

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

### 1. Kenyans

#### How Universities Set Up Graduates for Failure (Kenya)

Professor Alfred Omenya, a professional architect, has shared intrigues into how tertiary facilities create controversial degrees that disadvantage graduates seeking job opportunities. Omenya is a former lecturer at the University of Nairobi (UoN) and Technical University of Kenya (TUK) in addition to being the Chief Executive Officer of Eco-Build, an architecture firm. The scholar detailed how new universities tended to create strange degree names which are unknown in the market. He cited that he once reportedly disagreed with TUK management over the issue. Omenya stated that, as the founding Dean of the School of Architecture and the Built Environment, he stuck with global norms. The professor stated that in architecture, there are only three types of degrees recognised globally. These are BSc Architecture which is a six-year course, Bachelor of Architectural Studies is attained after four years and Bachelor of Architecture or M.Arch -a professional degree attained after two more years of study. “There is an appalling proliferation of names for engineering degrees in Kenya, like Bachelor of Technology in Engineering; Bachelor of Engineering Science (is there Engineering Art?); Bachelor of Engineering in Structure and Construction. Buyer Beware! “I refused to start a programme on Bachelor of Infrastructure Planning. I also refused to start a Bachelor's Degree in Tropical Architecture/ Environmental Design. I told the management that this is akin to becoming a Pediatric Cardiologist without being a Medical Doctor/ General Practitioner first,” Omenya tweeted. He argued that some of the ‘degrees’ are just topics in the main courses. For example; Environmental Planning, Infrastructure Planning, Rural Planning, are areas of study in Urban and Regional Planning which one can specialize in later years. “While innovation is important, new universities should start from the known to the unknown. If they start from the unknown, I am telling them for free, nobody will want to be associated with their products! “This puts their students at a huge disadvantage. That is the way the world runs,” he cautioned. On Wednesday, July 28, the High Court awarded Ksh15 million compensation to 75 graduates who sued Technical University of Kenya (TUK) over the quality of degrees. The applicants lamented that their degrees were not recognised by the Engineers Board of Kenya (EBK) rendering them unemployable. In April 2019, Education CS George Magoha cautioned students against enrolling for 98 courses that risked being scrapped. A year later in June 2020, he ordered an audit into 10-degree courses he wanted to be dropped. This was after fewer candidates applied for the courses while others attracted zero placements. These courses included Bachelor of Science in Entrepreneurship, Theology, Bachelor of Science (Energy Technology), Bachelor of Science in Automotive Technology, Bachelor of Technology in Building Construction, Bachelor of Technology in Renewable Energy and Bachelor of Technology in Mechanical Engineering.

Read more [here](#)

### 2. Gulf News

#### How UAE universities are preparing students for the careers of tomorrow (Global)

The fourth industrial revolution and the Covid-19 pandemic have radically altered the ways companies operate and recruit their workforce to thrive in the future world of work. Recent research by the McKinsey Global Institute highlights that the need for manual and physical skills, as well as basic cognitive ones, will decline, but demand for technological, social and emotional, and higher cognitive skills will grow. A study by the US-based Institute for the Future estimates that around 85 per cent of the jobs that today’s learners will be doing in 2030 haven’t been invented yet. This will require tomorrow’s graduates to have the

appropriate skills to continually adapt to new ways of working and new occupations as well as the ability to retrain themselves throughout their careers. Universities in the UAE have taken a proactive approach to navigating the future labour market, offering degrees and courses that help learners to develop skills and attitude to succeed in this new age of work. Supporting the UAE's National Strategy for Higher Education 2030, which emphasises the need to provide the future generations with the necessary technical and practical skills to drive the economy in both public and private sectors, universities have also implemented a teaching strategy that encourages challenge-driven learning. "It is clear that career opportunities are awaiting those who adapt to technological changes and are successful in managing these changes," says Dr K. Kumar, Associate Dean, Academic — Undergraduate Studies, BITS Pilani, Dubai Campus. "The field of engineering and technology has seen an upsurge due to the increased dependency and redefined scope in the post-Covid era. Employers are looking for engineers with specific knowledge and skill set in the areas of AI, machine learning, data science, data analytics, software development, supply chain and logistics with comprehensive managerial abilities." BITS Pilani, Dubai has introduced engineering minors that allow a student to gain interdisciplinary experience and exposure to concepts and perspectives, widening their understanding of the profession and the issues that impact engineers. "Students at BITS Pilani Dubai can choose from a broad array of minor options ranging from finance, materials science and engineering, data science, entrepreneurship, aeronautics, robotics and automation." The new normal in a post-Covid world will be far more tech-driven, says Hameed Al Obaidi, Senior Admissions Counsellor, RIT Dubai. "Our relationships with technology will deepen as larger segments of the population come to rely more on digital connections for work, education, healthcare, daily commercial transactions and essential social interactions."

Read more [here](#)

### 3. News Day

#### **Stranded Nust students beg for food (Zimbabwe)**

NATIONAL University of Science and Technology (Nust) students are stranded in Bulawayo after the Government imposed travel restrictions due to the COVID-19 pandemic forcing the university's student representative council (SRC) to launch a campaign aimed at seeking food donations for them. Nust SRC legal and constitutional affairs minister, Caleb Ncube told Southern Eye that the stranded students were starving. "Our fellow Nust students in Bulawayo, who did not manage to go home during the lockdown period, are in need of food aid. The pandemic's devastating effects on the economy have resulted in a severe and sustained level of need in charitable food support. "Currently, there are students that do not have access to basic day-to-day requirements. "There are also people who have excess food such that if they donate it can solve many problems," he said. Ncube said life was tough for the stranded students. A student who spoke to Southern Eye said they were finding it difficult to survive outside campus as they needed more than US\$70 per month. "We have to buy groceries and data bundles for our online lessons, and so we are struggling. "We are appealing for help, in terms of donations for food, and right now our SRC has managed to get a few food hampers from well-wishers," a student who refused to be named said. Nust spokesperson Thabani Mpfu said the university was closed. "There is no way our students are struggling. "What we know is that currently the university is closed and students are doing their online classes in the comfort of their homes. When the lockdown was introduced we had suspended our exams," he said. "We have not yet received complaints of students being stranded and as a university we understand that all students are now back home."

Read more [here](#)

#### 4. The Citizen

##### **Revealed: Tanzania still falls short of high skilled labour (Tanzania)**

Dar es Salaam. Tanzania still falls short of recommended high and medium skilled human resource to steer its industrialisation agenda; it has been revealed. This needs to be addressed to create a pool of skilled professionals who would push the country to reach upper status of economy, they said. This is despite the fact that every year thousands of students graduate from universities and colleges, with employers nailing on the wound with constant complaints about the limited skills among these graduates. This was stated yesterday at the launch of the 16th exhibition of higher education, science and technology organized by Tanzania Commission for Universities (TCU) at the Mnazi Mmoja grounds, attracting over 70 educational institutions and hundreds of students and parents. Zanzibar Revolutionary Government's Chief Secretary Zena Said said studies showed that in order to survive and grow within the middle and upper economies, Tanzania needs to have at least 12 percent of high skilled human resource, and a medium skilled workforce of not less than 26 percent. She noted that the 2016 figures showed that Tanzania had only 3.3 percent of highly skilled human resource and only 17 percent of medium skilled labour force. This, she said, required higher education institutions to have plans of increasing the level of expertise to facilitate achievement of the industrial economy agenda by 2025. In addition, Ms Zena noted, the participation of Tanzanian students in higher education's gross enrollment ratio was currently at 6.1 percent. "This still puts us far behind compared to other sub-Saharan African countries where there is an average requirement of at least 9.4 percent of skilled human resource for the country to be in a position to improve economic development." She said Kenya was ahead of Tanzania in providing the participation of its people with the right skills and knowledge, whereby 2018 data showed participation was 11 percent. "Our average is still very low so it is important to continue to set plans that will increase the number of university graduates with the required skills and knowledge," she said.

Read more [here](#)

#### 5. Al-Fanar Media

##### **Morocco's First Online University TV Channel Offers Training Opportunities (Morocco)**

As universities in the Arab region halted face-to-face classes during the Covid-19 pandemic, Ibn Zohr University, in southern Morocco, was not satisfied with just switching to online applications to communicate with students. Therefore, it also established an online university TV channel to provide lessons, spread university news, and train media students. "I am very impressed by such a step and its high technical specifications," Morocco's minister of national education, vocational training, higher education and scientific research, Said Amzazi, said during a recent visit to the channel's studios at the university, in Agadir. Amzazi explained that this step reflects the development of teaching methods in response to the pandemic and that the experience will be put in wider circulation later, along with establishing additional similar educational channels. The online university TV channel project built on efforts the institution started several years ago in the field of media and communication education, said Ahmed Belkadi, dean of the Faculty of Arts and Humanities at Ibn Zohr University. "The idea of launching a TV channel came after the pandemic," he said. "Students participated in developing it, while providing all the necessary capabilities for it, with the aim of communicating with a larger number of the public interested in university affairs, both at home and abroad." The university channel broadcasts news bulletins in Arabic and French, in addition to various programs related to scientific research and university affairs, as well as talk shows that host intellectuals, professors and administrators from different disciplines at Ibn Zohr. The channel also provides an opportunity to train media students, allowing them to develop practical skills. Young

media professionals dominate its staff, and most of them are media and journalism graduate students. The channel broadcasts its programs from studios inside the college designed to simulate professional television broadcasting studios. “We work as a professional team, according to each one’s academic specialization,” said Awatef Kandoussi, a doctoral student at the college who works in the channel, pointing out that the opportunity to work on a television channel was like a dream for students. “Professional work is not available to students,” she said. “The channel provided us with that and made our dream come true.” Mohamed Anfalous, a master’s degree student in media professions and practices, also was pleased with the channel’s launching. “The channel gave us practical training opportunities after years of academic study at the university,” he said. “What we learn here will undoubtedly help us later upon entering the labor market.”

Read more [here](#)

## 6. Times Higher Education

### **The foundational steps needed to advance online higher education post-Covid (Global)**

The will to evolve is essential followed by a technology-led approach to pedagogy, student engagement and interactivity, says Steve Davies. The pandemic exposed the systemic failures across the higher education sector to optimize the use of technology. And while big strides have been made to plug the gaps over the past year, it has, in most cases, very much been an emergency patch and hope scenario, with one eye firmly on a return to in-person learning, rather than a sustainable long-term reform of how the sector uses technology to advance the learner experience. It has long been widely agreed that the higher education sector underutilises the potential of technology and as a result has not provided learners with the digital tools that will not only enhance their educational experience but provide them with work-ready skills for the real world. But out of the dust of Covid, how can bricks-and-mortar institutions begin reimagining their traditional models of education? What are the foundational steps they need to implement now to ensure that their online learning practices are fit for purpose in a post-Covid world? A world where hybrid learning may become mainstream, or where future global events could mean that teaching may need to go online at a moment’s notice. Institutions have learned that using old pedagogies with new technologies doesn’t always work. The pedagogical approach to learning, as exemplified by the “sage on the stage”, is not the ideal learning model for what could be a new hybrid learning era. With this in mind, universities would be wise to embrace more andragogical teaching practices in order to improve educational efficacy. Cornerstones of this approach include a focus on process and less on content, where students are not being spoon-fed information. Instead, they are exploring, researching, discussing and collaborating, with tutors acting more as facilitators helping to analyse and resolve issues. This approach is particularly pertinent for postgraduate education where learning tends to be entirely self-directed. At my own company, Learna, we develop online communities among our students, known as “communities of practice”, via discussion forums where tutors act more as mentors. Activities such as this would go a long way to complementing in-person or online teaching, by providing an inclusive space where students can converse that also supplements in-class or independent work. Combine this with experiential techniques, such as role play and group learning, and you have the foundation of an andragogical learning environment, which also lays the groundwork for continued academic development. One of the biggest challenges all in-person educators experienced when learning went online at the start of the pandemic were maintaining engagement and interactivity between students and the material.

Read more [here](#)

## 7. Chronicle of Higher Education

### **Is Your Degree Program Too Complicated? Poor design and needless bloat are derailing students.**

#### **(Global)**

Getting undergraduates through college in four years has long been a challenge, particularly for universities that enroll an economically diverse student body. Students from lower-income communities might struggle with inadequate academic preparation, limited finances, or the difficulties of being a first-generation student trying to figure out how to “do” college. Many programs have sprung up over the past decade or so to provide support through learning communities, enhanced advising, co-curricular activities, and financial aid. But one area has remained largely untouched: the major. Student-success efforts often leave degree requirements out of the equation, in large part because those are considered the faculty’s purview, both sacrosanct and unknowable to anyone outside their discipline. The way majors are designed, though, can throw up a lot of barriers that advocates for students say are completely unnecessary. Now, a new push involving dozens of colleges is attempting to untangle curricular complexity and encourage more professors to think about their role in retaining and graduating students. It is the latest in a series of projects to create a more coherent curriculum and smooth the path through college, often using analytics and data to help professors see patterns that would otherwise remain invisible. What are those patterns? Degree requirements can grow without rhyme or reason. Unneeded or poorly timed prerequisites and corequisites can add months onto the degree. And tangled course sequencing can leave students spinning their wheels if they can’t sign up for the classes they need when they need them. These problems are particularly true in STEM fields, such as engineering. The difficulties, reformers say, spring from two related issues. Professors are typically focused on their own courses and may not pay attention to the big picture. They often don’t see the roadblocks or understand the disparate impact these slowdowns have on students from less privileged backgrounds. And even when they are aware of challenges, they might not believe they have power to change anything. The curriculum was probably in place before they arrived. Advocates say the time is right to talk about these problems, as Covid-19 and the social-justice movements of the past year have drawn attention to the deep inequities in higher education. Only 41 percent of students graduate in four years from the college they first enrolled in. Those figures drop to 21 and 32 percent for Black and Hispanic students, respectively. Adding another semester or year onto graduation may not be a dealbreaker for students with financial means, but that’s not so for those on a four-year scholarship or who struggle to pay their bills. Equally significant, say reformers, complicated degree programs are more likely to deter those who already question whether they belong in college or come from marginalized communities, including first-generation students and students of color. “That’s why you see very little diversity in engineering: If you can’t finish in four years, some students have to find an alternative major,” says Gregory L. Heileman, vice provost for undergraduate education at the University of Arizona.

Read more [here](#)

## 8. Times Higher Education

### **Research intelligence: how to write a compelling narrative CV (Global)**

Securing a first-authored paper in Nature, Cell or another top-ranked journal was once seen as a sure-fire way to land a permanent job or grant funding. But things are changing, it seems, with some universities and funding agencies instead asking applicants to submit narrative CVs that give a more rounded picture of their research achievements and activities. In April, UK Research and Innovation announced it would adopt an “inclusive, single format for CVs” that will allow researchers to present not only their research outputs but also their contribution to the “wider research and innovation community”, including

supporting the research of others. The pilot – part of efforts to reduce research bureaucracy – is based on the Royal Society’s Résumé for Researchers scheme, in which individuals are asked to summarise their career in a four-part narrative totalling no more than 1,000 words. But the growing use of these statements is somewhat controversial. “We want researchers to optimise themselves for doing the best science, not for writing the best story,” said a recent open letter from 171 Dutch academics bemoaning this “time-consuming format”, which is used by the Netherlands Organisation for Scientific Research (NWO) for reviewing grant applications and has replaced the “objective information about publications, citations [and] lectures”, including journal impact factors. Without these well-understood measures of performance, committee members have “no idea how to compare candidates”, while international reviewers “sometimes simply refuse to review the narrative”, the letter added. The shift towards narrative CVs is, on the other hand, being welcomed by many academics who have long been worried that excellence was increasingly being viewed in publication terms only, ignoring other worthy contributions to research and institutional life. “A full list of publications is tedious to read,” said Robert MacIntosh, head of Heriot-Watt University’s School of Social Sciences in Edinburgh. Rather than cite every paper for a résumé, he suggests that researchers select just a handful but set out how each “might inform change, innovation or improvement beyond academia”. “Having to say succinctly what your research interests are, why they should matter to anyone beyond your academic community and what you’ve learned from your career-long enquiry is a challenge that we should embrace,” explained Professor MacIntosh, adding that “funders, research partners, potential students and future employers might all be more interested in a compelling five-minute read than the accumulated detritus of peer-reviewed publications”. “Reversing the narrative form” so that a CV establishes “what you’ve found and how it informs practice approach” could be equally applied to peer-reviewed publications, he added. In the Royal Society’s template for its Résumé for Researchers, individuals are asked to provide a personal statement about their “overarching goals and motivation” and to reflect on four topics: how they have contributed to the generation of knowledge; to the development of individuals; to the wider research community; and to broader society.

Read more [here](#)

## 9. Cape Business News

### **Research and development are key to resilient food systems in Africa (Africa)**

What will it take to build sustainable, resilient food systems in African countries? This was among the questions considered at the 2021 United Nations Food Systems Pre-Summit in late July. The summit, the first of its kind in this century, aims to identify bold, innovative actions, with measurable outcomes. These actions are needed to achieve many of the Sustainable Development Goals in what the UN has dubbed the “Decade of Action “. African ministers of agriculture met before the summit to discuss the continent’s common position. Among the issues they tabled was using agriculture to reduce poverty, particularly for women and youth. We want to contribute to the African common position by flagging the importance of technical innovation and the role of agricultural research and development (R&D) in building the food systems the continent needs. When agriculture grows, there are benefits across the board. Its extensive linkages with the off-farm stages of the agrifood system and non-farm sectors expand employment and livelihoods in the rest of the economy. High farm production growth in sub-Saharan Africa since 2000 has contributed to high overall economic growth and improvements in the welfare of most people in the region. But approximately 75% of Africa’s agricultural production growth resulted from area expansion and only 25% from yield improvements. This is not sustainable in the long run: 90% of Africa’s available arable land is located in eight countries. Many of these countries are fragile states. The future livelihoods of

millions of land-constrained African farmers will depend on raising the productivity of existing farmland. Technical innovation is key to raising yields and productivity. This sort of innovation comes from continuous investments in agricultural R&D and extension systems. Examples include higher yielding seed varieties, mechanisation, improved soil management and conservation practices. Profitable and efficient fertiliser use is also critical. In 2006 African leaders met in Khartoum, Sudan and pledged to allocate 1% of agricultural GDP to R&D. However, most countries in sub-Saharan Africa have failed to achieve this target. The average for sub-Saharan African countries is only 0.38%. We examined the International Food Policy Research Institute's Agricultural Science and Technology Indicators database for more nuanced detail. It revealed that, for the latest available year, only six of the 40 sub-Saharan African countries tracked – Botswana, Cabo Verde, Mauritius, Namibia, South Africa and Zimbabwe – spent more than 1% of agricultural GDP on agricultural R&D. As a continent, Africa has set a target and made a political commitment. It needs to get serious about achieving this target. Governments must identify and address the factors constraining their ability to achieve the 1% target. The consequence of not achieving it includes constrained productivity and limited transformation of Africa's agricultural sector. Ultimately, it also means slower progress in reducing poverty and food insecurity.

Read more [here](#)

#### 10. Ahram online

##### **Egypt's visually impaired students receive a helping hand (Egypt)**

The first of its kind in Egypt, an app was launched at Zagazig University containing all the textbooks and recorded lectures by faculty members. "Un sighted students suffer badly in scientific subjects at university. Not all the academic textbooks are printed in Braille format. Sometimes, the books are delivered late. Students do not have enough time to study before exams," Lily Attallah, executive director of the Development Association for Empowering Special Needs (DAESN) told Ahram Online. "Students do not have privacy in exams. They feel degraded and waste a lot of time," Attallah added. Sightless students have difficulty reading and writing the answers during exams. They need employees from the students' affairs department to do the task for them. Sometimes, the employees do not understand the questions or they may write the answers incorrectly. DAESN signed a collaboration agreement with Zagazig University, Sharqiya governorate, in May to launch an electronic university application to serve students with complete visual impairment. The programme will be applied at the different colleges of Zagazig University. It is funded by Ataa Charitable Investment Fund for supporting people with disabilities, the first fund of its kind in Egypt. DAESN is a non-governmental organisation (NGO) that began working in 2008. Its mission is to develop the full potential of visually impaired people to lead independent lives and ensure their equal rights and dignity. It tries to integrate the visually impaired into the education system. The application DAESN-Ataa is being tested from May 2021 to April 2022. Students deprived from vision or with disabilities enter theoretical, not practical, colleges. Un sighted students from the faculties of arts, commerce, law, education, and disability and rehabilitation sciences will have the academic content on this app. "Fifty undergraduate and post-graduate students with complete visual impairment from Zagazig University will benefit from this app. This is a huge number of students in universities," said Ihab El-Beblawi, the coordinator of the project and dean of the Faculty of Disability and rehabilitation Sciences (FDRS) at Zagazig University. FDRS is for students with mental or physical disabilities. The faculty has two programmes. "Faculty graduates can work as teachers or category specialists. It also accepts disabled students too," El-Beblawi added. The app includes all the textbooks and recorded lectures by faculty members. Lecture summaries are converted into audio files and reference lists," El-Beblawi stated. "It is obligatory for the

deans and heads of different departments to upload all the subjects on the app,” he added. One of the main obstacles in building the app was to protect the data from hackers, malware, and other threats. “It has a high level of security in order to protect the intellectual property of the university and prevent the theft of e-books,” said Hany Nader, the designer of the app. The app is multilingual, which allows the learners to read the text in any language. “The app opens new opportunities for blind students to join any foreign language departments in different colleges,” Nader explained.

Read more [here](#)

## 11. The Nation

### Students in technical institutions to benefit from on-the-job training (Kenya)

The Ministry of Education, through the Technical and Vocational Education and Training Authority (TVETA), is working with technical institutions to ensure that students spend more than 60 percent of their training working with relevant industries, in an effort to bridge a worrisome skills gap among graduates. Through the Kenya Initiative for Vocational Education and Training (KEVET), funded by the German government, four TVET institutions have partnered with several companies to ensure that students get hands-on skills in an industry setting during their time of study. The programme embraces the dual vocational training approach which allows students to spend 60 percent of their college time working in a company and 40 percent on course work. In the combination of theory and training, embedded in a real-life work environment, the trainees alternate between training at a TVET institute and in a company. The TVET institutions include Eastlands College of Technology, Kabete National Polytechnic, Kenya Technical Trainers College and St Kizito Vocational Training Institute. The programme is being implemented by the Chamber of Industry, Commerce Giessen-Friedberg and the Chamber of Skilled Crafts Frankfurt-Rhein-Main together with Kenyan partners. So far, about 700 students from the four institutions have been trained. The dual vocational training will focus on three areas: the automotive, professional scaffolding and Electronics Technician on Devices and System (ETDs) The colleges have specialists in each area of study, for instance the diploma, certificate and the various artisan courses on offer. According to TVETA Director General, Dr Kipkirui Langat, with the KeVet project, Kenya and Germany have laid a foundation for various professional training programmes which align vocational education and training with the needs of the country’s economy. Dr Langat said that the dual vocational training will contribute towards the improvement of employment opportunities for young people in Kenya. “The demand for qualified specialists is increasing. The economy needs well trained energetic young people,” he said, observing that dual vocational training is the best approach to address the high rate of youth unemployment in the country. “In the long run, our industry will benefit from a skilled, highly trained workforce which, in turn, provides the solid basis for a company’s competitive edge and innovative strength,” he said. Kenya Vocational Education and Training Project (KeVET) representative, Ms Katharina von Maltzan, explained that the main objective of the project is to develop pilot TVET programmes following the Dual Training System adapted to the Kenyan market and with the participation of private sector stakeholders to improve the qualification of trainees. “We would now like to encourage more TVET institutes, businesses and business associations to implement and support Dual Vocational Training,” she said. The project started in December 2014 and will end in September. The dual vocational training project mirrors the competency-based education training (CBET) also being implemented across all TVET institutions.

Read more [here](#)



## 12. Mail and Guardian

### Tissue engineering facility breathes new life into local biomedical sector (South Africa)

Over the past 18 months the focus of the medical fraternity, and indeed the country, has been on minimising the impact of Covid-19 on the people of South Africa. Our scientists and researchers have been at the forefront of that effort and we are grateful for the important work that they are doing. But South Africa has for many decades also been at the forefront of other important work to improve the health and wellbeing of its citizens — from the first heart transplant, to the work done on HIV and TB, to the pioneering work that the South African Medical Research Council does each day. South Africa’s healthcare professionals, especially our doctors and scientists, are highly regarded across the world. Increasingly, the importance of the biomedical sector also is being recognised and South Africa may become a world leader in this regard. The opening of the Vitanova tissue engineering facility in Cape Town last month signalled an important step in cementing South Africa’s reputation as a leader in science, research and health innovation. This is the first facility of its kind in the Western Cape and only the third such facility in South Africa. This investment into the biomedical sector as a whole, and into tissue engineering technology specifically, is an important step for the country. The science behind tissue engineering is developing rapidly and staying at the forefront of these developments is vital for addressing the major public health challenges presented by the need for organs and tissue — specifically bone, skin and corneas. Across the world huge strides have been made in the field of regenerative medicine and tissue engineering. Today we are able to implant products made up of fragments of bone to stimulate a broken or damaged bone to regenerate, which is a marvel in itself. There is no doubt that what will become possible in the field of tissue engineering in the future is beyond what we are able to even imagine right now. Scientists around the world are developing ways of 3D bioprinting tissues from a person’s own cells. Within our lifetimes, we are likely to see scientists reach the point where they can 3D print organs for people who need them, which will reduce the need of relying upon a very small donor pool. Last year, NASA astronauts conducted experiments on 3D bioprinting tissue while in orbit, to minimize the impact of gravity on the process! Every new discovery in this field brings us one step closer to using tissue in ever more advanced ways to enhance the quality of life for so many patients.

Read more [here](#)

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