

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

1. University World News

[The challenges of growing PhD graduate numbers \(Africa\)](#)

Sub-Saharan African countries need to increase the production rate of PhD graduates and substantially improve investment in doctoral education, according to recommendations emerging from a six-country study examining the PhD landscape in the region. While there is little disagreement about the need for more PhDs in Africa, experts say caution is needed on the issue of how such expansion takes place. The report Building PhD Capacity in Sub-Saharan Africa, produced jointly by the British Council and the German Academic Exchange Service (DAAD) in cooperation with the African Network for Internationalisation of Education and University College London Institute of Education, builds on two key studies – the joint International Association of Universities and Catalan Association of Public Universities report, and the Higher Education Research and Advocacy Network in Africa (HERANA) 2014 report focusing on flagship African universities. Countries covered in the report include Ethiopia, Ghana, Kenya, Nigeria, Senegal and South Africa. Released last month, it aims to widen the evidence base on PhD provision “using national-level data, and to take into account doctoral training provision in a cross-section of diverse institution types”. It also seeks to address gaps in areas such as format and conditions of provision, patterns of engagement between PhD programmes and industry, the private sector, the community and policy-makers.

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2. The Guardian

[Where are the black scientists, artists and thinkers in university syllabuses? \(Africa\)](#)

What do you think of when you hear the word “black”? Do you think of a colour? A race? A culture? A movement? There are many different ways of interpreting “blackness”, prompting the question: is it a concept worth studying? Although there is a tradition of “political blackness” in the UK, by referring to someone as black you are usually describing them as having sub-Saharan African origins. These people have been in the UK for centuries, and many important black British figures of the past, such as Olaudah Equiano, Ignatius Sancho and Walter Tull, have too often been overlooked in our nation’s history. Black people have also interacted with our island nation more recently through slavery, colonialism and the Commonwealth. Yet there seems to be collective amnesia in the UK about the contributions of people of sub-Saharan African origin. So much so that, when prominent black figures criticise our government for their inaction or complain about the racism they have experienced, they are often told they should be “grateful” to be here in the first place. Luckily, in many institutions, there is a burgeoning movement of higher learning that seeks to change our widespread ignorance, and to value the experiences and contributions of black people in Britain. Many UK universities offer degree programmes centred on Africa and black people. For more than 50 years, Soas and Cambridge University have provided excellent graduate programmes dedicated to the study of Africa, and Edinburgh, Birmingham and Oxford universities have followed suit. What’s changed more recently is the emergence of the study of blackness, which looks at the cultures and politics of the African continent, as well as the lived and historical experiences of the African diaspora.

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3. University World News

Agriculture e-learning hub goes live (Africa)

An e-learning hub for African universities mooted by the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) and the Food and Agriculture Organization (FAO) of the United Nations in 2017 is now operational, offering more than 35 member universities from across Africa access to free content intended to enhance the teaching of agriculture. The hub will enable students, staff and researchers in universities to access free online learning material, providing them with up-to-date quality material on subject areas such as sustainable food systems, food and nutrition security, responsible governance to secure tenure rights and equitable access to land, fisheries and forests, among others. The RUFORUM-FAO e-learning hub for African universities will also offer material on climate-smart agriculture, food losses and waste, food safety, social protection and resilience, child labour, gender equity and women empowerment, and responsible agriculture investments. “As a RUFORUM member, you are invited to visit the RUFORUM-FAO e-learning hub, assess the offer and match the various courses to your existing university learning programmes being regularly offered through your academic institution or university,” said a statement by RUFORUM. The content, developed by experts in various fields for learners from Africa and across the globe, will be delivered in major international languages used in Africa, including English, French, Portuguese and Spanish. It comprises a mixture of multimedia content, targeted learning strategies, dynamic screens, interactive tests, and exercises with feedback and illustrative case studies, that help to make complex topics accessible to both new and more experienced learners wishing to update their skills in a way that is not covered by the traditional university curriculum.

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4. Daily Monitor

What difference are the many universities in Uganda making? (Uganda)

Between 1999 and 2018, the number of universities in Uganda exponentially increased from nine to 52. This sudden increase is a result of Government of Uganda’s policy to widen access to university education for the many secondary school students who qualify for university, but have no admission to the few public universities. The greatest motivation for investors is the income tax exemption as provided for in Section 21(1) (aa) of the Income Tax (Amendment) Act 2008, which led to establishment of the current 44 private universities in the country. The question that every Ugandan should ask is: What difference are these many universities making in the lives of common Ugandans around them and the national economy at large? It sounds a very difficult question to pose to our learned colleagues, the professors, especially for us, who are nurtured in African setting where questioning elders or those who are more knowledgeable than you, is considered as disrespect. But I challenge every Ugandan, for the benefit of our society and country, to ask this question to a university closer to you now that they are nearly in every region of the country. To avoid uncertainty, excessive demand, or very little demand when posing this question to the university professors, we need to know what universities are designed to do by law. The universities and other Tertiary Institutions Act, 2001 as amended in 2003 and 2006, stipulates advancement of higher learning, promotion of research, and dissemination of knowledge as core functions of a university. This is in resonance with the globally accepted roles of universities of teaching, research and dissemination of knowledge, technologies and innovations. For each of these functions, how are our universities performing? Are

the graduates technically competent and innovative, self-motivated, and confident to confront societal challenges, either as individuals in business or as employees in public and private institutions? We need to take time to assess our graduates after university for these qualities and if they do not meet the standard, feedback should be provided to universities so that they improve their way of teaching and learning. Students' capability is a reflection of the quality of training offered in the university.

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5. SciDev

[Africa's first online database on education research \(Africa\)](#)

A database on education research conducted by Africa-based researchers has been launched to raise the visibility and impact of such research. The database, which has about 2,000 education research including theses and working papers on 49 African countries, resulted from the collaboration between the Research for Equitable Access and Learning (REAL) Centre at the UK-based University of Cambridge and the Education Sub-Saharan Africa, a charity with a mission to transform educational outcomes on the continent. The database is searchable by country, research methods and keywords such as access to education, early childhood education, higher education, school feeding and literacy. "There are some existing inventories and databases for specific contexts but no central location to access [education] publications by African-based researchers, which has contributed to a lack of visibility and use of this research," says Rafael Mitchell, a researcher at the REAL Centre. "We hope that the database will facilitate greater use of research written by those in African universities and research institutions to ensure it is drawn upon and cited, and to be used to influence policy and practice. "This should also help to ensure that research by African-based researchers is taken into account in global debates. There is a lot of important work done by researchers in the region that is currently overlooked and undervalued." Wisdom Harrison K. Hordzi, the Ghana coordinator of the Educational Research Network for West and Central Africa, agrees and tells SciDev.Net, "The database will help researchers and others to know what education research has already been conducted on Sub-Saharan Africa and identify gaps for more research." Hordzi adds that the database could make people appreciate the contribution of African education researchers. "People think that education researchers in Africa are not doing anything. The database will help others know that at least we are doing something," explains Hordzi, a senior lecturer at the Ghana-based University of Education, Winneba.

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6. Business Daily

[Search for JKUAT vice chancellor sparks row \(Kenya\)](#)

A leadership row is simmering at the Jomo Kenyatta University of Agriculture and Technology (JKUAT), pitting Chancellor Geoffrey ole Maloiy against council members led by Prof Paul Kanyari. At the centre of the tussle is the bid to control the ongoing hiring of officials to replace two top administrators set to retire next month. Prof Maloiy has asked Education secretary Amina Mohamed not to reappoint Prof Kanyari and the entire council members when their term ends this month, saying they had failed in their responsibilities. He accused the council of conducting a sham recruitment of vice-chancellor to replace Prof. Mabel Imbuga who is set to retire in August as well as deputy vice-chancellor in charge of research.

“The recent recruitment process of the JKUAT vice-chancellor was a sham. His (Prof Kanyari’s) aim from the time the post was advertised until interviews were held, his mind frame was to appoint a vice-chancellor from his own community even if he or she was not qualified,” said the chancellor in a leaked confidential letter to Ms Mohamed dated June 28. “I also do not support the appointment of a chancellor or chairperson to lead a public university which is situated in a county where their community constitutes the majority of the residency.” In the letter, Prof Maloiy said he could not work with “a weak, tribal –minded individual”. “Kindly find out why Prof Kanyari’s term as a principal of Embu University College was terminated permanently,” reads the letter. “In the process of considering renewal of the council, diversity and professionalism should be given the utmost consideration. “We should avoid appointing junior academics to the boards of universities. Instead, we should have members who can significantly help the institutions by providing directions thus avoiding the occurrence of instances that result in a conflict of interest.”

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7. The Arab Weekly

A university diploma is no longer a source of pride in the Maghreb (Morocco)

Young people in Morocco have lost confidence in their diplomas because university curricula rely on rote learning and have little room for creativity and initiative. Dropout rates in most Arab countries, including Tunisia, are increasing. One possible explanation sticks out: Young people today do not give much importance to obtaining a university diploma because they know that they will end up unemployed like many other university graduates. Were you to ask Tunisian youth why they dropped out of school, the answer would be nearly identical. They would wonder what good a diploma does because it does not guarantee a job that is compatible with their ambitions and dreams that would justify the years spent in its pursuit. Data for 2017 released by Tunisia’s National Institute of Statistics state there were 612,000 people unemployed in Tunisia; 250,000 of these were university graduates. The unemployment rate for holders of higher degrees stands at 32% but the rate for those who did not earn a degree is lower than the national average. Hence this puzzling paradox: The higher the education level, the harder it becomes to secure employment. Young Tunisians know the latest political and economic developments in post-revolution Tunisia and they have an awareness that a university degree is not the best way to a decent living.

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8. Daily Monitor

Scholars decry Africa’s intellectual standards (Uganda)

Intellectual debate in Africa is on its death bed due to bad successive governments since independence of several countries, scholars have observed. “At a time when the scholar, dedicated to excellence, has spread wings and taken flight, the public intellectual has turned into a government-linked consultant or an agitator in the ranks of the Opposition,” Prof Mahmood Mamdani, the Makerere Institute of Social Research (MISR) director, said on Tuesday. This was during the commemoration of the 57th anniversary of Transition Magazine at Makerere University. The magazine, founded by Ugandan-Indian Rajat Neogy in 1961, featured articles of various authors such as Wole Soyinka, Chinua Achebe, Ali Mazrui, Christopher Okigbo, Langston Hughes, James Baldwin, Tom Mboya and Julius Nyerere. It was banned in Uganda in 1968 and is currently published at Harvard

University in the United States. Prof Mamdani said today's intellectual focusses on abuse of power or the brutal silencing of Opposition – whose energies are invested totally in regime change that the intellectual has little time to reflect on larger social issues. Other speakers who bemoaned the state of intellectualism on the continent included; Makerere's Deputy Vice Chancellor for academic affairs, Dr Okello Ogwang, African Centre for Media Excellence co-founder Bernard Tabaire, Dr Laury Ocen, a former MISR post-doctoral fellow and Dr Benedetta Lanfranchi, a research fellow at MISR. Dr Ogwang said the magazine deserves credit for, among other things, providing a platform and occasion for heralding a new mode of critical debate about African literature. Its founder, Rajat Neogy, died in 1995 aged 57 in the US, but his daughter Tayu Neogy, who spoke briefly on Tuesday, said "even when he died, Uganda remained his home."

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9. Daily Nation

State to enrol 1 million students in tech schools annually (Kenya)

The government is targeting to increase the current enrolment of students in technical and vocational training institutes from the current 180,000 to 3.1 million in its latest plan. In the plan set to be unveiled tomorrow during a meeting between the Ministry of Education officials led by CS Amina Mohamed and Deputy President William Ruto, the move seeks to enroll 1million students annually. The initiative is aimed at tapping more than 500,000 students who fail to join universities annually. "The plan will be achieved by expansion of all existing institutions, construction of new ones in each of the 290 constituencies and subsequently equipping them with relevant industrial equipment," reads the proposal. Currently 98,000 students are enrolled national polytechnics and vocational colleges while technical vocational centres have 82,000 students. In the new plan, the government is targeting to have 110,000 enrolment in 11 national polytechnics, 1.4 million enrolment in 280 technical and vocational colleges and 1.6 million enrolment technical vocational centres.

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10. The New Times

Countering the unemployment menace among Africa's youth (Rwanda)

Young people form the largest part of Africa's slightly over a billion people. This population can be viewed as a demographic dividend to the continent. However, African young persons face one of the greatest challenges of all time, unemployment. It is cited quite often that the continent's youth unemployment has become a major threat to her socio-economic development. Indeed, no place can develop when a significant proportion of its population is not involved in production. Consequently, many governments find themselves confronted with the dilemma on how to absorb its young population into the labour market. A number of steps to create more job opportunities do not seem to bring the much-needed solutions, as the skyrocketing number of young people languishing without work still remains rambling. With all these and no much gain, it may be clear that the structural changes needed would require a comprehensive approach to employment issues in general. This could be done in a way that not only target the youth, but which looks at educational, capacity building and labour market issues so that dynamic and progressive interventions are initiated. There have been debates about the education system, which needs to be redesigned to suit our needs and realities through supporting hands-on and technical skills development, critical thinking and innovations, so

that the youth can consider starting up their own employment and break away from the unemployment seeking syndrome. Besides this, a pragmatic approach is required to acquire globally competitive higher education in Africa. It is true that in as much as youth unemployment is a global affair, western nations that have had relatively more practical education system suffer least effects of youth unemployment.

On the other hand, vocational training, attachment programs, entrepreneurship could be intensified as part of our educational curriculum to prepare young people for jobs. Serious efforts must be made to introduce intensive work programs whilst improving the business environment to stimulate economic growth.

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11. University World News

[Long overdue audit reveals yawning skills deficits \(Zimbabwe\)](#)

A recent audit has revealed that, despite a national literacy rate above 90%, Zimbabwe has an appalling deficit of skilled professionals, particularly in the engineering, sciences, technology and agricultural sectors. The Zimbabwe National Critical Skills Audit released in Harare last week (10 July) – 34 years after the last audit in 1984 – indicated that the country has a skills deficit of about 94% in engineering and technology, and 97% in natural and applied sciences. “In business and commerce, we found that relative to Organisation for Economic Co-operation and Development [OECD] countries we are overproducing, and therefore have a skills surplus of 20%,” noted engineer Willie Davison Ganda, director of research development and innovation in the Ministry of Higher and Tertiary Education, Science and Technology Development, who presented the findings. “In agriculture, we have a huge deficit of 88% and skills availability of 12%. Because we are largely an agriculture-driven economy, it means 68% of our people employed in agriculture do not have formal skills in agriculture,” Ganda said. “In medical and health sciences we have a huge deficit of 95%, meaning we have a 5% availability of skills. What this means is that for certain conditions we can’t be treated locally because there are no experts. In applied arts and humanities, we have a deficit of 18% but if you remove law you find that we have a surplus.” Ganda said since the last skills audit, the economy had changed phenomenally, hence the need for a new systematic approach that bridges the literacy versus the skills gap. “We have a high literacy rate of above 90% but we now need to bridge the gap to transform knowledge into tangible goods and services by making sure that we now train relevant skills beyond the high literacy levels.”

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12. The Citizen'

[Government Secures Sh13.6bn for Improving Youth Skills \(Tanzania\)](#)

The government has secured a \$6 million (about Sh13.6 billion) World Bank grant for improving skills of the country's labour force. The funds will be injected into the newly launched Skills Development Fund (SDF) as the government seeks a solution to the skills gap in the country's transformation into a semi-industrialised middle income economy by 2025. Speaking during the launch of the SDF in Dar es Salaam yesterday, the Fund coordinator, Ms Assela Luena, said the money will be availed - in accordance with the requirements - in a period of five years and will specifically seek to tweak skills among the youth so they can work effectively in agriculture, agribusiness, tourism and hospitality

sectors. Other sectors include energy, construction, transport and logistics as well as Information and Communication Technology (ICT). She said presently there were a number of youths who have tertiary education qualifications but the courses that they pursued in colleges do not match current market requirements. "These are the youths that will benefit from the SDF," she said. It is estimated that over 800,000 Tanzanian youth - including young university graduates - enter the labour market every year but a number remain unemployed for months or years, due to factors related to the education system and lack of entrepreneurial skills. Other factors include limitations to access credit facilities, a system that traditionally puts emphasis on formal sector, a non-attractive agricultural sector, gender imbalance and lack of information.

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13. University World News

[Technical colleges – The new hope for economic growth \(Kenya\)](#)

Kenya has slashed fees for students in technical and vocational education institutions and raised public funding in its latest bid to grow the critical skills base needed to achieve the country's economic ambitions. The new fees structure will be effected in September. It will mean students will pay below US\$150 on average annually for certificate courses in technical and vocational education and training (TVET) colleges. This reform was announced by Kenya's Deputy President William Ruto in what has been a slew of interventions focused on the colleges. Treasury Cabinet Secretary Henry Rotich said last month the government had allocated US\$160 million for technical institutions in the new financial year that began on 1 July. "The provision of quality and relevant education and training is critical in equipping Kenyans with skills necessary for industrialisation. For this reason, the government will focus on improving and expanding technical and vocational education and training institutes in order to equip the youth with the relevant skills necessary for industrialisation," said Rotich. The funding, which is over 30% higher than last year, is expected to aid the recruitment of an additional 2,000 technical training instructors and capitation grants for students. This will also see the establishment of 15 new technical training institutes and the development of a curriculum development assessment and certification centre.

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14. INSIDE Higher ED

[Perpetuating Inequity despite higher education expansion \(Ethiopia\)](#)

Despite the encouraging strides made in the expansion of higher education across the globe, the unavoidable challenges of equity are far from being addressed. The disparities of access and opportunities among students of different economic backgrounds remain a major concern. Against the claim of being an equalizer, higher education is blamed for perpetuating inequity and not serving as a channel to equal opportunity and social mobility. Making a clear distinction between issues of participation and equity is thus important while assessing the impact of higher education expansion. Celebrating changes in the participation of a given group may not always speak to the success of mediating equity challenges that are more complex than they appear. In many sub-Saharan African countries, participation of students from households in the highest income quintiles continues to dominate tertiary enrollment. Ethiopia is not an exception in this regard. Discussions on equity in higher education mainly focus on four target groups: females, individuals from the lower income

groups, individuals from groups with a minority status defined on the basis of their ethnic, linguistic, religious, etc background, and people with disabilities. Strategies to address issues of equitable access in Ethiopia have mainly concentrated on increasing the number of public institutions distributed across the country, the establishment of private institutions, rapid increases in student intake, and the gradual increase in female participation. A variety of intervention strategies aimed at addressing the different dimensions of inequity have also been initiated, from special admission requirements for disadvantaged groups to providing various forms of student support at individual HEIs. While the achievements so far appear to be addressing some equity goals, the challenges persist. The system's continued failure to address equity related to the socioeconomic background of students remains one such challenge.

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15. Daily Monitor

[Members of parliament query Makerere 15 per cent tuition increment \(Uganda\)](#)

The State minister for Higher Education, Dr Chrysestom Muyingo, yesterday failed to convince Members of Parliament on the 15 per cent tuition increment for Makerere University. The minister was presenting a statement in defence of the University Council's decision, arguing that education in Uganda is cheaper compared to elsewhere in the region. However, national female Youth MP Anna Adeke criticised the minister for being illogical and slapping the tuition burden on private students. "Time and again, Makerere is being run by the private students; government subvention has remained constant," Ms Adeke said. The legislator tasked the minister to explain whether the government was planning to shoulder a similar increment for students under its sponsorship. "We have to exercise equity between private and government students, Makerere University is still a public institution of higher learning, why must private students shoulder the entire burden?" she said. Ms Adeke added that the government erred in benchmarking Nairobi University, saying the Kenyan government, unlike Uganda, domestically funds its budget, with more than 50 per cent. Mr Moses Kasibante (Rubaga North) wondered why the government would want to benchmark Kenya yet the two countries are politically and economically different. "How come when we were amending Article 102 (b), we never benchmarked Kenya, but we should take its price for education?" Mr Kasibante said.

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16. EGYPT Today

[Parliament enacts law regulating establishment of foreign universities \(Egypt\)](#)

The Parliament enacted on Monday the law regulating the establishment of foreign universities in Egypt, Minister of Higher Education and Scientific Research Khaled Abdel- Ghaffar announced on Tuesday. The law aims to benefit from the educational and scientific research experiences of international universities to achieve significant progress in the higher education system and to strengthen the ties between Egypt's higher education and that of developed countries.

Under the law, the international branch of a university shall be committed to Egyptian provisions and shall notify the specialized ministry with the university's curricula; criteria to accept students in a university branch will be the same as those of the main university. Branch campuses will be required to enroll a percentage of Egyptian students and employ a percentage of Egyptian staff in administrative and teaching positions. All certificates awarded by the branch shall be recognized in

the country of the main university; additionally, there will be an annual allocation of grants to students, allowing Egyptians to study or train at the main foreign university. Each branch campus is required to submit a five-year plan with the expected number of students and costs; the branch will fall under the supervision of the council set up by the Ministry of Higher Education to monitor quality. The law stipulates that the foreign university may entrust entities in Egypt through a signed contract to establish its branch in Egypt and afford its operation. The minister of higher education shall establish a committee of representatives of ministries and concerned agencies to consider and study the request to construct the branch. The decision to allow a new campus will be issued by the Ministry of Higher Education and Scientific Research after the university branch meets all infrastructural and human resource requirements.

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17. The Ethiopian Herald

Ministry of Education to propose split into two ministries (Ethiopia)

A draft document has been finalized and will be submitted to Council of Minister for proposing the split of Ministry of Education into TVET, secondary and primary education minister as well as higher education minister, The Ethiopian Herald learnt. This new structure is believed to ease management difficulties facing the education sector. The objective of the planned structure is needed as the education sector continues to expand increasingly with the number of higher learning institutions reaching 50, said Ministry of Education Communication Directorate Director Haregua Mamo. She said currently there are 50 higher education, 1,500 TVET institutions and 40,000 primary and secondary schools in the country which has in turn become difficult to manage under same organ. "It is very challenging to manage the growth with the existing structure." These difficulties have posed their own challenges in ensuring quality education which the proposed structure is expected to contribute positively towards efficient education system. The Director added that the split of education sector in to two ministries would help to tackle the problem.

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18. Lusaka Times

Free education was a historic gain that must be brought back (Zambia)

I belong to a generation that was extremely luck when it comes to education. We were the first children of this country to start school in an independent Zambia in January 1965. Before independence on October 24, 1964, there was no free education – all had to pay for everything. We didn't have to pay anything at any level of our education. We were given free uniforms, exercise and text books. We went to school not only to learn but also to eat. We were given milk and milk biscuits at school. Humble workers and peasants' children went to same schools as the children of our leaders, including the children of our president – Dr Kenneth Kaunda. Today it is almost impossible for humble workers and peasants' children to be in the same class, sleep in same dormitory, eat in the same dining hall with children of ministers, presidents. In those days, even children from rural schools could easily make it to the University of Zambia. The best Cambridge 'O' Level student in 1976 was my classmate, Charles Malata, from St Francis Secondary School, Malole, Kasama – a son of a humble mine worker from Luanshya. Today Charles, based in Cambridge, is Professor Mister Malata, one of the world's best plastic surgeons. The best student in geography that year for the whole Commonwealth came from

Kalabo Secondly School – Dr Cosmas Musumali, the general secretary of the Socialist Party. Two years later Cosmas got a scholarship to study in West Germany where he obtained his bachelor's, master's and PhD in economics. This is what equal access to education could do! Can a son of a humble worker or peasant achieve this in today's Zambia?

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19. The MAST

Is Prof. Luo serious about reducing funding to universities in Zambia? (Zambia)

Prof Nkandu Luo, the Minister of Higher Education, says she has decided to reduce financial support to universities. "I put high premium in skills development. It is for this reason that I have decided that I will reduce financial support to universities and increase in colleges because I want to see more artisans in the country," said Prof Luo. "We have confined our education to the classroom. A career centre is an innovation to create industry to come and add value. In career centre students will be taught how to integrate into society." Prof Luo says Zambia's education system needs to be redesigned. Yes, but not in this way. Is Prof Luo really serious about reducing funding to our already poorly funded universities? These cuts Prof Luo is talking about will not only compromise the quality of teaching and research our universities can offer, they will also contribute to de-professionalising academic work and lowering the rankings of our universities. With these reductions in funding, tenured teaching and research academics' positions will become increasingly precarious as universities resort to the use of teaching or research specialists employed on a casual or short-term basis to reduce costs. Prof Luo's decision to reduce university funding means students will be paying more for less. It will add another significant burden on the next generation already struggling under mounting cost-of-living pressures, and it will further squeeze university staff already struggling to fulfil the expectations of an expanding sector, but with increasingly insecure employment. The government's base funding to universities needed increasing, not reducing. As Prof Luo slashes university funding, the price of attending university will rise significantly faster than what most students can afford, jeopardising the ability of many to afford the university education that is key to their long-term financial success.

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20. University World News

Technical colleges – The new hope for economic growth (Kenya)

Kenya has slashed fees for students in technical and vocational education institutions and raised public funding in its latest bid to grow the critical skills base needed to achieve the country's economic ambitions. The new fees structure will be effected in September. It will mean students will pay below US\$150 on average annually for certificate courses in technical and vocational education and training (TVET) colleges. This reform was announced by Kenya's Deputy President William Ruto in what has been a slew of interventions focused on the colleges. Treasury Cabinet Secretary Henry Rotich said last month the government had allocated US\$160 million for technical institutions in the new financial year that began on 1 July. "The provision of quality and relevant education and training is critical in equipping Kenyans with skills necessary for industrialisation. For this reason, the government will focus on improving and expanding technical and vocational education and training institutes in order to equip the youth with the relevant skills necessary for industrialisation," said Rotich. The funding,

which is over 30% higher than last year, is expected to aid the recruitment of an additional 2,000 technical training instructors and capitation grants for students. This will also see the establishment of 15 new technical training institutes and the development of a curriculum development assessment and certification centre. The reduction of fees for students in technical institutions is a calculated financial intervention that is expected to woo more students into these institutions. Additionally, the government will now give an annual bursary of US\$300 for every student who joins the technical institutions. The students will access the funding through the Higher Education Loans Board, the agency that disburses loans to university students on behalf of the government.

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21. University World News

[Anti-corruption initiatives – What can universities do? \(Africa\)](#)

The African Union's recent declaration of 11 July as African Anti-Corruption Day – and 2018 as the Year of Anti-Corruption – turns the spotlight on universities and their role in combating the scourge in society and within institutions. On the sidelines of the recent 31st Summit of the African Union (AU) held in Mauritania, AU Commissioner for Human Resources, Science and Technology, Sarah Anyang Agbor, highlighted the fact that corruption had spread to all sectors in Africa, including education. "Corruption has also spread in the education sector and we need to walk the talk. We believe that the African Union should not only ratify decisions but implement them," Agbor said at the summit held from 25 June to 2 July under the theme: "Winning the fight against corruption: A sustainable path to Africa's transformation." Agbor emphasised the importance of tackling corruption in education as a "starting point" for all programmes aimed at building, developing and empowering the continent. University World News canvassed opinions from relevant stakeholders and observers about how this could be achieved. Mahama Ouedraogo, head of the science and technology division and acting director of the Department of Human Resources, Science and Technology of the African Union Commission, agreed that universities should be at the forefront of the battle against corruption. Click this [Link](#) for more details

22. University World News

[Open access database to raise education research visibility \(Africa\)](#)

A first-of-its-kind open access database has been launched to raise the visibility of African education research, consolidate the evidence base for policy and practice, and inform future research priorities and partnerships. Launched on 15 June, the database is an initiative of Education Sub-Saharan Africa (ESSA) in collaboration with the United Kingdom's Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge. Known as the African Education Research Database (AERD), the online education database currently curates a collection of over 2,000 studies from 49 countries in Sub-Saharan Africa, which is the first of its kind open access database of education research by researchers based in Sub-Saharan Africa. According to a report from ESSA, the database pools research undertaken over the past decade and includes social science research, with implications for educational policy and practice. The database contains a collection of peer-reviewed articles, chapters, PhD theses and working papers identified through structured searches of academic and grey literature databases, expert consultation, and pearl-growing techniques, a search and retrieval method used by librarians. A research report authored by Professor Pauline Rose and Dr Rafael

Mitchell from the REAL Centre identified several education disparities that hinder sustainable development in Sub-Saharan Africa, prompting the development of the database. These disparities include gaps in learning between rich and poor, and limited learning in the early grades which influences access to higher levels of education, especially to universities, thereby creating an intergenerational cycle of disadvantage.

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23. Daily Nation

[Meet Kenya's youngest PhD holder \(Kenya\)](#)

Born and raised in Mbiriri village at the foothills of Mt Kenya in Nyeri county, Dr Purity Ngina could not in her wildest dreams imagine that one day she would be Kenya's youngest Doctor of Philosophy (PhD) graduate. Last month, at the age of 28, Dr Ngina made history to become the youngest PhD holder in Biomathematics in the country. Donning short hair, she welcomes the Nation team to her home, where neighbours soon flock the compound, no doubt very proud of their daughter's achievement. "It is difficult to convince some of them that I am not a doctor in the medical field," Ngina says. She is jovial and bursts into laughter often. But she puts on a serious face when explaining the relationship between HIV and mathematics, which was the subject of her PhD thesis. From a humble beginning, Ngina remembers going to school without shoes and fetching water from River Sagana, which is 3km from her home. The last born in a family of two scored 235 marks in her Kenya Certificate of Primary Education examinations. Her late mother, Lydia Ngina, was not amused and prevailed upon her to repeat class eight and work harder. She managed to get 368 marks. She was admitted to Tumu Tumu High School in Nyeri. After struggling to pay her school fees throughout high school, she managed to score B+ and was admitted to Egerton University to study for a Bachelor of Science degree in Mathematics.

Click this [Link](#) for more details

24. University World News

[In the making – A new institute of higher education \(Ethiopia\)](#)

Ethiopia's higher education reform initiatives underline the importance of leadership and management in spearheading sectoral and institutional efforts that address the various challenges the sector faces. As would be obvious to many, the significant influences of leadership in the success or failure of reform initiatives and institution building remain critical. While the need for well-trained and skilled university managers at all levels of the Ethiopian higher education system has been well recognised, efforts to address this concern have for too long concentrated on providing individual training that lacked focus, continuity and sector-wide coordination. This has prompted the establishment of an Ethiopian Institute of Higher Education (EIHE), which has been in the making since 2017 as a collaborative effort between the Ministry of Education, the German Federal Ministry of Economic Cooperation and Development through GIZ-Ethiopia, and Addis Ababa University. EIHE was formally inaugurated on 8 June and comes as the third such institute established to work at system level with the aim of improving the higher education system of the country. The other system level institutes established a decade and a half ago are the Higher Education Relevance and Quality Agency (HERQA), which acts as a national quality watchdog, and the Education Strategy Center (earlier known as the Higher Education Strategy Center), which is entrusted with the responsibility of conducting

sector-wide research and policy and strategy development. EIHE has been warmly welcomed by a wide range of stakeholders who recognise the need for such an institution in the sector.

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25. Daily Nation

Over 4000 TVET tutors moved from TSC to Public Service (Kenya)

More than 4,000 tutors in technical and vocational training institutions are being transferred from the Teachers Service Commission (TSC) due to its tough recruitment requirements. The tutors have been moved to Public Service Commission (PSC) effective July 1. Technical and Vocational Education and Training (TVET) Principal Secretary Kevit Desai also cited TSC's inability to recognize the qualifications of tutors who undergo training through the TVET training path in their career progression. Dr Desai said for instance, a trainer with higher national diploma, who scored C- at Form Four cannot be hired by TSC. However under the new scheme, he said such trainers will only be required to provide their highest qualifications to be hired or promoted. "The Ministry is in the process of putting in place a division of trainer management to be headed by a deputy director of TVET who will be answerable to the Director of Technical Education," said the PS while addressing journalists in his office. He added that the tutors have been moved following a deal between TSC and PSC in order to comply with TVET Act 2013. Under the new scheme of service a diploma holder will be hired at Job Group J with a salary of Sh27,680 to Sh32,920 while degree holders will start at Job Group K with their salaries ranging between Sh34,110 and Sh44,750. Dr Desai said the government will recruit additional 2,000 tutors in order to address the shortage currently being witnessed in the sector. The development is a blow to Kenya Union of Post Primary Education Teachers (KUPPET) since their tutors have been members of the union but will now shift to professional bodies.

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