would in turn create employment for themselves and their community members.
- h) Acknowledged that there was a problem of growing population in Africa and the changing nature of jobs characterized by the Gig economy where technology was preferred to be used for different activities. It was recommended that financing in higher education should be tailored to skills development to deal with the growing population.

## **8.0 Delegation's observations**

1. Higher education system is the most costly level of education yet underfunded and deprived of the key resources. The government has not been allocating enough funds to institutions of higher learning.
2. There is a higher demand for skilled labour. The TVET sector has seen an unprecedented expansion and growth in recent times. The sector plays a critical role in the development of the country.
3. There were inordinate delays in releasing funds to support students in Higher Education institutions. This has sometimes led to disruption of studies as students are kept away from colleges awaiting disbursements.
4. Parliament has been pushing for increased allocation and also approved enhanced funding to Higher Education Loans Board to support TVET students.
5. Over the years, there has been significant increase in the number of students pursuing TVET and Higher Education courses. The increase has seen overstretched funding by government and its agencies.
6. Higher education stands as the corner stone through which well trained and qualified individuals can manifest their potential by discovering new technologies, innovations and implementing them for the growth of African states. Through higher education new enterprises, establishments and effective institutions are created.
7. Similar higher education funding challenges were being experienced across the continent (e.g. inadequate funding and recovery hurdles); African solutions for African problems –

domestication; Common voice for African governments; need for common knowledge for common markets; need to assess individual country progress.

8. Harmonisation of payment of fees charged could be done differently in respective countries. Partnerships could be another good area of discussion. Common High Education Area to have the same Quality Assurance System through harmonisation and benchmarking so as to create an arrangement to charge similar fees at regional level.

## **9.0 Delegation's Recommendations**

1. The government should invest in human resource training and re – training systems so as to provide market driven skills for youth and the nation's citizens. Gender mainstreaming in all activities should be maintained so that both men and women equally take part in the socioeconomic development of their countries.
2. Institutions of Higher Learning should innovatively look for ways of raising funds instead of relying solely on government funding. Higher Education organs should broaden their Appropriations in Aid (AIA) collection so as to increase resources for improved development.
3. Given financial resources, TVET institutions should take a lead in industrializing Africa so that the continent's nations move out of the poverty doldrums. Budgeting should focus on enhancing financing to TVETS to ensure skilling of the youth is attained which will in turn reduce unemployment and accelerate industrialization.
4. Higher Education Funding Agencies should be supported so that they too extend their support to the TVET sector. The government and other funding agencies should apply the same terms and conditions of financing TVET students the way it is with other higher education institutions.
5. The Higher Education Loans Board should focus on disbursing funds to students timeously, immediately after opening of TVET institutions, in order to avoid disruptions of studies.
6. There is need for continued engagement with the market so that programs properly respond to market dynamics. Institutions of higher education should ensure program relevance by always responding to the needs of the people.
7. Institutions of higher learning should embrace and leverage on ICT in training programmes and capacity building of staff on new technology.

