1. University World News

What makes a university a ‘global university’? (Global)

Education for global citizenship has become a popular concept worldwide. In 1996, the OECD promoted the internationalisation of curricula for professional and social engagement in a multicultural and globally minded society. Ten years later, UNESCO announced that the public good and social responsibility were central to the purpose of 21st century universities. The International Association of Universities confirmed the need to improve the preparation of university students as national and global citizens. The UN Secretary General stated in 2012 that education must fully assume its essential role of helping people to forge more just, peaceful and tolerant societies. As a result of this trend towards global citizenship education, there are currently many examples of good practice worldwide, including the Council for Global Citizenship Education in India; the High Resolves secondary schools initiative in Australia; the Developing the Global Dimension in the School Curriculum report published by the Department for Education and Skills in England; the Activate Network for young people in South Africa; and Peace First, an NGO based in the United States and Colombia. At the higher education level, universities need to ask what being either global or international might actually mean in terms of their curricula. On the one hand, being international means being able to incorporate international and linguistic diversity dimensions into the curriculum as well as teaching and learning processes and support services. On the other hand, being global in curriculum terms is a broader ambition since it should enable students to gain a better understanding of the world in which they live so that they are able to create something better and more peaceful through intercultural understanding and respect, and so that they can think of the world as being just one nation rather than many different nations.

Read more here

2. World University News

West Africa to host ‘powerful’ RUFORUM meeting (RUFORUM)

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) has picked the University of Cape Coast in Ghana to be the host for its 15th Annual General Meeting (AGM) which takes place from 2-6 December this year. “RUFORUM’s gatherings are among the most powerful platforms in the continent, addressing one of the most significant issues affecting the continental growth – poverty and hunger”, said Dr Francis Otto, manager of the organisation’s Knowledge Hub. This year’s meeting will bring together more than 400 delegates including educationists, researchers, policy-makers and agriculture and education ministers among others. Deliberations will focus on how to actualise the African Universities’ Agenda for Higher Agricultural Education, Science, Technology and Innovation (AHESTI) plan. Otto said the choice of location for the meeting, the first to be held in a West African country, was the product of a strategic decision the forum made in 2014 to expand its geographical reach and bring on board universities in the French-speaking countries of Benin, Côte d’Ivoire, Ghana, Liberia, Mali, Nigeria, Togo, Sierra Leone and Senegal. “It was a deliberate choice following a strategic decision for RUFORUM to reach all parts of Africa including West Africa,” said Otto. The choice of the University of Cape Coast as the host
institution also recognises the fact that the Ghanaian university was one of the first three institutions from the region to become a member of RUFORUM in 2014, along with the University of Abomey-Calavi in Benin, and the University of Port Harcourt in Nigeria. “After demonstrating its commitment as a full member since joining the network and showing a spirited interest backed by ability to host this AGM, it was only right that the opportunity to host be given to the University of Cape Coast,” he told University World News. Otto described RUFORUM as a pan-African organisation which was working on overcoming challenges such as language barriers on the continent. He said the body will take a multilingual approach in communications and operations, and at big gatherings such as the AGM. The forum currently uses at least four languages through “competent and professional interpreters” during AGMs and other major gatherings. Otto said the theme for this year’s AGM was chosen to align with RUFORUM’s Vision 2030, which seeks to create “vibrant, transformative universities to catalyse sustainable, inclusive agricultural development to feed and create prosperity for Africa”.

Read more here

3. Lindau Nobel
Africa’s Next Generation – How to Support Africa’s Science Structures for Young Scientists (Africa)
While the situation greatly varies among African countries, the last decade has seen a considerable growth of scientific agencies, programmes, networks and conferences, and certainly an improvement of the situation. To no one’s surprise, South Africa is spearheading this development with its National Research Foundation, established almost 20 years ago. Current programmes such as the South African Research Chairs Initiative and the Centres of Excellence funding scheme contribute to keeping excellent scientists in Africa, says Roseanne Diab, Executive Officer of the Academy of Science of South Africa (ASSAf). But she also highlights various cross country-initiatives: “The African Institute for Mathematical Sciences (AIMS) is a pan-African network of centres of excellence for postgraduate education, research, and outreach in mathematical sciences established in 2003. This was followed more recently by the AIMS Next Einstein Initiative, the goal of which is to build fifteen centres of excellence across Africa by 2023.” Most progress has been made in the area of health; all the more important as a bad public health situation has countless negative effects on people, economies and countries – and on science. [...] Yet, only 1% of global investment in R&D is spent in Africa, and the continent holds a tiny 0.1% share of the world’s patents, as ASSAf’s liaison officer Edith Shikumo points out. But money doesn’t seem to make up the top priority on younger scientists’ list of concerns. “I don’t want to mention the usual obstacles like lack of proper infrastructure and expensive equipment; I would rather focus on the lack of tolerance for new and innovative ideas, the fear associated to out-of-the-box thinking and the tendency to avoid risk accompanying entrepreneurship are the main obstacles for a thriving science and research culture,” says Ghada Bassioni, guest professor at the Technical University of Munich and coordinator of Egypt-Germany collaboration, with the Science and Technology Development Fund of the Ministry of Higher Education and Scientific Research, Egypt – and Lindau Alumna. Read more here
4. University World News

**New bill prompts warnings over loss of academic freedom (Ghana)**

Concerns have been raised over a new Public Universities Bill yet to be put before parliament in Ghana, with the former vice-chancellor of the University of Ghana, Professor Ernest Aryeetey, warning it is likely to take away “every facet of academic freedom”. In a written response on the new bill distributed to some media houses, Aryeetey, who is also the secretary-general of the African Research Universities Alliance, said: “The definition of academic freedom provided in the bill is too narrow as it focuses on the freedom of speech of lecturers.” He said further: “If the minister of education can issue policy directives to the university, it will not be long before the minister determines who can be promoted and who cannot be. If the minister of education can issue policy directives to public universities then there is no need for them to have councils.”

Aryeetey said the process of undermining academic freedom starts in the bill with the appointment of a chancellor. The current practice is for public universities to appoint their own chancellors, but the bill seeks to take away that right by making the appointment of a chancellor the responsibility of the president. He said this was “simply a method of politicising the appointment of the chancellor”. He said the new bill sought to make the minister of education the ultimate decision-maker for all universities and not their councils. He said it was “extremely dangerous” under the new bill that a public university could not enter into an agreement with any other institution, whether academic or non-academic within or outside the country, unless it was approved by the minister of education, in consultation with the National Council for Tertiary Education. “This clause effectively takes away every incentive that any serious academic will have of looking for partners to engage in research. It also takes away a major function performed by a vice-chancellor seeking to be innovative.”

Read more [here](#).

5. University World News

**First Artificial Intelligence faculty unveiled at Global Forum meeting (Egypt)**

Egypt is working on formulating a strategy for artificial intelligence (AI) which will include the establishment of the country's first faculty of artificial intelligence and artificial intelligence academy in the coming academic year, in a bid to produce the scientific workforces needed to develop a sustainable knowledge-based economy. This AI strategy was highlighted by Egyptian Minister of Higher Education and Scientific Research Khaled Abdel Ghaffar during his opening speech at the three-day Global Forum for Higher Education and Scientific Research, held under the theme "Between the present and the future" in the Egyptian new administrative capital from 4-6 April. Located at Kafr El-Sheikh University in Egypt’s north Delta, the faculty of artificial intelligence (FAI) aims to build the knowledge economy in line with the vision of Egypt 2030’s sustainable development strategy. The FAI will start student enrolment in the next academic year, 2019-20, as a centre of excellence for artificial intelligence research, education, teaching and training. Besides establishing an artificial intelligence academy specialising in innovation and new thinking in artificial intelligence, several AI departments will also be set up at higher education institutions to develop capacity and boost innovations. AI is the science of developing computer systems capable of carrying out human tasks. According to a 2017 PricewaterhouseCoopers (PwC) report entitled The Potential Impact of AI in the Middle East, it is estimated that 7.7% of Egypt’s gross domestic
product could come from the AI sector by 2030. "We estimate that the Middle East is expected to accrue 2% of the total global benefits of AI in 2030. This is equivalent to US$320 billion," the report stated. "In the wake of the fourth industrial revolution, governments and businesses across the Middle East are beginning to realise the shift globally towards AI and advanced technologies. "They are faced with a choice between being a part of the technological disruption, or being left behind. When we look at the economic impact for the region, being left behind is not an option."

The biggest opportunity for AI in the Middle East and Africa region is in the financial sector where it is estimated that 25% of all AI investment in the region predicted for 2021, or US$28.3 million, will be spent on developing AI solutions. This is followed by the public services, including education among other sectors, according to the PwC report.

Read more [here](#).

6. University World News

**Foreign Higher Education outposts – Navigating opportunities and risks (Somalia-Ethiopia)**

Institutional and programme mobility from the developed to the developing world is a phenomenon that continues to attract research interest within the broader field of higher education internationalisation, while the movement of programmes and institutions within the developing world itself is little studied. More research in this area can assist in our understanding of the evolving features of internationalisation. This article briefly examines internationalisation in East Africa through an exploration of outposts of Ethiopian public and private higher education institutions that have made inroads into Somalia through programme mobility. Somalia lost much of its political, economic and social fabric after the civil war at the end of the 1980s and the disintegration of its central government. One of the major casualties of state failure in the country has been the education sector. However, the relative peace that prevailed in the country over the last decade and a half has seen unprecedented growth of higher education institutions in South-Central Somalia, Puntland, and Somaliland. According to a news report, the 50 universities Somalia had in 2013 have in five years ballooned to more than 100 higher education institutions operating across the country. The number of institutions operating in the capital city alone is said to be well over 60. According to a 2013 report from the Heritage Institute for Policy Studies, the biggest share of the higher education growth in Somalia is taken up by private higher education institutions that include those established by Somali nationals and those that have moved from neighbouring countries such as Kenya, Uganda and Ethiopia. There are currently half a dozen private and three public Ethiopian higher education institutions operating in Somalia. Most of them have a base in Addis Ababa. The institutions operate on a franchise basis with Somali partner institutions that assume responsibilities for delivering programmes, while the mother institution’s major role is in the sphere of standards, quality control and certification. Ethiopian institutions are recognised and accredited in their own country but are required to register with the Somaliland Higher Education Commission which has not yet started fully-fledged local accreditation due to legislative and capacity gaps prevailing in the country.

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

Fourth industrial revolution – Are we ready? I don’t think so (South Africa)

I do not mean to sound as if I am resistant to progress and development, but my question is this: Are my country South Africa and its universities ready or even preparing themselves for the so-called fourth industrial revolution? Honestly, I do not think so. I do not think that all universities are ready. You do not need to look too deep to see that we are not ready. Maybe I am misconceiving this new phenomenon called the fourth industrial revolution, which will be marked by new progressive technological developments, robots, wireless connections, artificial intelligence, digitisation and the internet of things. The sad reality is that in South Africa, as I write, 50% of the population is unemployed and most of those people are youth between the ages of 15 and 35 years. Some of those not included in that group are at the university, possibly even at my university, but it is likely that they will not come back next year, either due to academic or financial exclusion. Now tell me, who will champion the fourth industrial revolution? Does South Africa have that technological infrastructure to accommodate such a huge development? Is our educational system, which is based on teacher-to-learner and textbook education, going to ensure that we are ready for that revolution? I do not think so. Let me give an example. In our university, wi-fi connection is a huge problem. It is slow, particularly at our residences where we spend most of our time. Logic tells me that wi-fi or internet connection speed is a huge part of the fourth industrial revolution. But when we ask what the problem with the wi-fi is, we are told that the university does not have the budget. Again, I do not want to sound negative and really, I appreciate that the university is providing us with wi-fi and an internet connection, even if it is slow, but the problem is that the fourth industrial revolution requires a high-speed internet connection as one of the basic things. We must be able to connect within seconds and our connection must not break.

Read more here

8. PM News

Africa can leapfrog many phases of development with innovation – Osinbajo (Africa)

Africa can leapfrog or skip many phases of development with innovation and technology, Vice President Yemi Osinbajo has said. Osinbajo communicated this on Thursday at the Calestous Juma Innovation Colloquium organised by the Africa Institute for Leadership and Public Administration at the Arthur Mbanefo Digital Research Centre, University of Lagos (UNILAG). The theme of the colloquium is “Africa’s New Culture of Innovation.” Calestous Juma was a Professor of the Practice of International Development at the Harvard Kennedy School, US. The vice president said that Nigeria, Africa’s most populous country would become the 4th most populous nation in the world. “Over 50 per cent of that number will be young persons under the age of 25; today 60 per cent of the unemployed in Africa are young people. “The implications for social upheaval are clear; climate change poses special concerns, especially desertification, the drying up of the Lake Chad and its implications for lives and livelihoods that depend on the lake.” The challenges of Healthcare delivery and education for a large population have led to the worst human development indices in the world.” But these challenges have peaked at an auspicious time; a time when technology and innovation have begun to disrupt older and slower ways of achieving results.” And for Africa a time when its young innovators, digital scientists and creatives have emerged with incredible creativity and resourcefulness. “There is no question that Africa’s future will be determined by innovation.
With innovation and technology Africa will skip or leapfrog over many phases of development that other continents had to go through.” He said that Nigerian and African innovators had creditably acquitted themselves in areas of telecom, agriculture, healthcare, power, among others. According to him, Africa is leading the way in a new way of thinking, as innovators figure out how to produce power in situ. He said that new storage technologies also meant power was going to be portable for Africans. Osinbajo said that as part of efforts to diversify power sources and improve access, Nigeria started a programme of providing solar power in 20,000 homes in rural villages. “ We started in Wuna a village just outside Abuja. Wuna is an agrarian community. It is not on the national grid, and had no other source of power.

Read more here

9. Face2Face Africa

Nigerian university becomes first to launch its own organic waste power plant (Nigeria)

Inadequate power supply has been one of the major headaches of people in Nigeria over the years. The never-ending power generation failure continues to affect the country’s economy and overall development as businesses cripple under frequent power cuts. As Nigeria looks for a lasting solution to its energy crisis, a university in the West African country has built an organic waste power-generating plant to provide electricity to the whole institution. The University of Nigeria, the first indigenous university in the country, is receiving all the praises for this feat, as it is the first university in the country to introduce such an initiative.

The organic waste power plant is a 100 kilo-volt-ampere (kVA) refuse-derived fuel (RDF) gasification plant designed to power the whole campus and nearby communities, said ThisIsAfrica. The project was initiated by Prof Chinedu Nebo, the former vice chancellor of the university located in South East Nigeria when he was the Minister of Power four years ago. A group of researchers at the institution, led by Prof Emenike Ejiogu, completed the innovation and the plant last month with special grant funding by the university. Ejiogu, an engineer who received training from Japan, is said to have a lot of skills in electric power devices and systems, as well as, new energy systems, including wind, solar, and fuel-cell energy.

“The aim is to enable the institution to generate its own electricity with organic waste serving as fuel,” said Ejiogu, who is optimistic that the project will curtail the increasing cost that inadequate power supply brings. Prof Benjamin Ozumba, the present vice-chancellor of the university who launched the plant last month said: “By the time more of these plants are established, covering every part of the university, millions of naira will be saved every month as we will no longer pay monthly electricity bills to the power company.” The research team was set to produce 250kVA plants, which will supply the energy needs of the entire university and adjoining communities. “Our university’s power demand now is 3 megawatts, so with 12 250kVA of RDF plants, we will meet the electricity supply needs of the university,” Ejiogu said. Agricultural by-products such as corn husks and wood chips would be the sources of organic waste that could be used as waste materials to power the plant, the university said.

Read more here
10. Vatican News

The African university students studying in Morocco (Morocco)

My friend’s nephew is one of a growing number of African students in Morocco thanks to generous scholarships given by the Kingdom of Morocco. The bursaries are part of bilateral agreements between Morocco and some African governments. There are also some African families now sponsoring their children to study in Morocco. This is more so given the restrictive student visa requirements and the high cost of tertiary education in Europe. It is not surprising then that Morocco is fast becoming an attractive alternative for students and the African governments that send them as well as families that privately invest in the education of their children. Within a few years public and private universities in Morocco have opened their doors to many African students hungry for affordable but quality university education. It seems to have all started with Morocco re-joining the African Union (AU) in 2017, after a 33-year hiatus. Morocco did not take kindly to the continental body recognising the independence of the disputed territory of Western Sahara, so the country’s leaders decided to quit the AU in 1984. Since being admitted back, the Kingdom has worked hard to harness its soft power in relations with other African countries. It is these bilateral agreements with sub-Saharan African countries that have greatly facilitated the increase in scholarships and study grants. Visa requirements for students have also been made easier by the Kingdom. It is part of what has come to be known as “education diplomacy.” Moroccan authorities speak of Africa being at the heart of the country’s diplomacy. A higher proportion of students in Morocco are French-speaking and from French-speaking African countries. This is because of Morocco’s French colonial history. Nevertheless, authorities in Rabat have found a way around the language barrier for non-French speakers. English and Portuguese-speaking African students are offered intensive training in the French language. This is actually attractive for English and Portuguese-speaking learners because their value on the job market increases when they have two or more European languages on their CV. When I inquired about African students in Morocco, Hans Stegemann, the Director of Caritas Maroc in Rabat, confirmed that there are now about 15 000 African students in the country. Some of them help out with Caritas’ migrant programmes, as volunteers. Just at the beginning of March 2019, Ambassador Mohamed Methqal, the General-Director of the Morocco International Cooperation Agency (AMCI) expressed satisfaction with a joint scholarship programme that the Islamic Development Bank (IsDB) in Morocco signed with his agency, the AMCI. The latter is the government’s body that monitors government scholarships and study grants. Methqal is quoted as saying the agreement signed with IsDB would benefit more African students.

Read more [here](#)

Note to Editors/PROs:

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