1. **University World News**  
**A changing view of the benefits of HE internationalisation** *(Global)*  
Until recently, internationalisation of higher education was largely considered an end in itself. In the past few years, however, the conversation has changed considerably, and internationalisation is framed as a means of improving the quality of education and research as well as serving larger social goals. In 2018, the International Association of Universities (IAU) conducted its fifth global survey, an online survey about higher education internationalisation whose first edition was conducted in 2003. Replies to the current survey were received from 907 institutions from 126 countries around the world. Full results will be published later in 2019. Included in the most recent survey, as well as in earlier editions, were questions about respondents’ perceptions of the benefits of internationalisation and the reasons their institutions chose to engage in it. Respondents were asked to select and rank the top three expected benefits from a proposed list of 10 presented in the following order: Enhanced international cooperation and capacity building; Enhanced internationalisation of the curriculum/ internationalisation at home; Enhanced prestige/profile for the institution; Improved graduate employability; Improved quality of teaching and learning; Increased international awareness of/deeper engagement with global issues by students; Increased international networking by faculty and researchers; Increased/diversified revenue generation; Opportunity to benchmark/compare institutional performance within the context of international good practice; Strengthened institutional research and knowledge production capacity. Although respondents had the option of choosing ‘Other’ and identifying a benefit that was not included in this list, only a minimal percentage of respondents did so. Slightly more than one-third (36%) of the respondents chose ‘enhanced international cooperation and capacity building’ as the most important benefit of internationalisation, while ‘improved quality of teaching and learning’ was the second top choice, cited by 17% as the most important benefit.

Read more [Here](#)  

2. **Forbes Africa**  
**Education Quality and the Youth Skills Gap Are Marring Progress in Africa** *(Africa)*  
The Ibrahim Index of African Governance measures and monitors Africa’s governance performance. It produces an impartial picture of governance performance in every country on the continent. David E Kiwuwa, associate professor of international studies at the University of Nottingham, asked Mandipa Ndlou, a Zimbabwean academic, researcher and 2017/18 Ibrahim Scholar to unpack some of the findings from the 2018 report. What role can education play in improving governance? The gaps in African governance are twofold: socio-economic inclusion and education. It is important to focus on both areas to bring about overall improvement. Although improvements have been recorded in the sub-category of “participation” in the last 10 years, student and youth resistance movements belie the progress.
The rise of populist movements coupled with the lack of voter registration within the youth dividend must not be misconstrued as political apathy. In South Africa for example – where the 2018 index was launched – there is a critical skills gap that has not been adequately addressed. The quality of
education in South Africa is worrying. Also in South Africa, as well as the rest of the continent, youth enrolment in schools is improving. But “education quality”, “satisfaction with education provision”, and “alignment of education with market needs” are persistent causes for concern. Education has a great bearing on sustainable economic opportunities because skilled workers feed the market. Africa is currently experiencing a skills gap deficit. With 27 countries registering deteriorating education scores in the last five years there is a further decline to already fragile sustainable economic opportunities. – The Conversation
Read more here

3. University World News

Portals give new scope to researchers seeking funds (EastAfrica)

When he enrolled for a masters degree at the University of Nairobi in Kenya 11 years ago as a self-sponsored student, Alex Riithi had no access to information about scholarships, research funds, grants and fellowships and, as a result, did not consider applying for funding. That situation has now changed with the introduction of a new institutional portal. While the costs of his masters programme in armed conflict and peace studies were relatively affordable to him as an employee of the Kenyan National Assembly, Riithi said he had no idea that such opportunities for support were available both within and outside Kenya. In order to address this gap, the university last month became the latest institution to build its own platform, to assist teaching staff and students to access a range of information on available scholarships, grants and research funds. The site is publicly accessible, unlike those databases offered by commercial companies, which are only accessible to authorised university users via a password. The university launched the grants and opportunities portal on 23 December 2018, becoming the second university in Kenya to offer such a platform, after Kenyatta University which has for years maintained a publicly accessible grants database. Rosemary Omwandho, assistant registrar in the office of the acting deputy vice-chancellor for research, production and extension at the University of Nairobi, said the new open access site will complement information provided by the university’s external provider of funding information, Research Africa. "We have come up with this site to ensure that our researchers learn more about available opportunities more easily. It is a new way of sharing information, including that which is not contained in our subscription portal," she said. "It is much more than an opportunity site and will serve as a research activities site, carrying information including fellowships and internal research communication," she said in an interview.
Read more here

4. The Observer

'Concerned Makerere staff' announce end of strike (Uganda)

A section of Makerere University academic staff, dominated by lecturers occupying management positions, constituted themselves into an assembly of 'concerned staff members' and resolved to end the ongoing strike. The meeting which lasted almost two hours, was largely attended by college principals, school deans and department heads. It was chaired by Makerere University Jinja campus director, Prof J.B. Nyakana and Prof Rhoda Wanyenze, the dean of Makerere University School of Public Health. The lecturers had come to attend an emergency general assembly convened by Makerere University Academic Staff Association (Muasa) general secretary Dr Richard Walimbwa
Friday afternoon in the university main hall. Earlier, Muasa acting chairperson Prof Edward Mwavu had said that no such meeting had been planned. Journalists were first chased from the meeting, but were called back after some attendants questioned how the meeting was going to communicate its resolutions to the public. After the meeting, Prof Nyakana told journalists that lecturers who turned up were astonished when no Muasa executive member came for the meeting but added that they constituted themselves into a meeting of sorts to discuss ways of ending the impasse. Makerere academic staff laid down tools following the suspension of Muasa chairperson Dr Deus Kamunyu by the vice chancellor Prof Barnabas Nawangwe. The suspension came at the backdrop of disagreements between staff associations and the university administration headed by Nawangwe as well as public praises by President Yoweri Museveni for Nawangwe on handling indiscipline at Makerere. The academic staff strike has paralysed teaching activities at the university for the last two weeks, with very few lecturers and students attending classes. Prof Nyakana said, they were cognizant that they can't call off the ongoing strike, since they were not a general assembly. But he said, members resolved that the strike, which has been ongoing since January 16, be called off.

Read more [here](#).

5. University World News

**Giving Africans the digital skills they need for the future (South Africa)**

Sixty per cent of the African population is under the age of 25 and many millions of people struggle daily with education and employment opportunities. Despite the growing demand for quality institutions of learning and higher education, there are insufficient players. In addition, there is limited opportunity for bursary and micro-financing to allow students to access the opportunities that do exist. African youth remain a vulnerable population, especially in light of the technological innovations and educational opportunities happening globally. There is a desperate need to educate people not only for current jobs but also for future opportunities and demands. In order to meet these human capital challenges, I started HyperionDev, a United Kingdom and South African-based start-up, with the aim of building the largest online coding bootcamp in Africa and scaling it internationally to 40 countries. The company is now the largest of its kind in South Africa. It offers online, part-time training under the supervision of specialised mentor experts in software engineering, full stack web development, data science and mobile development as well as a number of short courses in the programming field. The motivation for setting it up stemmed directly from witnessing the depressing drop-out rates in South African universities in computer science degrees. With an average failure rate of 88%, I couldn’t see South Africa meeting its tech demands and I wanted to change that. My initial idea was a simple one: an online course where people with limited internet access, a reality in South Africa, could still become programmers. To deal with uniquely African conditions, I developed a simple online course in Python to teach students the basics of artificial intelligence with small files – rather than the large videos offered by many massive open online courses (MOOCs).

Read more [here](#).
6. University World News

**MOOCs fail in their mission to disrupt higher education** (Global)

The vast majority of learners on massive open online courses or MOOCs never return after their first year and low completion rates have not improved in more than six years. In addition, the growth of MOOC participation has been concentrated almost entirely in the world’s most affluent countries, according to a study reported in Science magazine, published by the American Association for the Advancement of Science. The authors of the study, Justin Reich and José A Ruipérez-Valiente, say the promise of a disruptive transformation of post-secondary education heralded in 2012 – when it was first announced that video lectures from the world’s best professors could be broadcast to every corner of the world via MOOCs – has not been realised. The hope of extending access in areas barely reached by traditional tertiary provision, with students being able to demonstrate their attainment online by using computer graded assessments, has not been fulfilled. “After promising a reordering of higher education, we see the field instead coalescing around a different much older business model: helping universities outsource their online masters degrees for professionals,” the authors say. They examined data on MOOCs on edX taught by its founding partners, Harvard University and Massachusetts Institute of Technology, from 2012 to 2018.

Read more [here](#).

7. The Standard

**Teaching in universities won’t be the same again** (Africa)

Something exciting is happening in higher education in Africa. Unlike basic education where the curriculum is centralized and often changed at whim, higher education curriculum tends to be stabilized for a longer time. Universities also have the right to select what to teach, who to teach and how to teach. But in there lies the problem: lethargy in teaching with resultant inefficient learning. Employers have had occasion to complain about the quality of graduates in terms of skills and attitudes to work. To fill the perceived gap in skills, the Partnership for African Social and Governance Research (PASGR), a nongovernmental organization, came up with an idea to revolutionize teaching processes in African Universities. Prior to this, PASGR had enjoined seven universities to develop and teach a programme on Master of Research and Public Policy. Experience from MRPP showed that apart from content what ailed African Universities more was lack of effective pedagogical skills. Many university lecturers are still hooked to the cathedral lecture approach. However, it is important that universities refocus their teaching methodology to make it more learner-centred. Learning should be about the learner, not about the teacher. Transformative curriculum tackles the delivery modes. What is learnt depends on how teaching is done. The world over there are shifts to embrace the outcomes approach to learning by assisting learners construct knowledge rather than delivering knowledge which lecturing tries to do. Against this background, PASGR decided to develop a postgraduate course in pedagogy dubbed Pedagogical Leadership in Africa (PedaL). PedaL is funded by a number of development partners under the auspices of Strategic Partnerships for Higher Education Innovation and Reform supported by UKaid. In this specific case, the United Kingdom appears to put its money in the right pot: the impact is immediate!

Read more [here](#).
8. Daily Nation

University of Nairobi takes first position in East Africa (Kenya)
The latest Webometrics ranking of world universities has named University of Nairobi, Kenyatta, Egerton, Moi and Jomo Kenyatta as the best five public universities in Kenya. Mount Kenya, Strathmore, Catholic University of Eastern Africa, United States International University (USIU) and Daystar are ranked the best private institutions. The University of Nairobi (UoN) is the best university in East Africa and position eight in the continent. It is also among the top 1,000 best universities in the world, after it was ranked position 990. The Webometrics ranking focused on 11,995 universities across the world. UoN vice chancellor Peter Mbithi said the university is embarking on major reforms to improve quality of teaching that will see its rankings improve in future.

“We are keen at ensuring that we focus on research and training of our lecturers in different fields to ensure they transfer the best skills to students,” he said. UoN is followed by Kenyatta University (position 17 in Africa and 1,596 in the world), Egerton University (21 in Africa and 1,881 worldwide), Moi University (22 in Africa and 1,951 in the world) and Jomo Kenyatta (39 in Africa and 2,767 globally). Maseno comes in sixth in Kenya and ranks position 81 in Africa and 4,126 in the world.

Read more here

9. PML Daily

Rwanda opens new regional university for modern medicine (Rwanda)
President Paul Kagame Friday launched a modern health science university that will train health professionals from around Africa and Asia. The University of Global Health Equity (UGHE) is located in Butaro, some 95km north of the capital Kigali. The institution sits on a 100-hectare land that was given by the Rwandan government. While details of the cost of construction have not been disclosed, the varsity was set up with funding from Partners in Health, Cummings Foundation and the Bill and Melinda Gates Foundation. Acknowledging the importance of partnerships, President Kagame said: “We have collaboration on scientific research to measure the impact of health interventions, and continually improve the care that our citizens receive.” UGHE offers a master’s degree in Science in Global Health Deliver as well as degrees in Bachelor of Medicine and Bachelor of Surgery. “Our next generation of doctors must understand the systems that drive social determinants of health, have the skills to strategically take initiative, and find solutions to barriers to service delivery,” said Dr Agnes Binagwaho, UGHE’s Vice Chancellor.

Read more here

Note to Editors/PROs:

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