

CGHE series on The Critical Economics of Higher Education – webinar 3: What is the appropriate higher education finance model for sub-Saharan Africa?

7 April 2022



00:31:41 Souparnika Krishnan: Has enrollment rate been rising in SSA b/w 1990s and 2020?

00:32:05 Souparnika Krishnan: Got it, thanks

00:39:17 Jane Kerubo: Thank you Moses for the presentation. Please clarify

00:41:39 Jane Kerubo: 1. Does the data capture higher education sought and obtained by Africans abroad. For example in Kenya in the 1980s and 90s most Kenyans went to India USA etc for their higher education

00:48:35 Simon Marginson: Colleagues it is time to start thinking about your questions for Moses. Jane Kerubo has got in first, who will join her in the Q&A?

00:50:55 Ijaz Ahmad: How government's appropriations for higher education has changed during the last three decades?

00:53:55 David Mills: Fascinating, thanks Oketch. Is there any discussion in Kenya of providing bursaries for the very lowest economic quintile? Might a more nuanced approach to widening participation develop?

00:54:47 Diana Laurillard: The move from rural life will be bad for the rural areas, so is it important to bring hybrid models into the mix, allowing students to study e.g. 1 year on campus, 2 from home?

00:57:53 Diana Laurillard: 'Free' is not equitable because of the high return to the graduate. Cost share is more equitable and recognises value to individual and economy. So why not a graduate tax (capped at full cost, say), rather than the problematic loan system?

00:58:37 James Robson: Apologies all, my internet connection has gone down. I'm following on my phone, which is slow, so Simon has kindly taken on the chairing role. Many thanks, Simon!

00:59:12 Diana Laurillard: Yes! You answered my question. IC Contribution would be the better phrase, though, rather than loan.

00:59:42 Ingrid Baigrie: What a stimulating talk Moses and what excellent and necessary research. <y question is, in your graphs, in the split between public budget and tuition fees, where does the Kenyan HELP funding per student fit in? IT would be helpful to see the split

in the graph. And what percentage of these loans are paid back? In South Africa, apart from having their fees paid by our NSFAS loan scheme, students are given R1200 = GBP60 (2020) a month as living costs. Most of them send half of this home so that their siblings can eat. IT's really that bad!!!

01:00:17 Dennis Zami Atibuni: Thank you Moses for revealing the truth.

01:00:41 Shenn Kuan Chow: Due to meritocratic of the nature of scholarship programmes (govt, G2G or corporate) that are in existent, supposedly to promote access to HE via - one can imagine how students of higher SES who are products of better quality education and additional extra curricular support (and many other life-compounding social and cultural capitals stemming from economic capital) would benefit from such scholarships when entering HE as well. illusions of meritocracy in HE scholarships 😊

01:00:47 Phyllis Mercer: yes I experienced this wind and my internet was off or a while

01:12:00 CGHE Webinars: Thank you for joining us today. A recording of this session will be available on the CGHE site tomorrow morning: <https://www.researchcghe.org/events/cghe-seminar/cghe-series-on-the-critical-economics-of-higher-education-webinar-3-what-is-the-appropriate-higher-education-finance-model-for-sub-saharan-africa/>

01:13:20 CGHE Webinars: Our next webinar, the last in this series on The Critical Economics of Higher Education, is 'Agency, purposeful work, and economic change: reconceptualising the relationship between HE and the economy'. It will take place on Tuesday. You can register here: <https://www.researchcghe.org/events/cghe-seminar/cghe-series-on-the-critical-economics-of-higher-education-webinar-4-agency-purposeful-work-and-economic-change-reconceptualising-the-relationship-between-he-and-the-economy/>

01:13:48 Souparnika Krishnan: Thanks professor, I really enjoyed the presentation :)

Some questions in order of my level of curiosity:

1. Can you speak more on the 'TFT' model and some cases where it has been successful? How efficient is it in the context of an informal economy?
2. How do you think better information campaigns on the benefits of HE will impact the enrolment of the lower quintiles?
3. Won't a loan write-off scheme, especially in the context of an informal economy, lead to greater loan defaults?

01:13:58 CGHE Webinars: You can also register for the CGHE Annual Conference on 24-25 May 2022 here: <https://www.cgheconference2022.com/>

01:16:01 Trif Victorița: Thank you!

01:18:32 Mansi Middha: Thank you for the insightful session, need to go into another call now.

01:20:38 Audrey Peek | ACE: Thank you for this excellent session!

01:21:00 Marina Dreux, NORRAG: Thank you for this excellent presentation and discussion, Moses!

01:21:17 CGHE Webinars: Higher education and knowledge in Latin America past, present and future: a CGHE webinar series <https://www.researchcghe.org/events/cghe-seminar/higher-education-and-knowledge-in-latin-america-past-present-and-future-a-cghe-webinar-series/>

01:21:18 Ijaz Ahmad: Thank you for this series

01:21:37 Ingrid Baigrie: There are a number of scholars looking at the HE funding model in South Africa....

01:21:37 Lori Lee Wallace: Fantastic presentation, Moses! Great addition to this series. Love the idea for the Africa Series in the future. Thank you for hosting, James and Simon!

01:21:39 Phyllis Mercer: Thank you Moses. Excellent presentation and discussions

01:21:46 Kunwar Jee Sinha: Thank you

01:21:55 David Mills: Good idea to have a series on Africa Simon. And Moses, it would be interesting to think about how the expansion of private HE might also impact participation, and quality.

01:22:14 Shenn Kuan Chow: Thanks so much CGHE and Prof Oketch for today's session! ✿

01:22:17 Diana Laurillard: Very interesting analysis Moses thank you