

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

### 1. USAF

#### Studentpreneurs should stop focusing on writing plans and concentrate on making businesses happen (South Africa)

Student entrepreneurs tend to be obsessed with writing business plans, how to access money, register their company, set up a bank account, and with buzzwords such as “business modelling”. Yet these obsessions, said Dr Johann van der Spuy, lecturer in the School of Economic and Management Sciences at Sol Plaatje University (SPU) in Kimberley, didn’t really matter. They were “icing on the cake” and “nice-to-haves”, he said, adding that as academics they played a role in emphasising things which aren’t that important. Van der Spuy, former director of the Mamelodi Business Clinic at the University of Pretoria, was speaking to a virtual and in-person audience of students and entrepreneurship academics at the fifth Student Entrepreneurship Week (SEW). SEW is an initiative of the Entrepreneurship Development in Higher Education (EDHE) programme, primarily sponsored by the Department of Higher Education and Training (DHET) and implemented in partnership with Universities South Africa (USAf). SPU hosted #SEW2021, which promotes entrepreneurship as an alternative to employment, and Van der Spuy addressed one of its key aims in his talk titled An Entrepreneur’s Guide to Building a Sustainable Business. Van der Spuy said students mistakenly think being a successful studentpreneur is about how they talked or dressed. He cited the example of an engineering student who came to him for advice 10 years ago. The student was wearing sunglasses, shorts, flipflops, and a t-shirt, and carrying a packet of cigarettes. His business was importing cheap fishing tackle from China, selling it through an online shop, and marketing it through fishing hobby websites. He was doing so well, he needed advice on how to raise R5000 to R10 000 additional seed capital to buy extra stock. “The dude did not have a business plan. He used his private bank account, didn’t even have a registered company. He didn’t come dressed up in a suit and he didn’t use big buzzwords. This individual had certain characteristics that made him very entrepreneurial,” said Van der Spuy, who said it is important for students to stop focusing on superfluous things and start realising what makes a successful entrepreneur. He said students tend to spend months on writing a business plan. “That is a dead document,” he said. “My experience with business documents is that they are excellent, expensive forms of toilet paper”, he said. “Business plans are a bunch of figures, normally sucked out of your thumb”. Worse than that, they often inhibit entrepreneurship because students are so busy refining the document, they miss a window of opportunity. The student in his shorts and t-shirt had a proposition that investors could take seriously. “But if you walk in with this thick document, and it’s just bullet points and bullet points, jargon, jargon, and more bullet points, does it really add value? I don’t think that’s the way to build a sustainable business,” said Van der Spuy. He compared a business venture to a horse race. The racetrack represented the market, that is, people who are going to buy the product, and the amount of available money.

Read more [here](#)

### 2. New Era

#### Jobless graduate learns new skills at ICT centre (Namibia)

EENGODI - A Namibia University of Science and Technology (NUST) graduate, who is volunteering at the Ministry of Information and Communication Technology (MICT) rural centre at Onamishu Eengodi constituency, says she has broadened her knowledge in a field she never studied for. The volunteering

work also help her make ends meet. Natalia Petrus, who was inspired following information technology training by Oshikoto MICT a year ago, holds a Bachelor of Transport Management and a Bachelor of Business Management she obtained in 2019 and 2020 respectively. “I enjoy being at the centre because it keeps me busy and I research a lot, rather than sitting home idle. The good thing about the centre is that I learn many things. For example, I have an honours degree in a completely different field, but I can now create and design,” she said. Petrus further expressed her joy, stating that with the skills that she obtained from the centre over a year, she can create business profiles and company logos. “I have assisted people with their proposals, be it academic or business, filming of events as well as composing CVs,” she boasts. Besides, Petrus emphasised, the way people acquire knowledge is different as some people focus more on theory than practical. She, therefore, urged the youth to do things that improve their living standards. MICT established rural information communication centres in all 14 regions, to narrow the information or knowledge gap to the rural communities. Each region has two rural ICT centres, equipped with public address systems, video or still cameras and photocopy machines. Importantly, the centres are by choice located in the remote areas of the regions where it is observed that communities travel long distances to access ICT services. The centre serves as an information hub to the rural communities. According to the National Development Plan (NDP) 4, ICT offers the potential to transform society, improve mutual understanding and eliminate power differentials.

Read more [here](#)

### **3. Kenyans**

#### **All Teachers to be Trained Afresh – TSC (Kenya)**

All public-school teachers will be required to renew their professional certificates at select institutions after every five years - according to a new directive by the Teachers Service Commission (TSC). Speaking during the rolling out of the Teacher Professional Development Programme on Wednesday, September 22, TSC CEO Nancy Macharia affirmed that all 340,000 staff would enroll in the new modules. The professional training consists of six modules whereby each module lasts for five years. Further, all teachers will be required to pay Ksh6,000 per module. Currently, four institutions have been contracted on an annual basis in order to implement the training. These include Kenyatta University, Riara University, Mount Kenya University and Kenya Education Management Institute. The TSC boss noted that the plan was to ensure that the teaching fraternity emulates other esteemed careers such as Law and Engineering - in keeping up with trends in the profession. She noted that negotiating for teachers had become a daunting task over the years as tutors were often deemed as grouped generally based on the area of specialization. Macharia noted that with the new training programme, the teaching profession would be accorded respect. The news comes as TSC had also proposed to scrap off the Bachelor of Education degree as a requirement to join the workforce. In its place, teachers would pursue a Bachelor of Arts course or a Bachelor of Science for a period of three years and later enroll for a postgraduate course for a period of one year in order to acquire a TSC number.

Read more [here](#)

### **4. University World news**

#### **Self-funding does not mean students have to let go of their dreams (Tanzania)**

There are some things that may appear to be little issues, but if not addressed properly and with care, they will almost certainly prevent you from achieving your goal. One of these issues is paying for your own studies. Students must realise that paying school fees, accommodation and other necessities during your

academic career is not an easy task. Some people might believe that, if you are paying your way through university, you must have a lot of money. But this is not necessarily true. Obtaining funds is difficult. However, this does not imply that you are less worthy because you did not receive a scholarship. The truth is that everyone wants to seize an opportunity. In 2019, the Nelson Mandela African Institution of Science and Technology (NM-AIST) announced the EMOs scholarship, and, unfortunately, I missed the event. As a result, the scholarship application window was closed. However, I could still apply to the university if I wanted to study as a private student. I desperately needed the scholarship programme and realised I could not wait another year because time was running out to study and graduate. Even though the Tanzanian government provides loans to students who wish to study at NM-AIST, I did not meet the eligibility criteria at the time. So, to register, I had to do everything in my power to come up with the money. Before I started, I had about US\$1,000 in savings, which covered nearly 25% of my annual fees at NM-AIST. Being officially registered at the institution gave me the green light to begin my journey toward completing the degree programmes. However, the inverse was true. It signaled a fresh struggle for me to stay afloat. Because I do not have a job, I must do some temporary tasks like being a middleman selling products, playing sports for money, or doing anything else that is moral for payment. Being self-funded can have positive and negative consequences. I have had a lot of experience with both. The advantage is that it allows you to better manage your time. It is true that being a self-funded student comes with a lot of challenges, but you can manage them if you are organized, even if your concentration in class has been shattered. For example, while preparing for exams I received an e-mail to pay the outstanding course fees and accommodation to be able to write the exams. Having planned ahead, I could deal with this kind of challenge. You can become demoralised at times. Out of the 37 students in our class, just two do not have a scholarship. When the others say their stipend is not enough, you pray for the chance to just have what they have. To save money, I don't eat at restaurants. Instead, I cook in the hostel. If you prepare a rough budget for a month, eating at the restaurant costs about US\$200 per month, whereas cooking in the hostel costs about US\$80 a month. Holidays will not be a part of your story because you will need to find something to do to earn money during that period. True, we need to unwind and have some fun, but it may not be the best path for you right now. Luxuries must be limited. All you must do is analyse your options and pay attention to the most important ones.

Read more [here](#)

## 5. Times Higher Education

### China takes on big publishers with 'world-class' journal drive (Global)

China is pumping cash into homegrown academic journals as it seeks to challenge the growing dominance of Western publishers in the country. Thirty English-language periodicals focused on science, technology and medicine have been selected to receive additional funding – ¥500,000 (£57,000) – under China's Journal Excellence Action Plan. The five-year initiative, first launched in 2019, seeks to improve the competitiveness and global influence of science and technology journals in core subjects such as mathematics and physics, as well as frontier areas such as information technology and energy and environment issues. "Science and technology journals...directly reflect a country's national technological competitiveness and cultural soft power," said the China Association for Science and Technology, which announced the list. Despite the growth of its research base, China "lacks world-class science and technology journals with global influence" and "is in an obviously disadvantageous position in global science research competition", the organisation continued. The initiative is aimed in part at challenging

the dominance of Western publishers in China, with the association describing science and technology content as being part of “a nation’s strategic resource”. An opinion piece published in state-owned media in 2018 said that groups such as Elsevier and Springer Nature had been “seizing” China’s publishing resources, “posing a serious challenge” to domestic journals. “Key parts of research publishing are controlled by overseas publishing organisations, due to the fact that our science and technology journals are lagging behind,” the article said. The initiative plans to make selected journals “world-class” within five years, encouraging them to build strong links with leading global research institutions, invite submissions, and “benchmark” their “world-class” output. “My understanding of ‘benchmarking the world-class’ would be world-class research, rather than world-class journals, because top journals do not necessarily equate to top research,” said Liu Yidong, director of the Centre for Science, Technology and Society at the Chinese Academy of Sciences. “Even the so-called ‘top journals’ have obvious flaws, it is totally possible to create new ‘top journals’ if they stick to the acceptance principle of prioritising original research results. Hence, focusing on a few journals to catch up or surpass current top journals as role models seems more feasible to me.” China has more than 5,000 journals in science, technology, and medicine, making it the third biggest producer of such titles after the US and UK. However, periodicals published in English account for only 6.5 per cent of the total and their overall quality is regarded as low. Read more [here](#)

## 6. Ghana Web

### **Vocational training skills is right antidote to unemployment challenges - Dr Fred Asamoah (Ghana)**

Lack of vocational skills is a cause of unemployment in Ghana. The acting Director-General of the Commission for Technical and Vocational Education and Training (CTVET), Dr Fred Asamoah has urged graduates to contribute to the government’s effort by creating more jobs. He said Unemployment is for those without skills and knowledge. He added that the acquisition of professional qualifications in vocational training like hairdressers and beauticians’ skills is the right antidote to solving the unemployment challenges in the 21st-century world of work. The Deputy General Secretary of the Industrial and Commercial Workers’ Union (ICU) Ghana, Mr Emmanuel Benimah is calling on the government to extend its flagship free Senior High School policy to cover training of youth in acquiring employable skills to solve the unemployment menace in the country. With the advent of the free SHS, more and more youth are coming out of secondary schools to acquire tertiary education and training. It is clear that the universities alone cannot absorb all these students being churned out by the secondary schools. A practical area for the government to support is a programme like vocational and technical where the youth could acquire employable skills. He made the comment at the 17th graduation of the Ghana Hairdressers and Beauticians Association (GHABA) where some 126 youth graduated in cosmetology and hairdressing after training between two to three years. Mr Benimah explained that most of the beneficiaries of the FSHS policy who end up at vocational and technical institutions are unable to pay for their training cost. He said Government after government all over the world have had to grapple with the challenges of unemployment in their countries and all of them, invariably, come to the finite realization that the solution lies in the training of youth in vocational and technical skills”. Mr. Benimah said. The Greater Accra regional president of the Ghana Hairdressers and Beauticians Association (GHABA), Madam Bernice Asantewa Asantey tasked the graduates to aspire to greater achievements in the beauty and cosmetology industry by continuous education and upgrade their skills to meet current

trends. She also called on the government to support GHABA in training the youth in acquiring professional skills in vocational and technical skills like hairdressing and cosmetology.

Read more [here](#)

## 7. University World News

### Universities have become central to COVID-19 response (Global)

In the midst of the COVID-19 pandemic, universities across the globe are meeting the challenge and playing an enormous role in the response. Learning from this experience will help to ensure that the expertise and unique role of the academic community are fostered for tomorrow's public health needs. Universities – especially those in Africa and other resource-constrained settings – have a multifaceted responsibility in public health preparedness and response. First, knowledge generation starts in our higher education institutions. Through laboratory science and field research, universities have identified effective therapeutics for COVID-19, provided current and projected case numbers, conducted genomic sequencing and begun to understand the condition of 'long COVID', among many other achievements. The first case of COVID-19 in Nigeria was diagnosed by the college of medicine at the University of Lagos. In addition, the first SARS-CoV-2 genome sequence in Africa was reported as a collaboration between the Nigeria Centre for Disease Control, the Nigerian Institute of Medical Research and the African Center of Excellence for Genomics of Infectious Diseases based at Redeemer's University in Ede, Nigeria. Redeemer's University has also provided training on SARS-CoV-2 sequencing to other Africa Union member states. As an example of universities' capacity for rapid information generation and dissemination, the Africa Research, Implementation, Science and Education (ARISE) Network – a network of over a dozen training and research institutions across Africa – has provided valuable information on disruptions to the food system during COVID-19 as well as barriers to healthcare access during the pandemic, among other issues. Policy briefs produced by ARISE Network institutions have identified options for mitigating COVID-related challenges in their respective countries. Importantly, universities have the capacity and expertise and are poised to bring a multidisciplinary approach to a problem that transcends any single field of study. The current pandemic has required economics, business, artificial intelligence, communication and community engagement in addition to medical and public health expertise. Universities occupy a unique niche due to their ability to bring together experts from across fields and disciplines to rapidly produce and disseminate new knowledge. Second, the scientists and public health professionals guiding the COVID-19 response today and those who will respond to the world's next pandemic are trained by our universities. The expertise nurtured in academic settings is applied within our public health entities, healthcare systems and industries. The Africa Centres for Disease Control and Prevention (Africa CDC) and the European and Developing Countries Clinical Trials Partnership are launching a new training programme on disease outbreak and epidemic response for highly skilled epidemiologists and biostatisticians in Sub-Saharan Africa. Graduates of the programme will enhance the capacity of the national public health institutes in infectious disease surveillance, monitoring and response. Similarly, the Africa Academy for Public Health and the University of Ibadan Research Foundation, both unique public-private-academic partnerships, provide platforms to foster collaboration between African institutions and support training programmes to enhance public health competencies among public and private sector leaders. African universities have demonstrated incredible innovation and creativity in learning as educational approaches have shifted to virtual and hybrid environments. The creation of virtual journal clubs, for example, has provided continuity for knowledge sharing and dissemination among scholars and

clinician scientists. Greater investment is needed to harness available technology and advance hybrid training platforms.

Read more [here](#)

## 8. Times Higher Education

### Why is investment in higher education not paying off for women? (Global)

Major changes in higher education sometimes seem to evolve over several years before a single statistic captures the fact that a tectonic shift has occurred. The gap in university participation between men and women is arguably one such trend. According to the huge annual dataset that is the Organisation for Economic Cooperation and Development's Education at a Glance report, 52 per cent of women aged 25 to 34 had a tertiary qualification in 2020, compared with just 39 per cent of men, a gap that has widened by 3 percentage points since 2010. In all OECD countries and "partner" nations, except India, tertiary attainment is now higher among women of this age group. Projections also suggest only one direction of travel: it is expected that 57 per cent of women will enter tertiary education for the first time before they turn 25 across the OECD, compared with 45 per cent of men. And while 46 per cent of women are expected to obtain a tertiary degree before the age of 30, only 31 per cent of men are expected to do the same. Despite this widening participation gap, the OECD data also suggest that gender disparities favouring men in employment remain, most notably on pay. "A gender gap in earnings persists across all levels of educational attainment, and a large gender gap in earnings is observed among tertiary-educated workers," the report notes. "On average across OECD countries, tertiary-educated women working full time only earn 76 per cent of the earnings of their male peers." That the pay gap is worse for those with tertiary education in most countries is a sobering reminder that higher education does not seem to be a silver bullet ensuring fairness and success on other measures of gender equity. "Increasing rates of female participation in higher education, and the widening participation gap between female and male students, have not resulted in economic or social parity," said Kristen Renn, professor of higher, adult and lifelong education at Michigan State University. If higher education is about "the promise of...individual social mobility", the widening gap in participation might not be an issue, she continued, "but the inequitable life outcomes remain a problem to be examined". In other words, as Professor Renn put it: "Why does the investment in HE not 'pay off' for females as it does for males?" Experts generally agree that women struggle for equity in the workplace in terms of work-family balance, pay and promotion. "Workplace equality is going to be key to reducing the gender pay gap. We know that part of the gender pay gap can be explained by having children. Workplaces can do more to ensure that men and women both take parental leave and are offered flexible working arrangements," said Nikki Shure, associate professor in economics at the UCL Social Research Institute.

Read more [here](#)

## 9. The Guardian

### Universities should say sorry to students if staff strike, says union boss (Global)

University bosses should apologise for any further disruption to students returning to campuses rather than staff who are due to vote on strike action, a union leader has said. Jo Grady, the general secretary of

the University and College Union (UCU), called on students to support lecturers and other university staff who could take industrial action before Christmas and further disrupt learning as campuses try to recover from the effects of the Covid pandemic. Formal notice of dispute letters were sent to university employers last Wednesday, with strike ballots due to open in 152 universities on 18 October, in the latest chapter of a bitter and long-running dispute over pensions, pay and working conditions, including workforce casualisation. After all their efforts during the pandemic, Grady said members were angry, morale was at its lowest point ever and she was confident there was huge support for industrial action. In an interview with the Guardian, she said the fight was “too big to lose” and there was “no other option” but to ballot for strike action. Asked if the union would make an apology to students in the case of further disruption to their studies, Grady said: “I don’t think staff should be apologising for the decisions of management. We are taking action because of the decisions of management.” Staff were at “breaking point” and if apologies were to be made then it should be vice-chancellors who are saying sorry, she said. The National Union of Students (NUS) has already come out in support. Its president, Larissa Kennedy, said: “Staff working conditions are student learning conditions and we stand shoulder to shoulder with our educators in fighting for a more just education system.” Staff who took strike action over similar issues in 2019-20 had widespread support from students. But after the disruption caused by the pandemic, with studies moved online and students stranded for months in their bedrooms, there are fears support might be eroded if lectures are cancelled once again, with fresh demands for tuition fee rebates. “I think staff will have conversations and I will put out messages with the NUS to students because I think it’s really important they understand,” said Grady. “But I think to apologise for something you too are a victim of would be to send a really mixed message about who should be apologising to students and who should be putting this right.” The latest ballot over pensions, which affects lecturers, technicians, researchers and administrators at institutions where staff are members of the University Superannuation Scheme (USS), was triggered after employers voted last month for pension cuts to deal with an estimated £14bn-18bn funding shortfall in the scheme.

Read more [here](#)

## **10. The Namibians**

### **Kandjii-Murangi rejects student village corruption claims (Namibia)**

MINISTER of higher education, technology and innovation Itah Kandjii-Murangi has denied corruption claims in the manner in which the student village project is being handled. The minister was responding to an allegation made by Affirmative Repositioning leader Job Amupanda a few days ago on social media that Kandjii-Murangi wants to award the tender to construct the student village through a public-private partnership arrangement. The student village will be constructed on a piece of land belonging to the City of Windhoek in Khomasdal suburb to address the housing plight of tertiary students. “She is now planning a corrupt process, outside the procurement law, to seemingly give this tender to her cronies. And hear this; to protect her interest and getting her deal through, she is now preparing to take this tender outside the ministry,” said Amupanda. He alleges that the tender documents will be prepared, administered and adjudicated by Kandjii-Murangi's corrupt stooges. Amupanda said these people are primarily at the Namibia University of Science and Technology (Nust) or alternatively at the National Council of Higher Education. “President Geingob, please attend to this matter, to stop it, before we take it over! Before it is too late that is,” said Amupanda. In an interview with The Namibian recently, Kandjii-Murangi said they are consulting different stakeholders because the project is big and complex. According to the minister,

there is no division at the ministry that deals with or handles construction projects of such magnitude. Given the project's importance, size and the many requirements and specifications to be met, Kandjii-Murangi, said seeking clarity and guidance was the most logical and prudent thing to do. "There is nothing untoward, sinister and/or unlawful in transparently seeking inputs and guidance, as the ministry prepares to institute smooth and above-board processes of realising this long-awaited student village. "The student village project is by far bigger and complex than the less-engaging smaller consultancy projects for which the ministry's procurement unit's capacity and sophistication were found wanting," explained Kandjii-Murangi. She added that because of the number of stakeholder ministries and public enterprises involved in this project, a multi-sectoral technical committee, chaired by her ministry, was set up upon realising the magnitude of the project. The technical committee includes personnel from the ministries of public enterprises, finance (3P Unit), works and transport, National Planning Commission, the University of Namibia, Nust, Namibia Training Authority and higher education.

Read more [here](#)

### 11. Daily News Egypt

#### **Huawei unlocks future of digital transformation in Egypt (Egypt)**

Huawei has played a pivotal role in developing the skills of Egyptian engineers from Egyptian university graduates over the past years. This came as part of their strategy in aligning their goals with Egypt 2030 Vision and working side by side with the Egyptian government through empowering youth and creating a better future for them. Huawei has succeeded in creating the successful model of "The Golden Triangle" through cooperating with the public and private sector in supporting youth to achieve sustainable development in all sectors. Although the vast majority of multinational companies are keen on investing in youth empowerment, Huawei comes on the top of the list whenever the word "Youth" is mentioned, being in the Egyptian market for more than 20 years and playing a vital role in enabling Egyptian youth, developing their capabilities, which will positively reflect on their scientific and practical career in the future. As part of its sustainable efforts, Huawei is empowering youth in cooperating with governments, local and international ICT companies, and civil society organizations within the framework of their "empowerment" strategy at the internal and external levels, in line with Egypt's 2030 Vision pertinent to digital transformation. The strategy entails focus on two main axes: working to develop the infrastructure of Egypt's various industries and developing youth's abilities to be a hub for ICT talents in the region. Huawei has established a comprehensive model, starting with enhancing the capabilities of its employees and providing all means of support: from training them in the field of technology, management and providing them with the skills needed for a sustainable work environment, to transferring its expertise to various institutions, customers, and youth in universities. At an internal level, when it comes to the company's employees and partners, Huawei provided training programmes in various fields related to information and communication technology, and digital transformation. For example, Huawei collaborated with the Ministry of Electricity to train their employees on the most advanced technologies such as artificial intelligence, cloud computing, big data, security and networks. Additionally, Huawei Egypt trained more than 300 engineers working in 45 companies. Hence, creating an ecosystem in Egypt that serves the Digital Transformation initiatives across the country. On the other hand, Huawei succeeded in contributing to the development of youth capabilities through a number of programmes, most notably: Huawei Egypt introduced ICT Talent Bank (ITB) programme in 2019 and its objective is to participate in capacity building for ICT Talents required to implement Egypt's digital transformation strategy. It also



targets making Egypt the center of excellence & ICT Talents Hub in the region, building a reliable bridge to connect the R&D to talents, and the talents to industries and enterprises. Through the programme, Huawei is linking students' capabilities with the labor market. Huawei Academy has established 70 academies at Egyptian public and private universities and became a key member in the Digital Egypt Builders Initiative (DEBI) in cooperation with the Ministry of Communications and Information Technology, to develop the ICT graduates' skills and enable them with the updated technologies and the practical experience. In addition, it succeeded in training about 15,000 students and graduating more than 5,000 students with internationally accredited certificates, as well as training and accrediting more than 400 professors from various Egyptian universities on Huawei's modern technologies. The company also cooperated with 43 recruitment companies to help these talents obtain a job as the company is looking to expand our cooperation to 100 companies.

Read more [here](#)

## 12. Bulawayo24

### Ministry of Higher and Tertiary Education to roll out Edu 5.0 WiFi box (Zimbabwe)

THE Ministry of Higher and Tertiary Education, Innovation and Science and Technology Development is in the process of rolling out a new innovation, Edu 5.0 WiFi box, with a budget of US\$50 000 required to mass produce the innovation developed by local students. The innovation (Edu 5.0 WiFi box) was one of the three innovations the ministry showcased at the Zimbabwe International Trade Fair (ZITF) that ended in Bulawayo on Friday. The other two included a blended learning platform and the new normal gamification of teaching and learning through the Oculus. Commenting on the two awards the ministry won, first prizes for Supreme Zimbabwean Exhibit and Best Zimbabwean Exhibit: Education and Training at ZITF 2021, the Permanent Secretary Professor Fanuel Tagwira said the three innovations were part of the technologies they were showcasing under the new normal. "Our theme this year was 'Showcasing the New Normal Education 5.0 Realities and Opportunities,' which was more in sync with the ZITF 2021 theme, 'Showcasing the New Normal for Business and Industry: Realities and Opportunities.' When you talk about the new normal in the current circumstances, we are talking about a new normal in business and education as well. Education has radically changed in the way we teach, the way students learn has all changed overnight, that is why we showcased these new three innovative technologies," said Prof Tagwira. He said the ministry's new normal based on making sure that they implement heritage education through education 5.0 by bringing in issues of entrepreneurship, innovation and industrialisation in the way students are taught. Prof Tagwira said for the Edu 5.0 WiFi box they wanted to start mass production so that they could then roll it out throughout the country for learners to benefit. "We will be putting it in the budget as this technology can enable students without internet to access information and reading materials among other services. It needs just about US\$50 000 to buy the equipment that is required for assembling and manufacturing more of the Edu 5.0 WiFi boxes locally." He said once they have mass produced them, they will be available to students from primary, secondary, higher and tertiary levels. Prof Tagwira said the new normal or new reality was no longer about just teaching but also learning now, which meant that students should be given material and have to learn on their own. He said the ministry was working tirelessly to change the way of learning to the standards required by the industry. "We want to move away from the kind of education whereby you learn and when you graduate from the university you do not have the skills required out there in the industry. Our aim now is to say as you learn also acquire the skills, this will even assist students to be innovative and rather create their own employment

instead of waiting to get employed. Be able to think outside the box, innovate and develop new products and services that have a positive impact and contribution to the country."

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