

Media Monitoring: Extract of Press News on Higher Education in Africa

1. University World News

PhD training – Why African government funding is needed (Africa)

While international donor funding for PhD training programmes in Africa helps to accelerate progress and achieve results more quickly, financial contributions to such programmes by African governments are critical and have a range of long-term benefits, higher education experts suggest. Aminata Sall Diallo, a professor of physiology at Cheikh Anta Diop University of Dakar in Senegal, and Ekuia Bentil, an education specialist with the World Bank's Africa region who works on the implementation of initiatives under the Partnership for Skills in Applied Sciences, Engineering and Technology (PASET), told University World News it was important for governments to lead PhD training initiatives' funding in order to enhance sustainable development. The duo was speaking after the launch last month of 15 PhD training scholarships under the PASET Regional Scholarship and Innovation Fund (RSIF). The initiative, led by African governments, will see this inaugural cohort of scholars commence PhD programmes in food security, information and communications technology (ICT), and materials, minerals and mining engineering. The RSIF aims to train 10,000 PhDs in 10 years. The training is offered at one of the RSIF's four host universities: Sokoine University of Agriculture, Tanzania; University Felix Houphouet-Boigny, Cote d'Ivoire; African University of Science and Technology, Nigeria; and Gaston Berger University, Senegal. Commending RSIF, the experts said that through its PhD training, research grants and innovation grants, the initiative will help to address many of the challenges African countries are facing.

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2. University World News

Radical shake-up to boost quality in higher education (Kenya)

As part of a broad set of recommended changes to higher education aimed at raising quality, all PhD holders admitted via executive masters degrees will no longer be eligible to teach at universities in Kenya. The recommendations by the Commission for University Education (CUE) are contained in a report entitled Policy Advisory on Rationalisation of Universities and Programmes in Kenya, which was presented to the Education Cabinet Secretary Amina Mohamed on 2 May. Executive masters degrees permit executives and managers to study and work towards a degree while remaining in their full-time jobs. The CUE has proposed the formation of an inter-ministerial committee to harmonise accreditation of academic programmes whose graduates are registerable by professional bodies. "All PhD holders admitted through executive masters degrees will not be eligible to lecture in Kenyan universities. The weighting and point system for publications should be reviewed to be consistent with international standards. This should be treated as a matter of urgency since the current system discourages collaborations and teamwork in research and publications," reads the report. The report also recommends that only chartered universities – public and private universities fully accredited and approved to admit students by CUE – will be allocated government-sponsored students.

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3. Vanguard

No more Government jobs to absorb thousands of graduates – Obaseki (Nigeria)

Edo State Governor, Mr. Godwin Obaseki, has said that the absence of a robust, well-modeled, well-organised, adequately monitored and quality technical and vocational education and training with appropriate national and international certifications is responsible for the massive movement of young people abroad in search of greener pastures. Governor Obaseki said this while delivering the Anniversary Lecture at the 60th Anniversary of the University of Ibadan Alumni Association, in Trenchard Hall, Ibadan, on Friday. In the lecture entitled, Technical and Vocational Education as Imperative for Youth Empowerment, Obaseki said that a lot has to be done to change the perception of Technical and Vocational Education and Training (TVET) by fostering public support, redesigning the institutions and putting them under quality management. According to him, “Lean resources cannot be the excuse for not prioritising and investing in technical and vocational education training. Leaders must take it upon themselves to change the wrong public perception. There are no more government jobs available to absorb the thousands of graduates that our higher institutions produce every year. “If we truly want to work for peace, stability, growth and development in the interest of our people and nation, this is the time to wake up and reposition TVET in Nigeria. For us in Edo State, we have recognised the challenges and we are confronting them frontally. If we succeed in Edo State, it may inspire similar transformations elsewhere.” He said it was regrettable that several governments in the past had paid lip-service to youth empowerment, noting, “Unfortunately, despite seeming propaganda about involving the youth in decision-making over the decades since political independence, not much has been achieved. The hundreds of skills acquisition programmes in the country hardly prepare our people to deliver quality service and earn incomes that can improve their quality of life.

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4. The New Times

Maintaining the momentum toward universal education (Rwanda)

On the surface, mass illiteracy seems like an evil that should be easy to eradicate. Achieving that goal requires neither a technological breakthrough nor a scientific discovery. And yet universal education has long eluded mankind, even when achieving it has been a globally shared objective. Today, 750 million adults – two-thirds of them women – are illiterate, and 260 million children are not in school. Education is a basic right codified in the 1948 Universal Declaration of Human Rights and the 1989 Convention on the Rights of the Child. It was further enshrined in the 1990 World Declaration on Education for All, at a summit in Jomtien, Thailand, and then at the 2000 World Education Forum in Dakar, Senegal. Achieving universal primary education was one of the United Nations’ Millennium Development Goals for 2015, and universal education has since been included in the Sustainable Development Goals for 2030. But, despite these commitments, the international community has yet to deliver for the world’s children. In addition to those who are not in school at all, 500 million children currently receive no more than a primary education, which itself is often inadequate. And by 2030 – the year when the world has promised to provide universal primary and secondary education for all – an estimated 800 million people will enter adulthood without the qualifications necessary for the modern labor force. Many of them will be illiterate. In many regions of the world, educational

standards fall far short of what is needed. In Africa, for example, educational outcomes today are estimated to be 100 years behind those of a typical high-income country.

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5. Daily Monitor

Stop universities with non-approved courses (Uganda)

Universities that are messing up students by offering unapproved courses must be penalised and stopped. For now, only students enrolled on these bogus courses suffer the consequences of this perennial sickness in our universities. But the universities too must be sanctioned so they stop this dark practice. First was Kyambogo University in 2014. Then, a report by the Auditor General to Parliament indicted Kyambogo for teaching only 21 recognised degree courses, leaving out a whopping 70 other courses as unaccredited. Only yesterday, this newspaper again reported that Kampala International University (KIU) is teaching 13 illegal courses. For Busoga, the National Council for Higher Education (NCHE) pinned it for lacking qualified staff, undertaking irregular admission of students, teaching unaccredited programmes, and graduating students who did not qualify. But just how did these universities find themselves in this fix? Yet the accreditation body, NCHE executive director Prof John Opuda-Asibo, is categorical that courses are only fully accredited by NCHE, or not at all. Moreover, these universities are aware of mandatory accreditation visits, status, and period of review as required by NCHE. These disastrous missteps must only mean something is grossly wrong with our universities.

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6. Daily Nation

Rethink University education as numbers drop (Kenya)

When the Kenya National Examinations Council (KneC) released last year's Form Four examinations, it revealed, for the second year running, peculiarly poor performance. Out of the 615,773 Kenya Certificate of Secondary Education (KCSE) candidates, only 70,073 attained grade C+, the minimum university requirement, representing a mere 11 per cent of the candidature. Yet when the universities declared the number of places they had, it emerged that they could comfortably admit 132,686 students. Therefore, if all the qualifiers were admitted to public and private universities, they would only take up 53 per cent of the vacancies. From the onset, it was evident that the universities were staring at a crisis. This, inevitably, became evident after the selection by the Kenya Universities and Colleges Central Placement Service (KUCCPS). Data presented by the KUCCPS indicate that, of the 606,394 students considered for placement, only 62,851, or 10.4 per cent, got places. Thus, they only took up 47 per cent of the declared capacity.

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7. University World News

[Local satellite opens new frontiers for universities \(Kenya\)](#)

A recently launched satellite developed by students and researchers from the University of Nairobi marks Kenya's most ambitious venture into space science, a field dominated largely by Western and Asian powers. The US\$1 million 1KUNS-PF (Nano Satellite), which was launched in Japan on 11 May, was developed by the university in a partnership with Italian Sapienza University of Rome and experts from the Japanese Aerospace Exploration Agency (JAXA). It will allow Kenya to gather data on climate change, wildlife mapping, earth mapping, weather forecasts, coastline monitoring, transport and logistics. The deployment of the facility dubbed KiboCUBE, which has taken three years to develop with finance from Japan, is a strong endorsement of Kenyan universities' capacities in the global science and technology realm. University of Nairobi Vice-Chancellor Professor Peter Mbithi said the institution will be scaling up the satellite programme to develop more sophisticated platforms which are expected to substantially boost Kenya's space science capacity. "We are also looking at how to enhance the technology for more precise data collection and surveillance," said Mbithi. The facility opens up a new frontier for researchers in universities to deepen scientific knowledge, improve engineering skills and push technological deployments. "This is a great milestone in Kenya's exploration into space," said Kenya's Foreign Affairs Cabinet Secretary Monica Juma.

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8. The PIE Times

[Egyptian-Korean TVET deal sealed for 2022 \(Egypt\)](#)

The Egyptian Ministry of Investment and International Cooperation has received a \$6m grant from South Korea that will be used to establish a Korean technical education facility in the central Egyptian governorate of Beni Suef. "The faculty aims to provide skilled labour to the Egyptian market and develop scientific capabilities of teaching staff," Sahar Nasr, Egyptian minister of investment told the Egyptian press. The facility will abide by international standards and provide accredited certificates to students, she said. The project should be completed within seven years, and will start operating in 2022. The facility will develop technical academic and skills development programs to improve skills of graduating calibre. It will also aim to raise the standards of practical skills of teaching staff, policymakers and administrative staff in the field of technical education. Nasr said the cooperation between the two countries would include "vocational training invitations to Korea for teaching staff at the Egyptian Ministry of Higher Education, as well as frequent visits by experts from Korea to Egypt for project management consultations." The agreement is the outcome of President Abdel-Fattah El-Sisi's visit to South Korea last year, where the latter pledged to support Egypt's socio-economic development through the Korea International Cooperation Agency on behalf of the government. For the past 18 years KOICA's Egypt office has been implementing fellowship and capacity building schemes as well as the Korea Overseas Volunteer program, the KOICA Egypt office told The PIE News.

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9. Front Page Africa

[Liberia, EU Seal US\\$24 Million Agreement for TVET, Civil Society Organizations \(Liberia\)](#)

The government of Liberia and the European Union have signed a US\$24 million financial agreement for Technical and Vocational Education Training (TVET) and the support for civil society. The signing ceremony took place at the Ministry of Finance and Development Planning Thursday May 3, 2018, and brought together Finance Minister Samuel Tweah, Minister of Education Prof. Ansu Sonii, the EU Ambassador Helene Cave and dignitaries both from the Liberian government and the EU delegation. The agreement sees US\$20M for TVET programs while US\$4 million aims at strengthening the civil society in the country. The Monrovia Vocational Training Center, the Booker Washington Institute, the Greenville Multilateral High School and Zwedre Multilateral High School are the four institutions that will initially benefit from the finance agreement. MFDP boss Tweah said the government will be depending on the partnership of the EU for the next six years. Minister Tweah: “There is no greater threat to national security than the quality of education our people receive. The youth unemployment crisis is the biggest crisis Africa faces.” He said all the investments will expand the economy to ensure that it grows to generate the revenues to fund and finance priority in education. Also speaking Education Minister Prof, Sonii praised the EU delegation for their timely support to the education sector. He said education sets the foundation for national development, adding that too many young people are waiting to get education.

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10. The World View

[The meager output of Ethiopian PhDs \(Ethiopia\)](#)

The motivation for increasing the availability of doctoral studies is multidimensional. Leaving individual goals aside, the justification for the huge investment countries make in doctoral education is directed at improving teaching, increasing research output, and contributing to scientific development through innovation. The increasing presence of PhD holders in universities and research institutes reflect the demand for the active participation of highly trained staff. In spite of the growing global emphasis on PhD education, information in regard to the output of PhD graduates remains relatively limited, especially in the developing world where, despite a seemingly endless quest for more PhDs, little has been studied about how doctoral candidates fare against expectations. Doctoral study is expected to offer a range of personal and strategic institutional advantages. A PhD can provide access to academic and non-academic jobs with many opportunities for meaningful contributions. Doctoral programs facilitate the production of academics and technocrats who can engage in various institutional activities and responsibilities. The contribution of doctoral education to research output is widely acknowledged. That is partly why doctoral training is regarded as essential to an academic career and the cultivation of future researchers and professors.

Doctoral studies also serve as a pipeline for a workforce that will drive innovation and facilitate participation in the global knowledge economy. As a highly-trained group of people, PhD holders are considered critical in the advancement and diffusion of knowledge and technology.

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11. World University News

Universities to host World Bank-funded research centres (Zambia)

Zambia has launched two centres of excellence supported by World Bank financing amounting to US\$12 million that will improve training and research capabilities at two of the country's state universities. The initiative is part of a higher education project aimed at creating 24 centres of excellence through a US\$140 million credit approved by the World Bank Group's board of executive directors for eight Eastern and Southern African countries. In Zambia, the centres of excellence include the Africa Centre of Excellence in Infectious Diseases of Humans and Animals (UNZA ACE-IDHA) based at the University of Zambia and the Africa Centre of Excellence in Sustainable Mining (CBU ACE-SM) at the Copper belt University. The project was launched on 25 April by the country's Minister of Higher Education Professor Nkandu Luo. According to a statement from the University of Zambia, the UNZA ACE-IDHA will develop research capacity and improve training of academic staff and students with the focus centred on research into infectious diseases which affect both humans and animals, such as bird flu, Ebola, tapeworms, Brucellosis, Anthrax and others. The CBU ACE-SM will be focused on promoting sustainable mining through research on many mining-related issues, such as land, water and air pollution, land recovery in mined areas and tailing dams, among others. In the statement, Luo assured the two universities of government support in their pursuit of excellence in research and teaching, which would be used to uplift the citizens' living standards and ultimately contribute to sustainable national development.

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12. Ghana Web

Education Ministry seeks overhaul of Technical and Vocation Education and Training (Ghana)

The Ministry of Education has outlined plans to make Technical and Vocation Education and Training (TVET) effective and efficient, as part of measures to address the high unemployment rate in the country. Over the past years, development of the TVET sector has been plagued with a number of factors: including low budgetary allocation; obsolete and inadequate training equipment leading to low learning outcomes; obsolete curricula; and poor collaboration between industry and academia among others. This has led to over-concentration on art-oriented courses that do not meet the technical requirements of the industry. Indeed, to this end, the Education Ministry is to dedicate a whole division of the Ghana Education Service – with its own Director-General – to technical and vocational education, Education Minister Dr Matthew Opoku Prempeh has disclosed. To ensure proper supervision of the sector, the Education Ministry has also been restructured with a Deputy Minister of Education in charge of only Technical and Vocational Education.

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13. Daily News

Tanzania education budget up by 5pc to 1.4 Trillion (Tanzania)

THE government yesterday unveiled a 1.4tri/- budget proposal, focusing on transforming the human capital towards improving the economy and moving to the middle income nation. Education, one of the government's priority areas, is promised 1.406tri/- in the 2018/19 fiscal year, about five per cent higher than the current 1.337tri/- budget. Education, Science, Technology and Vocational Training Minister, Prof Joyce Ndalichako, presenting the ministry's budget plan in the National Assembly here,

said 929.969bn/-, about 70 per cent of the entire budget is for development projects. The ministry envisages constructing seven regional secondary schools, renovate the old schools, construct vocational education and training centres, strengthen information and communication technology systems, increase school enrolment and provide incentives to best performing schools and teachers. "We are allocating 618.969bn/- from own sources to fund all development projects...we expect 311bn/- from development partners to help finance the projects," she told the lawmakers. Additionally, the ministry has set aside 476.5bn/- for itself and 383.8bn/- for its institutions, covering recurrent expenditures and wages. Prof Ndalichako requested the august house to approve an additional 666.8m/- for the United Nations Education, Scientific and Cultural Organisation (UNESCO). Click this [Link](#) for more details

14. World University News

[Open University set to meet growing demand for higher education \(Ghana\)](#)

Open universities are helping to increase access to higher education across Africa as it becomes more apparent that the demand for brick-and-mortar facilities cannot be met by resource-constrained governments, Pro Vice-Chancellor of Laweh Open University College, Josiah Cobbah, told University World News. Laweh, based at Teshie-Nungua in Accra, Ghana, is the brainchild of the former vice-chancellor of the University of Professional Studies, Accra (UPSA), Joshua Alabi, together with his wife Goski, who is dean of the Centre for International Education and Collaboration at UPSA. Laweh is the first private Open University in the West African region and is affiliated to the Open University of Tanzania. It opened its doors to students in 2015 after it was incorporated a year earlier. Cobbah said Ghana is likely to struggle in the face of a projected increase in the number of students into universities following the introduction of the free senior high school programme. Open universities will be needed to fill the gap, he said. "The government does not have enough resources to support the provision of brick and mortar facilities at one place to support admissions of the growing numbers," he said. Therefore, open universities like Laweh will be needed to support the massification of higher education. "Times have changed and perceptions have changed and so we have no choice but to accept open universities as the future," Cobbah said. "Society has an obligation to provide education to the teeming masses and there is no other way to go in view of the dwindling resources available." Click this [Link](#) for more details

15. Study International

[Is Tunisia carving out a name for itself as a great country in which to study abroad? \(Tunisia\)](#)

You probably haven't thought about studying in the Republic of Tunisia in North Africa. It's seldom – if ever – listed as one of the more common destinations for international students, and yet, year upon year it welcomes an increasing number of students from overseas. According to official statistics obtained by Expat.com, in the academic year of 2014-15 Tunisia saw around 8,000 international students enrolled in its private higher education institutions alone, a number which is believed to be growing. Approximately 70 percent of international students in the country opt for private universities, with the remaining 30 percent studying in public institutions, Expat.com reported. The team at The Daily Wildcat reported they recently had four international students studying in Tunisia visit the University Of Arizona School Of Journalism in the US. Basheer Aldhorai, one of the students,

studies for his Master's at Institute de Presse et des Sciences de l'Information (IPSI), living in Tunis, Tunisia's capital city.

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16. Daily News

[3.031m students enrolled in higher education in 2016/2017 \(Egypt\)](#)

The Central Agency for Public Mobilisation and Statistics (CAPMAS) revealed on Sunday that the total number of students enrolled in higher education increased by 2.1% to reach 3.031 million students during the 2016/2017 academic year, up from 2.969 million students in 2015/2016. According to CAPMAS' annual bulletin of enrolled students and faculty staff members in higher education for the 2016/2017 academic year, 2.274 million students are enrolled in public universities and Al-Azhar, representing 75% of total students enrolled in higher education during the 2016/2017 academic year compared to 2.230 million students in 2015/2016, an increase of 2%. The bulletin stated that 154,800 students enrolled in private universities, representing 5.1% of total higher education students in 2016/2017, up from 138,100 students in 2015/2016, an increase of 12.1%. Concerning private higher institutes, the CAPMAS revealed that the number of students enrolled at higher private institutes represented 13.6% of total higher education enrollees in 2016/2017, as there are 410,800 students enrolled, compared to 407,800 in 2015/2016, an increase of 0.7%.

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17. University World News

[Do students have a say in university governance? \(Ethiopia\)](#)

One of the principles of good governance in higher education is the concept of shared governance or distributed leadership. This requires the representation of various stakeholders, including students, in the decision-making processes of universities. Compared with the representation of faculty and administrators, student representation still fails to receive the required attention in higher education governance, both in theory and practice. It can be argued that student participation in university governance has a variety of advantages that can extend to the individual student, the institution and society at large. Involving students in university governance is considered to be instrumental in the creation of improved trust and understanding in the university community. Conversely, its lack could result in student unrest and apathy. Those who consider universities 'sites of democratic citizenship' and platforms for developing the individual student argue in favour of encouraging students' participation in the decision-making process in order to develop democratic values and the sense of democratic citizenship. Students' personal growth is also considered to be a result of this engagement and the practical learning that comes with it. For those who view students as consumers or clients, it follows that students should be given some place in the administration as they can be affected by what goes on in the institution.

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18. IT News Africa

Crowdfunding Models for Higher Education in Africa (South Africa)

The cost of higher education tends to rise at rates considerably high. This resulted in a spate of university protests that saw students demand free education in South Africa. Students argue that, with a large number of students entering universities, financial need should not be an obstacle to students who qualify to enter university at a suitable academic standard. But it is critical to recognise that the government cannot fund education on its own. Higher education funding models have moved towards cost-sharing, which involves the collective contribution of students, parents or guardians, government and other stakeholders. There are various models that can be used to fund higher education which includes amongst others setting up student loan systems, bursaries, scholarships- and there is crowdfunding. Crowdfunding is the practice of funding a project or venture by raising small amounts of money from a large number of people, typically via the Internet. This model is gradually gaining traction in funding education across Africa. Initiatives such as Feenix.org which is supported by Standard Bank, raised over \$161 450 00 in just 2 months to help fund students in South Africa. Feenix.org, provides a digital channel that allows individuals and enterprises to donate money to students. The initiative addresses the lack of funding for tertiary-level education in South Africa. The initiative was launched following #FeesMustFall student protests which took place in the country between 2016 and 2017.

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19. Daily Trust

Minister Wants One Year Re-schooling for Graduates (Nigeria)

Tens of thousands of Nigerian students may spend extra year in specialized institutions after graduation to make them employable. The Minister of State for Education, Prof. Anthony Anwukah, put forward the proposal at the ongoing Retreat for Governing Councils of Nigerian Federal Universities, organized by the National Universities Commission (NUC) with the theme, "Elements of Statutory Governance, Procurement and Financial Accounting in Nigerian Universities." He said the suggestion was being made because many university graduates were not good enough to be employed by industries. "Law students attend Law School for one year before going for NYSC and medical students go for one year Houseman ship before they are allowed to practice fully, so it will be necessary for other courses to also go through this process," Mr Anwukah said. "The Lagos Business School can also serve as a one year after-school training," he added. "The universities are producing products that are not matching the needs of the industries. I urged the Committee of Pro-chancellors and Committee of Vice-Chancellor to end the decline in the standard of education," he said. "The SIWES projects introduced for a year industrial attachment for students has failed in the universities. It is not doing its role in bridging the gap between the universities and the industries," he said. He said that re-schooling would serve as a training ground for graduates to be well equipped on the rudiments of the course studied. In his address, the Chairman of NUC board, Prof. Ayo Banjo, said the quality of Nigerian universities product failed due to poor quality research, saying, a graduate who cannot think properly is unworthy of the certification.

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20. Lusaka Times

Nkandu Luo directs all Public universities and colleges to open separate maintenance accounts (Zambia)

Minister of Higher Education Professor Nkandu Luo has directed all public universities and colleges in the country to open up separate bank accounts to be specifically used for maintenance as a way of enhancing accountability. Due to the numerous complaints reaching the Professor Nkandu Luo's office, regarding maintenance of institutions, lack of sporting activities learning institutions it has become critical that money collected for maintenance, sports and union activities are banked separately so that in the absence of these activities, the Institution can explain what they have done with a particular budget line. Professor Nkandu Luo said, from now onwards, there is no need for institutions to have one bank account where all the fees will be paid into. She made the directive when she made an impromptu visit at Kitwe Trades Training Institute (KTTI) in Kitwe on Thursday. She found the hostels and workshops still in a dilapidated state. Students in higher learning institutions apart from tuition fees also pay for; maintenance, recreation and union fees. Maintenance fees is supposed to go towards the maintenance of the school but that has not been the case and as a result students are subjected to learning in classrooms with broken doors and window panes, cracked floors and broken chairs among other things.

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21. The PIE News

East Africa mulls harmonising postgraduate training (East Africa)

Countries in east Africa are considering harmonising standards of postgraduate training, observing that there exists no clear standards of either training or supervision at graduate level, among a myriad of other challenges. The East African Community countries of Kenya, Uganda, Tanzania, Rwanda, Burundi and South Sudan want minimum standards developed for postgraduate training, as well as basic qualifications for supervisors set, to ensure they produce quality employable graduates and lecturers. At the forefront of the efforts is the Inter-University Council for East Africa, the region's higher education authority, with the support of German Academic Exchange Service, and the African Population and Health Research Centre — through its program, the Consortium for Advanced Research Training in Africa. Postgraduate studies in East Africa faced a myriad of problems including an uncontrolled growth of postgraduate student numbers, and a corresponding lack of supervision capacity, according to Rwanda's minister for education, Eugene Mutimura. Other challenges included lack of a mechanism for selecting and evaluating competencies of supervisors, and a lack of an "enabling departmental or institutional culture", to support effective supervision of students, the minister told a workshop held in Kigali Rwanda, convened to craft ways of developing a regional approach to postgraduate education.

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22. Engineering News

Importance of vocational education underscored at Summit (South Africa)

South Africa should focus on developing and implementing post-school education and training (PSET) programmes that create the quickest pathways to employment for the country's youth, attendees at the third Human Resource Development Council (HRDC) were told. Private investment group Yellowwoods executive director and Africa Leadership Initiative fellow Nicola Galombik said at the

summit on Thursday most of the youth who were not in education, training or employment (cohorts) had either left school prior to finishing their secondary education, or tend to be “in and out of education and employment”. She said that, “effectively only 6% of the youth are entering formal employment. Galombik noted that through programmes like Harambee – an employment accelerator focusing partnerships between government, business and young people – the potential of these young people could be assessed. Programme facilitators were able to collect data assessing the latent human capital potential by studying their fluid intelligence. She noted that the data showed a weak correlation between educational attainment and potential. He suggested a focus on relatively quick and cost effective training programmes for entry level jobs that “do not necessarily need a formal qualification”, such as positions in sales and services, digital technology and analytics, administration, installation maintenance and repair, and junior managerial roles in tourism and conservation. Click this [Link](#) for more details

23. IT News

Reimagining the role of technology in higher education (Africa)

Integrating technology into the classroom creates solutions and problems in equal measure, but in this digitally driven age it has become essential to the learning process of especially higher education students. The availability of mass open online courses (Moocs) grants both students and teachers the opportunity to partake in a far more flexible learning experience with no restraints on time and location. However, few rural areas have the necessary technological infrastructure and connectivity for distance learning students to truly benefit. These platforms are also largely based on one-way communication, making it harder for students to engage with the study material and educators to provide adequate feedback. In 2006, the Partnership for Higher Education in Africa (PHEA) concluded that the existence of national, or even institutional ICT frameworks did not necessarily constitute for an environment in which educational technology could thrive. The partnership looked at nine African countries (Egypt, Ghana, Kenya, Madagascar, Mozambique, Nigeria, South Africa, Tanzania and Uganda) to get an overview of the status of existing national ICT policy frameworks or supporting legislation within the countries. It found that policy accounts for little when there is no concrete technology plan in place for implementation, as well as a need for funding.

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24. The Ethiopian Herald

Ministry eyeing to employ 80 percent of university graduates (Ethiopia)

Ministry of Education stated that it has been working to attain the vision of securing employment for 80 percent of university graduates by 2020. The Ministry's Higher Education Inspection Director, Dessalegn Samuel told The Ethiopian Herald that strategic plan was set to help the graduate obtain relevant jobs within 12 months of graduation. He said: "We give due emphasis to not only provide new graduates access to jobs, but also to ensure that it would be relevant to their field of study within 12 months after graduation." Inadequate English proficiency and limited exposure about future carriers have been identified by the Ministry as the major challenges facing new graduates. To this end, a strategy was put in place that takes these major hindrances into consideration. According to the Director, carrier service centers that offer training for graduate students on different jobs, work

discipline, market, salary rate and other related issues were established in all universities. Currently the centers are providing service in 23 universities.

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25. Times Live

[South African universities losing their credibility \(South Africa\)](#)

The credibility of higher education at South Africa's top institutions is on a decline while other BRICS countries like China, India and Russia are improving their standards. The Times Higher Education Emerging Economies University Rankings 2018 comprises a total of 378 universities from 42 countries, across four continents. The scores are calculated from judging: Teaching (the learning environment); Research (volume, income and reputation); Citations (research influence); International outlook (staff, students and research); and Industry Income (knowledge transfer). South Africa has eight universities ranked, the same as last year. However its leading institution, the University of Cape Town, drops five positions to rank number nine. The University of the Witwatersrand has dropped to 12th, from 8th the year before. Others have made progress, but off a very low base. The University of Johannesburg, for example, climbs 49 places to rank joint 92nd. China dominates the ranking, with the nation claiming one in every six positions in 2018. Sixty-three Chinese institutions are represented in the ranking - up from 52 in the previous year – making mainland China home to the highest concentration of leading universities in the emerging economies nations, the authors state. China also dominates the 2018 ranking's elite Top 10, claiming seven spots. For the fifth consecutive year, Peking University leads the table, with Tsinghua University ranked at number two. The two institutions also achieved their highest ever ranking in the THE World University Rankings 2018 – both featuring in its global Top 30.

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26. Managers

[Five innovative ways higher education is developing 21st century leaders \(Africa\)](#)

From running African charities to self-employed placement years, these are some of the ways that Higher Education institutions are shaping the next generation of managers. In February 2018, the CMI launched its second annual 21st Century Leaders Report. The aim was to examine how to best prepare new graduates for leadership, in order to ensure the future of skilled management in the UK, and with it to address the productivity gap that is present in performance compared to international competitors. The research featured insight from 13 education institutions and looked at the evolving priorities of universities and employers in the business world today. These partners are adapting the curriculum and forging collaboration to upskill the next generation. Here's how. 1) Business schools are offering self-employed placement years: 'Entrepreneurship' was the word on the lips of many educators asked to identify emerging management disciplines, and two thirds of students surveyed in the 21st Century Leaders Report said they were interested in running their own business. With this in mind, the University of Kent has unveiled a self-employed placement year that gives students the opportunity to spend the third year of a four-year degree programme running their own businesses. To be eligible, students must complete 12 hours of extra-curricular workshops in which they develop a business idea. This helps identify those whom the opportunity is most valuable for. The students receive weekly coaching from an 'entrepreneur in residence' for six months while they set up and run their own businesses, with monthly telephone calls thereafter. "I'd been working on my business in

my own time for a year before I was offered the opportunity to do a self-employed placement year,” says business management undergraduate Rayyan Petkar.

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27. The New Times

[Regional academics urged to carry out research on genocide \(Rwanda\)](#)

Over 100 academics from higher education institutions from across the East African region on Wednesday visited Kigali Genocide Memorial to pay homage to victims of the 1994 Genocide against Tutsi. The dons have been in Kigali since Monday for a meeting on quality assurance in institutions of higher learning in the East African Community member states. The visit to the memorial featured touring the different parts of the site, laying a wreath as well as watching documentaries about the Genocide. According to the delegates, scholars should play a critical role in doing research on Genocide history. Mike Kuria, the Deputy Executive Secretary of Inter University Council for East Africa (IUCEA), said that the visit to the memorial is essential for academics for they interact with a great number of youth at universities which help them to share the experience about the Genocide. Kuria added that the history of Rwanda is not a lesson for the country alone. “The issue of hatred and division is a universal phenomenon. Other countries in the region should come and learn from Rwanda so that hatred should be stopped not only in the region but also worldwide.

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