

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

### 1. University World News

#### Development bank highlights higher education role in industrialization (Africa)

Africa's higher education and vocational and technical training sector must be accelerated to prepare for the continent's impending industrialisation, an area in which the African Development Bank is to invest US\$35 billion over the next 10 years. In a speech delivered during the opening session of the African Development Bank Group's 53rd Annual Meetings of the Board of Governors held earlier this month in Busan, South Korea, the bank's president Dr Akinwumi Adesina said higher education curricula, policies, investment, and private sector engagement have not caught up with technological changes on the continent. He said the bank's investment is designed to help the continent raise its industrial GDP (gross domestic product) standing from a little over US\$700 billion today to over US\$1.72 trillion by 2030. Adesina said the deceleration of industrial output in Africa is at the heart of the continent's massive youth unemployment, a development that has seen 11 million youths entering the labour market each year with only three million getting jobs. "Africa must prepare its people for the jobs of the future, not those of the past. Africa must accelerate higher education, and vocational and technical training in building the skills of the future. In particular, greater emphasis should be placed on digitalisation, mathematics, material sciences, biotechnology, engineering, artificial intelligence, robotics and quantum computing. These areas will dominate the industrial revolution in the near future. And Africa must not be behind," said Adesina. He said the African Development Bank has a demonstrable record of commitment to skills development and supporting innovation and examples of that include the establishment of 'Centres of Excellence' in several African universities in Nigeria, Kenya and Rwanda and investments of more than US\$200 million in technology parks in Ethiopia, Cape Verde and Senegal. Adesina said to help Africa industrialise, the African Development Bank will invest in new skills required for industrialisation. "Skill-enhancement zones will help young graduates connect to industries and expose them to the broad range of skills they need. We will provide more support for establishing technology parks and business incubation and accelerator programmes," he said.

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### 2. University World News

#### Minister proposes extra year for university students (Nigeria)

In a bid to address the country's graduate unemployment crisis, students in Nigeria may have to spend an extra year at university to obtain the necessary skills required for the labour market. The proposal, made by Minister of State for Education, Professor Anthony Onwuka on 8 May at a recent retreat for the Governing Council of Federal Universities, marks the first time in recent years that a high-ranking federal government official has openly admitted that Nigeria's university system is in crisis.

"Many university graduates are not good enough to be employed by the industries", Onwuka said. The Students' Industrial Work Experience Scheme had also failed universities, he said, while the Nigerian university system had failed in producing quality graduates who should be employed in industry. "This is a big challenge and it remains a major problem in the Nigerian university system. At what point do we find the synergy in addressing this problem of graduate unemployment?" he asked.

The minister said details of the proposed extra year for other courses would soon be finalised and sent to the National Assembly with a view to it becoming law. “Law students attend law school one year before going for National Youth Service Corps, and medical students go for one year of housemanship before they are allowed to practice fully. Therefore, it will be necessary for other courses to go through this process,” he told delegates at the retreat. While most observers agree there is a problem to address, the specific proposal has divided opinion on campuses and wider society.

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### 3. University World News

#### [Mamdani returns to University of Cape Town centre as honorary professor \(South Africa\)](#)

Ugandan academic Professor Mahmood Mamdani’s return to the University of Cape Town’s Centre for African Studies (CAS) as an honorary professor – almost 20 years after he left owing to a disagreement with his faculty – has been hailed as “institutionally historic” and marking a significant step on the university’s path towards decolonising the institution. In a CAS statement released on Africa Day last week, Professor Lungisile Ntsebeza, CAS director, said: “This appointment is particularly exciting and profoundly significant in light of the pressure from the student movements since March 2015 for the University of Cape Town (UCT) to be decolonised and to fundamentally transform its curricula, with numerous references by student leaders to the relevant scholarship of Mamdani.” Mamdani was appointed as the AC Jordan chair of African Studies at the University of Cape Town in 1996 and became director of CAS in early 1997. However, he left the institution in 1998 following a fall-out with his faculty over its rejection of a faculty-wide foundation course on Africa that he was asked to develop. His departure and the events leading up to it became known as the “Mamdani Affair” and still serve as a critical reference point in South African debates about institutional transformation. In what is described in the CAS statement as a “profoundly historic occasion for both CAS and UCT”, Mamdani returned to UCT to deliver the TB Davie Memorial Lecture on 22 August 2017. “His lecture – titled 'Decolonising the Post-Colonial University' and delivered to a much inspired, excited and indeed provocative and engaged audience of hundreds of students, staff and workers – brought to the public space the vital debates that are currently intensely reverberating across South Africa’s higher education institutions,” the statement said.

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### 4. University World News

#### [The transformative power of ‘rupture’ in higher education \(Africa\)](#)

A new book on African philosophy of education, which examines teaching and learning in the African university context, draws on its authors’ combined experience of setting up a massive open online course (MOOC) aimed at examining how teachers and students can use the African philosophical concepts of ubuntu and ukama to develop home-grown solutions to societal and educational concerns. Entitled Rupturing African Philosophy on Teaching and Learning: Ubuntu justice and education, the book is the product of a unique partnership between a father, Yusef Waghid, who is distinguished professor of philosophy of education at Stellenbosch University, and his two sons Faiq and Zayd – both of whom are academics at the Cape Peninsula University of Technology (CPUT). While Zayd Waghid is a lecturer of business management and entrepreneurship in the faculty of education, Faiq is a lecturer in educational technology and was also the MOOC project manager at Stellenbosch

University before he joined CPUT. The MOOC, called 'Teaching for Change', was run jointly by Stellenbosch University and FutureLearn, an initiative run by the Open University in the United Kingdom. It attracted more than 4,000 participants from around the world – mostly from the United States, United Kingdom and a number of African countries. While the book is not about the MOOC per se, in an interview with University World News, the authors said they used the MOOC strategy to cultivate a particular understanding of teaching and learning which culminated in the writing of the book. "As a pedagogic initiative, the MOOC allowed us to think through more imaginative and innovative ways of teaching and learning – that's what the book documents and it makes reference to the implementation of the first actual MOOC on Teaching for Change."

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## 5. University World News

### [Cabinet approves draft law for technological universities \(Egypt\)](#)

Egypt's cabinet has approved a draft law on the establishment of technological universities that will open their doors to students in the next academic year. The legislation is aimed at improving technical and vocational education and training (TVET) and boosting the employability of youth. The draft law approved on 17 May will enable the creation of eight technological universities that will be built across Egypt, three of which are under construction in New Cairo, Quesna and Beni Suef, according to an El Watan news report. The establishment of the universities are in line with the Sustainable Development Strategy: Egypt Vision 2030, which focuses, among other things, on producing industry and market-ready graduates. "Practice-oriented technological universities will contribute substantially to productive employment and help resolve the mismatch between practical skills and labour requirements by providing an effective transition from education to work," said Hassan Moawad Abdel Al, former president of Alexandria's City for Scientific Research and Technology Applications, Egypt. The 'luxury unemployment' phenomenon, a term used to describe the higher rates of unemployment among university graduates, is evident in Egypt, according to a 2016 report entitled Educated but Unemployed: The challenge facing Egypt's youth. According to the report, 34% of the total unemployed Egyptian population comprises university graduates along with 16% technical school 'TVET' graduates and 27% technical institute graduates.

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## 6. University World News

### [30,000 students to benefit from World Bank loan \(Tanzania\)](#)

About 30,000 Tanzanian students will benefit from a World Bank US\$120 million loan under the five-year Education and Skills for Productive Jobs (ESPJ) project which aims to strengthen the institutional capacity of Tanzania's skills development system and promote the expansion and quality of skills development opportunities in select economic sectors. The World Bank loan will also be used to establish a competitive, results-based Skills Development Fund (SDF) open to skills training proposals from public and private providers, to help address critical skills gaps in key sectors. Only accredited higher education, technical education, vocational education, and registered employer-based training organisations in Tanzania are eligible to apply for funds from the Skills Development Fund competitive grant process, education ministry officials say. Professor James Mdoe, the deputy permanent secretary in the ministry of education, science, technology and vocational training, said skilling youth

is important for Tanzania to achieve its goal of being a semi-industrialised country. He said the government will thoroughly analyse investors' labour requirements before deciding on which areas should be given priority in the disbursement of the funds. However, in the World Bank loan proposal, six economic sectors are targeted: tourism and hospitality; agriculture, agribusiness and agro-processing; transport and logistics; construction; information and communications technology and energy. The 30,000 targeted beneficiaries of the programme will include trainees enrolled in university, technical, vocational and alternative training programmes in the six key sectors.

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## 7. University World News

### [Perils of unregulated privatisation in public universities \(Ethiopia\)](#)

While the private higher education sector in Ethiopia continues to be demonised for its commercial motives, the issue of partial privatisation in the public sector has, in general, not received the scholarly attention it deserves. However, the increasing evidence that is now available about the growing privatisation tendencies in Ethiopia's public higher education sector demands a closer understanding of its features and implications. Ethiopia illustrates both of the common routes to partial privatisation of public universities. The first is the importing of management ideas and practices from the business world in order to make the public sector more businesslike, while the second is about increased effort to raise private (non-governmental) income. This article focuses on the latter – probably the most impactful of the privatisation measures. In Ethiopia higher education was for far too long totally free of charge. Neither tuition fees nor fees for services such as food and lodging were required from students. However, the last two decades have seen a fundamental policy shift in government position away from the exclusive funding of university education towards exploiting private means to support public missions. Privatisation tendencies have been motivated in particular by the general economic policies of the incumbent government and its 1994 Education and Training Policy (ETP) that allowed increased cost-sharing beyond secondary education and encouraged institutions to generate their own income. Echoing the ETP's directions, the Higher Education Proclamation (HEP 2009) underscored the need for diversifying public university income through tuition, research, innovation, consultancy, donations and other activities. Public institutions are encouraged to outsource some of their services and set up an income fund and-or enterprise that functions independently as a business entity.

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## 8. University World News

### [Aspiring Martian calls for Africa to define its own path \(Africa\)](#)

Africa needs to define its own path when it comes to the fourth industrial revolution and look at what technology is appropriate for its societies, according to aspiring Martian and Head of Innovation at software manufacturer SAP Africa Adriana Marais, who is the headline speaker at the South African Technology Network (SATN) international conference later this year. "The idea of the fourth industrial revolution being disruptive doesn't pertain to Africa. Here we need to look at what technology is appropriate to the society," she told University World News in a recent interview. Questioning why Africa should have to play catch-up all the time, she said Africa should stop the constant comparison of itself with the developed world. "We can see what's happening there but we need to define our

own path.” And the first steps on that path? “Connectivity and access to data is a priority,” said Marais. “We have to get the cost of access down. Access is one thing we need – then we can decide what we do with it.” Marais, a respected academic and inspiring public speaker, will give the keynote address at the annual SATN conference to be held in Durban, South Africa, from 11-13 September under the theme of “The role of universities in the Fourth Industrial Revolution”. SATN CEO Professor Anshu Padayachee said the conference will provide an opportunity to discuss insights from academics, industry, innovators, economists and policy-makers from various countries across the globe. “Whilst universities have a significant role to play, the crosscutting and multidomain nature of the fourth industrial revolution requires that they engage with all stakeholders in shaping its character and consequences,” she said.

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