Transforming Higher Education and Fostering EAC Integration

2020
## CONTENTS

### CELEBRATING 50 YEARS OF IUCEA

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Foreword by Ag. Executive Secretary</td>
</tr>
<tr>
<td>5</td>
<td>Editorial</td>
</tr>
<tr>
<td>6</td>
<td>Context and Background of 50 Years of IUCEA</td>
</tr>
<tr>
<td>9</td>
<td>Research and innovation at the centre of promoting industrialisation in the EAC</td>
</tr>
<tr>
<td>10</td>
<td>Key achievements and milestones</td>
</tr>
<tr>
<td>13</td>
<td>IUCEA supports development of harmonised quality higher education in EAC</td>
</tr>
<tr>
<td>16</td>
<td>Perspective: The Institutional Framework for Quality Assurance in East Africa</td>
</tr>
<tr>
<td>20</td>
<td>Partnerships and exchange programme facilitates staff and student mobility in the EAC region.</td>
</tr>
<tr>
<td>22</td>
<td>Remarks from beneficiaries of Staff and Student Mobility programme</td>
</tr>
<tr>
<td>23</td>
<td>Projects and Programmes foster collaboration among universities in EAC</td>
</tr>
</tbody>
</table>
### Special Tribute: A legacy of service and dedication to higher education in EAC

Planning and resource mobilisation builds IUCEA institutional capacity to deliver on its programmes

The long quest to establish a permanent Head Office for IUCEA

Africa Centres of Excellence project: Building academic excellence in higher education

EASTRIP Project supports Technical and Vocational institutions to unlock skills for youth employment in East Africa

Testimonials from beneficiaries of China-EASTRIP Scholarship

EAC Scholarship Programme: Raising the next generation of leaders to support regional integration

In their own words: Beneficiaries of EAC Scholarship Speak out.

Centre of Excellence for ICT in East Africa promotes skills development in mobile systems

Threat of Burnout to University Staff and the Challenge it poses to Leaders of Higher Education amid Covid19

Maintaining Business Continuity: Celebrating 50 years of IUCEA during Covid-19 Lockdown

Three years at IUCEA and the life’s lessons that have come along
What lessons can we learn from the fact that IUCEA is celebrating 50 years of existence in 2020? Some might say that the number 50 merely marks the passage of time. It is simply a period between 1970, when three men, agreed to form the Inter-University Committee (IUC) and 2020 when the world was ravaged by the COVID-19 Pandemic. But this period does not just mark time. It also marks the fulfilment of a vision of men that dared to dream beyond their time. They were only three then and spread across three countries of the defunct EAC that broke down in 1977.

Now the Inter-University Council for East Africa is made up of over 130 universities in the six EAC countries and her mandate extends to more than 300 universities operating in the region. Student numbers have grown by leaps and bounds. On their website, the University of Nairobi says the institution “has grown from a faculty-based university serving a student population of 2,768 to a college focused university serving over 84,000. A similar scenario is replicated in the three IUCEA founder universities. There were no private universities in 1970, now they are the majority members of IUCEA.

The IUC did not have state sponsorship except limited support from the government of Uganda. It is amazing that the first Executive Secretary, Mr. Eric Kigozi, kept the institution going for 30 years from 1970-2000. It was not until 2002, during Prof Chacha Nyaigotti Chacha’s leadership (2000-2010), that IUCEA was mainstreamed into the revived East African Community (EAC). The IUCEA Protocol and Headquarters agreement was signed and the IUCEA Act 2009 enacted in 2009 which provides that the EAC Partner States contribute to IUCEA’s budget in equal proportions. Since then the IUCEA budget has been on an upward trajectory mainly driven by contributions from development partners such as the World Bank, The German Development Bank (KFW), the German Academic Exchange Services (DAAD), GIZ, SIDA and others. Prof Mayunga Nkunya (2010-2015) prioritized quality education and assurance and laid the ground work for the declaration of East Africa as a Common Higher Education Area in May 2017. This would not have been possible without the support and contribution of his successor, Prof Alexandre Lyambabaje (2015-2020) who steered IUCEA beyond the borders of the EAC through such programmes as the African Centers of Excellence for Eastern and Southern Africa (ACE II) and the East African Skills for Regional Transformation Project (EASTRIP) whose scope extends to Ethiopia, Malawi, Zambia and Mozambique. IUCEA now sits on the board of the Harmonization of the African Accreditation and Quality Assurance Project (HAAQA) whose focus is the entire African continent.

I believe this phenomenal growth and impact of IUCEA has two very strong lessons for higher education leaders at institutional or government levels. The first is that we should dream beyond our short lives or narrow individual and national interests. Mr. Kigozi and the founding fathers of IUCEA may be gone but their dreams live on.

The second lesson is that university leaders’ dreams should not be limited by the current circumstances be it financial, human resources or technological advances.

The expansion of the higher education space is likely to continue being fundamentally transformed especially now in the context of the 4th industrial revolution. As recently as the 1980s, internet was hardly a force to reckon with, now no higher education institution can do without it. Staff and student mobility no longer need to be limited by geographical space and there may just be a possibility that physical space or location will increasingly become moot in the context of higher education. We need higher education leaders that can prepare us for the future whose advent has been accelerated by the experience of the COVID-19 pandemic.

It is with these thoughts that I feel privileged to pen this foreword for this year’s IUCEA Magazine that contains reflections on the past and projections of the future of IUCEA by a dedicated staff and a few stakeholders. I hope you enjoy. I look forward to welcoming the new Executive Secretary and working with him or her and all of you to take higher education in the EAC Partner States to greater heights. Enjoy.

Prof Mike Kuria
Ag. Executive Secretary
The IUCEA traces its roots to 1970 with the formation of the Inter University Committee (IC) between the University of Dar es Salaam, University of Nairobi, and Makerere University. Therefore, this year, 2020, IUCEA is celebrating 50 years of existence.

Over the past 50 years, the education landscape in the EAC has changed tremendously from a few founding members of IUCEA; that is University of Nairobi, Makere University, University of Dar es Salaam; to over 300 universities currently operating in the EAC. IUCEA membership has also grown from 3 universities to currently over 130 universities.

The Golden Jubilee celebrations, therefore, come at a time when higher education is experiencing rapid changes and transformation brought about advancement in technology such as Artificial Intelligence, machine learning, and augmented virtual reality. This requires holistic approach and partnerships among universities in the region, which informed our theme: “Transforming Higher Education and Fostering EAC Integration”.

In this special Anniversary Magazine, we have put together various editorial articles to help you reflect on our journey in fostering collaboration in advancing higher education in East Africa.

IUCEA is one of the institutions that remained after the collapse of EAC. In this issue, we take a look at the historical account of the events leading up to the establishment of the Inter-University Committee (IUC) which later became the present day IUCEA.

IUCEA was able to survive the collapse of EAC because of a strong foundation put in place by its founding Executive Secretary, Mr. Eric Kigozi. In this issue, we pay special tribute to Mr. Kigozi, who served IUCEA as its first Executive Secretary of IUCEA from 1970 to 2,000.

Research and innovation are pillars that foster social-economic development of many societies. As a strategic institution of the EAC, IUCEA has been at the centre of fostering the region’s socio-economic development through research and innovation. In this issue, we look at the IUCEA’s effort in developing the capacity of higher education institutions in the EAC to conduct ground-breaking research to solve the region’s current development challenges.

An integrated society is one that works together with common norms and standards. The EAC higher education sector is no exception. IUCEA has facilitated the development of instruments to ensure harmonisation of higher education in EAC to operationalise the Common Higher Education Area. In this issue, we take a look at IUCEA’s role in ensuring that EAC becomes a Common Higher Education Area.

Lastly, at IUCEA, we believe people form strong foundations for successful institutions. In this issue, we have featured profiles of the people behind the success of IUCEA Secretariat and its contribution to the development of quality higher education in the EAC. These stories and many more await you in this special publication to mark IUCEA’s 50 years of Transforming Higher Education and Fostering EAC Integration.

Enjoy your reading.
Godwin Bonge Muhwezi
Editor
Context and Background of 50 Years of IUCEA

The Inter University Council for East Africa (IUCEA) traces its origins to 1970 when the Makerere University, the University of Nairobi and the University of Dar es Salaam formed the Inter-University Committee (IUC) to facilitate research and collaboration among the three Universities. This was after the three Universities began to operate as separate entities when University of East Africa was dissolved.

Therefore this year, 2020, IUCEA celebrates 50 years of existence which is a key milestone in the development and transformation of higher education in the EAC. The IUC, which was initially supported by the EAC, continued to survive amid funding challenges after the EAC collapsed in 1977.

Establishment of the IUCEA

In 1980, the vice-chancellors from Makerere University, University of Nairobi and University of Dar es Salaam, agreed to sign a memorandum of understanding (MoU) committing them to maintain cooperation between their universities within the IUC framework. The Inter University Council for East Africa (IUCEA) is a strategic institution of the East African Community (EAC) established by the IUCEA Act, 2009. It is responsible for the development and coordination of higher education and research in the EAC region.

The IUCEA Act 2009 also mandates the institution to advise the EAC Partner States on higher education matters, and to contribute towards:

1. Meeting national and regional developmental needs;
2. Developing quality assurance processes in order to ensure that teaching, learning, and research in the region achieve and maintain international standards;
3. Assisting member universities and other higher education institutions to identify and implement good practices in institutional management and use of resources;
4. Developing human resource capacity in all disciplines of higher education in the Community; and
5. Promoting equal opportunities for all higher education students in East Africa, including those with special needs.

The MoU was subsequently signed, which also led to the transformation of IUC into the current Inter-university Council for East Africa (IUCEA). The MoU spelt out the objectives, functions, membership, and governance of IUCEA, and, just like IUC, IUCEA continued and still is hosted in Kampala, Uganda.

IUCEA has since played a key role in the development and transformation of higher education in East Africa.

Upon the re-establishment of the East African Community (EAC), following the coming into force of the EAC Treaty on 7th July 2000, the IUCEA was recognised as one of the surviving institutions of the EAC. The IUCEA was thus re-established as an institution of the new EAC after Ministers responsible for Higher Education of Kenya, Tanzania and Uganda signed the IUCEA Protocol which made IUCEA a legal body corporate of EAC.

The IUCEA Act, 2009

In 2009 the East African Legislative Assembly (EALA) enacted the IUCEA Act 2009, thus effectively integrating IUCEA into the EAC operational framework. The Act spells out the objectives, functions, institutional setup and systems of governance and management of IUCEA. According to the Act any university, university college, and degree awarding institution may apply for and get admitted to the IUCEA membership as long as it is properly incorporated in the EAC Partner State where it is operating and is pursuing objectives that are consistent with the functions of IUCEA as spelled out in the Act.
Celebrating IUCEA’s Transforming Higher Education and Fostering EAC Integration

The main roles and functions of IUCEA include:

1. Coordinate inter-university cooperation in East Africa;
2. Facilitate the strategic development of member universities; and
3. Promote internationally comparable higher education standards and systems for sustainable regional development.

The University of East Africa was established with three colleges - Makerere College (Uganda), Royal College (Kenya) and University College of Dar es Salaam (Tanzania) which were colleges of the University of London.

After the break-up of the former EAC (1967-1977), the three universities resolved to co-operate and IUC continued with its coordination role until 1980 when an MoU was signed between the three universities and transformed the IUC into the Inter-University Council for East Africa (IUCEA).

The Inter-University Committee (IUC) under the EAC was established to allow the three universities to continue with academic collaboration.

The EAC Treaty was signed by the republics of Kenya, Tanzania, and Uganda.

EAC Partner States agreed to establish a corporate body to be known as the Inter-University Council for East Africa, through the IUCEA Protocol 2002.

IUCEA was recognised as one of the surviving institutions of the former EAC.

**KEY MILESTONES & TIMELINES**

- **JUNE 1963**: The University of East Africa was established with three colleges - Makerere College (Uganda), Royal College (Kenya) and University College of Dar es Salaam (Tanzania) which were colleges of the University of London.
- **1970**: The University of East Africa was dissolved and autonomous universities were established – Makerere University, University of Nairobi and the University of Dar es Salaam.
- **(1967-1977)**: After the break-up of the former EAC, the three universities resolved to co-operate and IUC continued with its coordination role until 1980 when an MoU was signed between the three universities and transformed the IUC into the Inter-University Council for East Africa (IUCEA).
- **1999**: The Inter-University Committee (IUC) under the EAC was established to allow the three universities to continue with academic collaboration.
- **2002**: EAC Partner States agreed to establish a corporate body to be known as the Inter-University Council for East Africa, through the IUCEA Protocol 2002.
Celebrating IUCEA’s Transforming Higher Education and Fostering EAC Integration
Research and innovation at the centre of promoting industrialisation in the EAC

By Dr. Philip Ayoo

Historically, research and innovation has played a critical role in the transformation and socio-economic development of societies. Quality scientific research has the ability to produce commercially viable innovations that can inspire industry support to use research outcomes to solve real-life challenges. Articles 79 and 80 of the EAC Treaty, the EAC Common Market Protocol, and the 5th EAC Development Strategy articulate the region’s commitment to transform the EAC economies by promoting research and innovation to support industrialisation.

Specifically, the EAC Industrialisation Policy and Strategy 2012-2032 calls for industrial development supported by research, technology and innovation. This view is also in line with the UN Sustainable Development Goals (SDGs), the EAC Vision 2050 and the African Union Agenda 2063.

As a strategic institution of the EAC, IUCEA supports the development aspirations of the region by developing the capacity of higher education institutions in the EAC to conduct ground-breaking research to solve the current development challenges.

The Research and Innovation Coordination Unit, at IUCEA, promotes the development of high quality research and innovation programmes to stimulate the development of centres of research and innovation excellence.

“IUCEA supports the development aspirations of the region by developing the capacity of higher education institutions in the EAC to conduct ground-breaking research.”
Key achievements and milestones

Over the years, the IUCEA has registered a number of achievements toward promoting research and innovation in the EAC.

- **Research and Innovation Policy Framework:** IUCEA has developed a research and innovation policy framework to guide and strengthen collaboration and networking among research institutions. The framework is designed to promote partnership with industry and strengthening regional research and innovation coordination for regional integration and socio-economic transformation. This policy framework led to the establishment of the Research and Innovation Coordination Unit at IUCEA.

- **Academia-Public-Private Partnership:** In 2011, IUCEA and EABC agreed to form a partnership to promote linkages between knowledge and human resources produced by the academia as well as dissemination and use of knowledge by the private sector in the region. The aim of the partnership is to provide a point of connection between knowledge and human resources produced by the academia and the dissemination and use of knowledge by the private and public sectors, for eventual diffusion into the productive, social and service sectors. Since 2012, IUCEA and EABC have jointly organized seven dialogue forums and exhibitions to promote the utilization of higher education research outputs and innovations by the private sector as well as the public sector.

- **Lake Victoria Research Initiative (VicRes):** VicRes was implemented between 2003 and 2014 as a flagship regional research programme of the IUCEA. The main objectives of the project were to improve knowledge of land-human-environment interactions and to improve access to research findings by individuals and institutions in the Lake Victoria region and outside. The project funded joint research projects worth USD 23.5 million and facilitated dissemination of research findings and technological innovations through seminars, publications and IUCEA website. More than 80 institutions from the EAC Partner States benefited from research funding support. Over 710 researchers were involved in the project, with more than 100 undergraduate and postgraduate students from the EAC Partner States’ institutions benefitting from this support. A total of 106 projects were funded.

- **IUCEA set up a Forum for Science, Technology and Innovation, to provide a platform for researchers to share experiences and results of their work**

- **$ 23.5 Million Funding**
- **80 Institutions across EAC Participated**
- **710 Researchers benefited**
- **106 Research projects were funded**

Transforming Higher Education and Fostering EAC Integration
The VicRes Research Management Information System (VRMIS) was developed to document outputs coming from the Programme, to facilitate the sharing of data, research findings, and networking amongst researchers. The database can be accessed at: http://vrmis.iucea.org. The next stage is to expand the database to act as a one-stop shop for accessing all information on research and innovation in East Africa.

- **The Bio-Earn Programme:**
  Between 2006 and 2009, IUCEA coordinated the East African Regional Programme and Research Network for Biotechnology, Biosafety and Biotechnology Policy Development (BIO-EARN). The programme was a joint effort between Swedish Government and four Eastern Africa countries of Kenya, Uganda, Tanzania, and Ethiopia to develop a strong network with the capacity to carry out research for development that could contribute significantly to improved food security, productive agro-industries, sustainable environment management, viable bio-resource economies and enhanced livelihoods in Eastern Africa.

- **CREATING Project:** In 2003, IUCEA entered into a partnership with nine European and eastern Africa institutions for the project: “Cooperative Research on East African Territorial Integration within Globalization (CREATING).” The project, funded by the European Commission, was implemented in collaboration with ten European partners to establish research networks linking scholars across eastern Africa with colleagues in Europe. CREATING enabled the development and strengthening of a social sciences and humanities research network. It enabled the establishment of a European-African multimedia information resource network, with two main hubs, one in Belgium (at the Royal Museum of Central Africa) and the other in East Africa (at the IUCEA). Furthermore, a cohort of research students were supported for masters and PhD training.

- **MRCI Project:** Between 2009 and 2013, IUCEA implemented two projects within the programme Mobilising Regional Capacity Initiative (MRCI), which was funded by the UK Department for International Development (DFID) to the tune of £98,583 and £99,892 respectively.

  - The first project on enhancing the capacity of East African universities to utilize ICT resulted in: establishing a framework for sharing e-learning resources amongst universities; appropriate strategies for reducing bandwidth costs for universities; ICT staff-training programmes for university staff; and identification of information resources for teaching, research and outreach.

  - The second project on development of a framework for sharing R&D resources on the internationalization of higher education in Africa, was undertaken in partnership with the African Network for Internationalization of Education (ANIE). The aim of the project was to provide an avenue through which Africa’s higher education sector could respond to the increasingly challenging developments and
consequences of internationalization of higher education. Through this project, 20 young African scholars, who had demonstrated interest in internationalization, were trained to enable them gain better and in-depth capacity for regional research undertakings in this area.

**Promotion of Local Authorship:**
Support to universities is one of the strategic objectives of IUCEA coordinated by Research and Innovation unit. One of the strategies to implement that role is to promote local authorship of textbooks and other academic materials to support research and teaching, and also to inform the general public on matters related to the EAC. To this end, IUCEA commissioned, authored and published a book entitled "The East African Community: Journey Towards Regional Integration" in 2015. Furthermore, we continue to support staff from member universities to publish relevant manuscripts that exhibit high scholarly quality and potential for use in the region as textbooks or source of critical information for the EAC.

**Stocktaking of University-Industry Linkages:** The 2012 Academia-Public-Private Partnership Forum recognized the need to take stock of current university-industry linkages to provide an overview of trends on the status, and to highlight innovative approaches as well as challenges faced by the academia and the private sector in realizing meaningful partnerships. In this regard, a study was carried out which provided useful information on meaningful and results-oriented interactions between academia and the private sector that would transform the socio-economic structure of the East African economies.

**Status of Research and Innovation in East Africa:**
The 2013 Academia-Public-Private Partnership Forum recommended the establishment of a research and innovation capacity building programme that would be operationalized within research and innovation hubs to be designated from among the existing higher education and research institutions.

SIDA provided financial support to IUCEA to undertake a comprehensive survey to gather the data to understand the existing research and innovation environment in East Africa. The survey enabled the collection of empirical data on the status of the linkage between higher education and research and innovation in the region, in relation to capacity building in skills development, postgraduate training (Masters, PhD and postdoctoral schemes), entrepreneurship development, and strengthening SMEs’ contributions to industrial development and growth.

### Strategic priorities in the next decade

**Establishment and incubation of centres of excellence targeting humanities and social sciences:**
The Research and Innovation unit has developed several centres-of-excellence projects targeting science and technology, most of which have now developed into self-sustaining full-fledged projects. IUCEA plans to establish a centre of excellence focusing on value systems that may inhibit or support the development of Research and Innovation. Furthermore, a proposal has been developed to support the establishment of a centre for regional integration that will be dedicated to conducting research around the progress made, the obstacles faced and the opportunities available for East Africa’s regional integration.

**Strengthening university research management systems:**
In order to develop interventions that will enhance the performance of universities in East Africa, IUCEA has mobilized resources for a study to identify challenges related to research management capacities of universities. The output of the study is expected to inform the development of research management capacity building interventions for higher education institutions in the EAC.

**Resource Mobilisation to Support Research and Innovation:**
IUCEA intensified activities to mobilize resources for implementation of research and innovation activities, enhancing the effectiveness of the Research and Innovation Unit through capacity building in quality and quantity of staff in the unit, as well as enhanced networking with local and international partners, both public and private.

Research and innovation is the channel through which improved knowledge is applied to economic processes, as growth rests ultimately on innovating firms. IUCEA will continue to support incubation and commercialization of research undertaken in universities, eventually contributing to national and regional development agenda as enshrined in the Partner States and EAC regional aspirations.

**Dr. Ayoo is the Principal Research and Innovation Officer at IUCEA**
IUCEA supports development of harmonised quality higher education in EAC

Dr. Cosam Joseph & Juru Marie Eglantine

Since mid-1980s, East Africa has experienced expansion of tertiary education systems leading to exponential student enrolment amid scarce financial, human, and educational resources. This phenomenon, combined with the expansion of cross-border education, has made it necessary to control and harmonise the quality of higher education at national and regional levels.

Hence, since 2006, IUCEA, in collaboration with development partners and the National Commissions and Councils for Higher Education in the East African Community (EAC) Partner States, started a process to develop a harmonised quality assurance framework in East Africa, as part of the EAC integration agenda. The development partners who supported the process included the German Academic Exchange Service (DAAD); the Germany Rectors’ Conference (HRK, in the frame of their joint Higher Education Management Support Programme, referred to as “Dialogue on Innovative Higher Education Strategies (DIES)”.

The process resulted in successful development and operationalisation of the East African Quality assurance system and subsequently the East African Qualifications Framework for Higher Education which culminated in the landmark declaration of the EAC as the Common Higher Education Area in May 2017.

Key Achievements
The achievements of the unit are clustered under the East African Quality Assurance System and the East African Qualifications Framework for Higher Education, which are key building blocks of the EAC Common Higher Education Area.

East African Quality Assurance System
The regional Quality Assurance system has been adopted and mainstreamed into the national systems in the EAC Partner States and into quality assurance systems of higher education institutions. Thus, regional quality assurance policy frameworks, principles and guidelines, quality assurance tools, benchmarks for academic programmes have been developed and implemented in the EAC Partner States. These instruments guide the implementation and sustainability of the regional quality assurance system.

Development of Principles and Guidelines
a) The Principles and Guidelines for Quality Assurance in Higher Education in East Africa were developed to guide and
harmonize quality assurance processes and practices. They provide a common frame of reference that assists and guides higher education institutions and National Commissions/Councils for Higher/University Education in developing and practicing a common quality assurance culture.

b) Standards and Guidelines for Postgraduate Studies. Universities in the East African region have witnessed unprecedented growth in graduate student enrolment that was hampered by, among others, the shortage of experienced supervisors and mentors. This led to an acute shortage of Ph.D. graduates that undermines research productivity which is the backbone of socio-economic transformation of the region. This therefore prompted an urgent need to develop standards and guidelines for postgraduate programmes to enhance the quality of postgraduate studies in the region.

c) Quality Assurance Guidelines on Disability and Special Needs. The Guidelines have been developed as a response to the growing need to provide adapted learning environments for students and staff with Disabilities (SWD) in higher education institutions in East Africa.

Handbook for Quality Assurance – Roadmap to Quality
This roadmap was developed in order to provide a common understanding of the concept of quality and quality assurance as applied to higher education, and to use common quality assurance approaches by facilitating the region to “talk the same language” in quality and quality assurance in higher education. The Handbook, which was developed in 2007 and subsequently revised in 2015, consists of 5 volumes:

- Revised and combined Volume 1 & 2 gives Guidelines for Internal and External programme assessment;
- Volume 3 consists of guidelines for self-assessment at institutional level;
- Volume 4 provides guidelines for the implementation of a total quality assurance system; and

Benchmarks for Academic Programmes
The benchmarks provide a frame of reference for universities when developing and reviewing academic programmes and curricula in order to ensure that the programmes and curricula in the region are harmonised. They are also meant to inform the labour market and other stakeholders on what the graduates are able to do after completion of their studies and also National Commissions/Councils for Higher/University Education in the EAC Partner States to assess the quality of the related academic programmes in the process of accreditation. Furthermore, they also enhance regionalisation of the labour market, which is one of the goals of EAC as a common market bloc.

Capacity Building
a) Capacity Building for QA practitioners. Since 2008, IUCEA in collaboration with the German Academic Exchange Service (DAAD) and the German Rectors Conference (HRK) has been carrying out capacity building training of quality assurance coordinators in higher education institutions and the National Commissions/Councils for Higher/University. The trainings are aimed at providing knowledge and capacity to the quality assurance practitioners to undertake quality assurance functions in their respective institutions in a sustainable manner based on the regional quality assurance system. So far, more than 90 quality assurance coordinators have been trained in four cohorts of 2007/2008, 2009/2010, 2012/2013 and 2016/2017. The process also involved training of peer reviewers for external programme evaluation. In that regard, more than 80 peer review experts have been trained and participated in the evaluation of more than 60 academic programmes in all the EAC Partner States.

In order to make the quality assurance capacity building initiative structured and sustainable, IUCEA has developed training modules that will be used by trainers and trainees in East Africa. Furthermore, IUCEA has developed a regional pool of quality assurance experts from the previously trained staff of the National Commissions/Councils for Higher/University Education and in higher education institutions. These are now facilitating the quality assurance capacity building process for the region.

FACTS AND FIGURES

90+ Quality assurance coordinators and 80 peer reviewers for external programme evaluation were trained between 2008 and 2017.

60+ Academic programmes in the EAC have been evaluated.

Developed a pool of quality assurance experts.
b) Capacity Building on Quality Supervision of Postgraduate Students. IUCEA initiated the capacity building on Quality supervision of postgraduate studies in order to enhance the quality of supervision of postgraduate students at both masters and doctoral levels. The purpose is to overcome the challenges of the limited number of qualified senior university lecturers and researchers to meet the demands for the ever expanding postgraduate and mentorship programs which has had a negative impact on the universities’ capacity to sustainably educate the next generation of university lecturers and researchers.

c) IUCEA Higher Education Leadership training (IUCEA-HELP). IUCEA developed a regional capacity building programme for individuals in leadership and management of universities to strengthen leadership and management competencies of university managers in East Africa by equipping them with the required basic knowledge and tools to effectively manage these institutions in order to fully realize their potential in promoting social and economic development.

d) East African Higher Education Quality Assurance Network. One of the sustainability strategies of the regional quality assurance system in East Africa was the establishment of an East African Higher Education Quality Assurance Network, which was formed in 2011. The aim of the Network is to provide an avenue for continuous sharing of experiences and networking among quality assurance practitioners in East Africa. Currently, the Network has more than 150 members from all the EAC Partner States, who meet annually in a forum where they share experiences in quality assurance practices in their institutions, and undergo training on current global trend in quality assurance and higher education management systems in general.

The East African Qualifications Framework for Higher Education (EAQFHE) is designed to serve as useful instrument for guiding higher education institutions in curriculum development, delivery, assessment and certification, in line with the needs of the labour market.

East African Qualifications Framework
The coming into force of the EAC Common Market Protocol in July 2010 prompted the urgent need to develop tools to facilitate easy mobility of learners and labour, and mutual recognition of academic and professional qualifications across the region. Thus, in 2013 and 2014 IUCEA guided a regional consultative and participatory process that led to the development of the East African Qualifications Framework for Higher Education (EAQFHE), which was approved by the EAC Council of Ministers on 30th April 2015. The EAQFHE was designed to serve as useful instrument for guiding higher education institutions in curriculum development, delivery, assessment and certification, in line with the needs of the labour market.

b) Regional Accreditation Framework. IUCEA initiated the process to develop a Regional Accreditation Framework comprising structures and mechanisms for regional accreditation to allow institutions and programmes to be accredited at the regional level. The Framework is being finalised and will be operational as soon as it is approved.

Conclusion
The Declaration of the EAC as a Common Higher Education Area prompted the need to fast-track the process of harmonization of higher education in East Africa. So far the development of instruments for the operationalisation of the regional quality assurance systems and the qualifications framework has made good progress. Initially, the focus was on systems for undergraduate programmes and recently IUCEA
The development of a higher education quality assurance system in East Africa has been a gradual but steady process since the establishment of the University of East Africa in 1963. Prior to this, the three original higher education institutions: Makerere College founded in 1922, the Royal Technical College in Nairobi (1956) and the University College of Dar es Salaam (1961) had a quality assurance system modeled around affiliation practices based on special relationship with the University of London. With the establishment of the Inter-University Council for East Africa (IUCEA) 50 years ago and the setting up of robust internal quality assurance systems by Higher Education Institutions (HEIs) in the region, a gradual culture of internal quality assurance system has grown in many higher education institutions in East Africa.

This article is a personal reflection on the legal, policy and institutional framework as well as the social norms that have shaped higher education quality assurance practices in East Africa. The central argument here is that these legal, policy, institutional and cultural elements have not only shaped higher education quality assurance systems in institutions of learning but have helped to transform the higher education landscape in the region now defined as the East African Common Higher Education Area. This in turn is fostering East African Community integration through the harmonized higher education system that is facilitating movement of students and faculty and the mutual recognition of qualifications. In what follows below, we reflect on these key elements that have enhanced this process.

The Legal and Policy Framework in EAC Higher Education Area

Over the last 30 years since the
revival of the East African Community, there has been a progressive development of legal and policy framework that has shaped higher education quality assurance landscape and is contributing to the EAC integration agenda. Inspired by global trends in regional integration processes and higher education harmonization initiatives especially in Europe, the EAC has defined a number of legal and policy norms that are a driving force for the harmonization of higher education in the region. Perhaps, the starting point for this process is the EAC Treaty whose key provisions on harmonization of the education system have been instrumental. Articles 5 and 102 of the EAC Treaty are particularly informative of the process for harmonized higher education quality assurance system. Article 5 of the Treaty provides that the Partner States agree to undertake concerted measures to foster cooperation in education and training within the community to harmonize education systems, curricula, through the joint actions of the relevant national bodies charged with the preparation of such curricula; and promote and support the mobility of students and teachers within the Community.

Consequently, other relevant legal instruments including the Common Market Protocol and the Inter-University Council for East Africa (IUCEA) Act have paid great attention to these key provisions of the EAC Treaty. Article 11 of the EAC Common Market Protocol requires that Partner States should foster free movement of people, labour and service, which requires mutual recognition of academic and professional qualifications and promotion of cross-border education. The IUCEA Act of 2009 instructs this EAC agency to contribute in developing quality assurances processes in order to ensure that teaching and research achieve and maintain international standards (Article 4 (2) b). In the last 20 years, IUCEA has worked together with its key stakeholders and partners to define the policy framework that has made significant contribution to the development of quality assurance processes and practices in the region. Among the many policy instruments for harmonized regional quality assurance system include:

- **A Road Map to Quality; Handbook for Quality Assurance in Higher Education** which defines guidelines for ensuring quality of programmes, quality of higher education institutions and the quality assurance system;

- **Principles and Guidelines for Quality Assurance in Higher Education in East Africa** which sets key principles and guidelines for higher education institutions, national councils/commissions and for the IUCEA for a structured higher education quality assurance system;

- **The East African Qualifications Framework for Higher Education (EAQFHE)** which provides a comparability framework of qualifications obtained in one Partner State with those in other Partner States. The EAQFHE provides the set of policies necessary for promoting a shared and common understanding of the expectations associated with a typical qualification and for the effective organization, management, implementation and monitoring of the framework;

- **Standards and Guidelines for Postgraduate Studies in East Africa** which regulates the conduct of postgraduate training and research in order to enhance the quality of postgraduate education;

- **East African Credit Accumulation and Transfer System in Higher Education** which define principles and guidelines for recognition and transfer of credits;

- **Etc.**

There is no doubt that the above legal and policy instruments have shaped higher education quality assurance systems and practices in the EAC Partner States and in many HEIs in the region. The national councils and commissions for higher education in the region have developed legal and policy norms that have equally shaped quality assurance in universities in East Africa. It is now evident that many HEIs in this region have established internal quality assurance systems defined by institutional policies, guidelines, procedures and tools for enhancing quality. Notwithstanding this positive development, the level of quality assurance policy development varies from country to country and institution to institution. A through assessment of the status of national and institutional policy framework for quality assurance is desirable but is not the scope of this article.
The Institutional Framework for Quality Assurance in East Africa

The development of legal and policy framework for quality assurance in East Africa has progressed hand in hand with the development of quality assurance institutions at regional, national and university levels. At the regional level, the Inter-University Council for East Africa has remained the overall institution of EAC mandated to coordinate and promote the development of higher education quality assurance system. The IUCEA Act, 2009 gives significant attention to quality assurance in defining the mandate of this EAC institution. Among the functions of IUCEA as defined in the Act, Article 6 (c) provides that the Council shall ensure the establishment of quality assurance through:

i. The facilitation of harmonised entry standards in partnership with the Partner States' accreditation councils, examination boards and relevant university bodies;

ii. The development, in partnership with the national higher education commissions and accreditation councils, of criteria for assessing standards and assuring the quality of teaching and research in the Community through advice on quality assurance mechanisms, ways of self-evaluation and comparability of degrees;

iii. Promotion, modernisation and harmonisation of university curricula in the Community;

iv. Endorsing all approved programmes by accreditation bodies in the Partner States, of courses offered through distance learning;

The above functions place IUCEA as a major regional quality assurance agency. As it was observed in the section on legal and policy framework above, IUCEA has developed a number of operational tools and guidelines for bringing to effect the provisions of article 6 of the Act including programme benchmarks for harmonization of university curriculum.

The national councils and commissions have remained key partners of IUCEA and they constitute major national institutions for quality assurance. The Commission for University Education – Kenya, Tanzania Commission for Universities, the National Council for Higher Education – Uganda, Higher Education Council of Rwanda and the National Commission for Higher Education – Burundi are the key partners of IUCEA. In addition to developing national quality assurance standards, guidelines and tools for ensuring quality, these national accreditation bodies have continued to play a vital role in the implementation of regional quality assurance policies. The institutional framework of quality assurance in East Africa is not complete without consideration of quality assurance units in the HEIs. Since 2006 when IUCEA launched a major quality assurance initiative, many universities have established quality assurance units (Bureaus, Directorates, Departments, Offices).

Although these units have varied from institution to institution depending on the organizational structures and size of the HEI, they have played a vital role in the institutionalization of the regional and national quality assurance system.
assurance policies, standards and guidelines. Undoubtedly, the establishment of quality assurance units in HEIs is now firmly entrenched in the regional and national quality assurance policy frameworks.

The final element in the regional quality assurance system is the cultural dimension characterized by quality assurance trainings and social networking amongst the quality assurance practitioners. Since 2007 with the first cohort of quality assurance officers, the IUCEA has had a continues programme of trainings to promote a culture of quality assurance.

But the development of national and regional quality assurance networks has perhaps been a major catalyst for the regional quality assurance movement. Established by the quality assurance practitioners themselves, the quality assurance networks such as the East African Higher Education Quality Assurance Network (EAQAN), Kenyan Universities Quality Assurance Network (KUQAN), Ugandan Universities Quality Assurance Forum (UUQAF) and the Tanzanian Universities Quality Assurance Forum (TUQAF) now constitute a significant force in the growth of quality assurance systems in East Africa. These voluntary networks provide members with the social space for sharing experiences, creating awareness on QA issues and building capacity of members to manage quality assurance processes more effectively within a partnership framework of support from IUCEA and the national councils and commissions.

In the final analysis, the development of higher education quality assurance system in East Africa has been the result of sustained efforts by the regional higher education stakeholders to define legal, policy, institutional and cultural frameworks to structure a system that guarantee and promote quality higher education in the region. These frameworks have not only transformed higher education in the region but also helped to foster the EAC integration process.

Michael Mawa, PhD is a higher education quality assurance expert from Uganda. E-mail: michaelmawa2020@gmail.com

**Michael Mawa, PhD** is a higher education quality assurance expert from Uganda. He is a member of the Inter-university Council for East Africa Quality Assurance Committee. He is the current Deputy Vice Chancellor for Academic Affairs of Uganda Martyrs University. Michael Mawa previously worked as the Director of Quality Assurance at Nkumba University. He is the Founding President of the Ugandan Universities Quality Assurance Forum (UUQAF) and of the East African Higher Education Quality Assurance Network (EAQAN). He serves as a quality assurance consultant in curriculum development, programme assessment, institutional assessment (audits) and quality assurance trainings for the National Council for Higher Education Uganda, Commission for University Education- Kenya, Tanzania Commission for Universities and the Inter-University Council for East Africa. He has also served as a consultant in quality assurance training for IIIEP-UNESCO.
Partnerships and exchange programme facilitates staff and student mobility in the EAC region.

Dr. Benedict Mtasiwa & Patrick Murenzi

One of the pillars of EAC integration is to “deepen economic, political, social and cultural integration to improve the quality of life of people of East Africa...” The IUCEA runs exchange links and partnership programme to promote collaboration and encourage exchange of students and staff between IUCEA member universities.

Through the programme, IUCEA provides scholarships to students and grants to teaching and research assistants to study and work in any of the member universities in the EAC region. Staff and students are given opportunities to understand and learn from the unique approaches that exist between universities in the EAC in terms of teaching, research and community engagement. The exchange and mobility among institutions is important within the sector and between sectors as demonstrate by linkages between academia, public and private sectors among others.

Staff Mobility General response level

The staff and students mobility policy and operational guidelines contributed in revitalizing the Staff Mobility programme which saw an increase in number of staff seeking to travel to other East African Partner States to participate in teaching, research or community engagement. On average, 100 staff are expressing interest to participate in the programme per year, while 40 staff have had opportunity to travel to other countries per each financial year as elaborated in fig.4 below. IUCEA will come up with a strategy to close the gap between applications and participation.

![Fig.4 Applications and facilitation for staff mobility 2016-2020.](image)

Distribution of applications per thematic areas of study

![Fig.1 Distribution of applications by thematic areas of study 2017/2018](image)

![Fig.2 Distribution of applications by thematic areas of study 2018 - 2020](image)

In the 2018/19 cohort, the response for stem and humanities was similar to that in cohort 1. In the 2019/2020 cohort, STEM was at 40%, humanities 39%, education 2%, while business studies was at 7%. Applicants from STEM and humanities registered relative growth shown in Fig. 1, Fig.2 and Fig. 3. This growth represents increased awareness and interest on the staff mobility programme across academic thematic areas.

![Fig. 3 Distribution of applications by thematic areas of study 2019/2020](image)
Achievements

The programme has over the years registered the following achievements:

a) Developed Staff and students mobility policy and operational guidelines.

b) Revitalized the Staff Mobility programme which saw an increase in number of staff seeking to travel to other East African Partner States to participate in teaching, research or community engagement. On average, 40 staff have had opportunity to travel to other countries per each financial year.

c) A number of staff and students have been supported to participate in academic activities including participation in conferences, students’ academic thematic associations, among others.

IUCEA is provided for travel costs of up to 3 trips and health insurance to successful undergraduate students in the IUCEA-Kyung-Dong (South Korea) scholarship programme.

a) IUCEA in collaboration with EASTECO formed a forum for science, technology and innovation (STI) that involves journal for STI and conferences for STI. In the inaugural conference, all students and academic staff whose conference papers were accepted for presentation at the 9TH APPPF 2019 were fully sponsored by IUCEA.

b) In efforts to enhance academic mobility through scholarships and support for periodic exchange of students and staff, IUCEA has developed a Fees Structure Model. It is a mathematical and cost accounting model which attributes costs chargeable to students as fees, to the cost of services provided by particular universities in terms of teaching, research, community engagement and administration.

Potential Future Initiatives

IUCEA has identified the following key priority areas under to respond to respond changes in the higher education landscape in the region.

a) Expanded academic mobility patterns to include:
   - Regional and international internships for university students;
   - Staff mobility beyond the EAC region to include the International African Diaspora.
   - Friends of the EAC, Africa and other categories of participants

b) Evolved curricula that will recognize a cadre of teaching staff of supervisors from the traditionally non-academic: industry, community among others.

c) Expanded non-traditional areas of study such as sports; arts and entertainment that have high potential in terms of talent in the region.

Dr. Mtasiwa is the Chief Principal Exchange Programmes, Links and Partnerships at IUCEA Secretariat.

Mr. Murenzi is the Senior Exchange Programmes Officer at IUCEA Secretariat.
**In their own words:** Remarks from beneficiaries of Staff and Student Mobility programme

Participants in the staff and student mobility exchange programme speak out:

“Every community has a unique way of life (culture). There should be a deliberate effort to introduce the visiting staff to some basic society expectations in order to achieve the greater goal of academic and professional integration without a lot of stress,”

— Prof Kukunda Elizabeth Bwacayo, from Uganda Christian University, who visited Mzumbe University, July 2019

“The exchange programme has given me an invaluable experience in terms of participating in the life of Mzumbe University and connecting with fellow scholars that I would not have met if I had not been involved in the programme. I was also able to participate in the regular life of academic activities at the institute such as Masters and PhD students proposal defences. This gave me an opportunity to learn some good practices that I hope to introduce back in my university. This is one area that we struggle with, as some lecturers attend proposal defences when they have not read the proposals before hand. Having someone read each proposal beforehand and give thorough comments to the students is very helpful for the students’ progress and is something that I hope we can learn from my experience,”

— Dr. Joseph K. Gikunju, Jomo Kenyatta University of Agriculture & Technology, visiting lecturer to INES-Ruhengeri, July 2019.

“Generally, the staff mobility programme is a good initiative and it needs to be encouraged and improved. As mentioned above, policies that touch on movement of university academic human capital within the region, especially within the framework of IUECA should be firmly harmonised, communicated and implemented seamlessly,”

— Dr Kiliku Musyoka Patrick from South Eastern Kenyan University who visited University of Dar es salaam, August 2019.
Projects and Programmes foster collaboration among universities in EAC

Dr. Benedict Mtasiwa

The need for effective coordination and tracking the status of implementation of activities of the strategic plans is a key management function. The Projects and Programmes Unit is responsible for ensuring effective management of projects and programmes by the IUCEA secretariat. The function carries out feasibility analysis, planning, implementation, monitoring and evaluation, as well as collating feedback for effective implementation of IUCEA mandate. The Unit has over the years registered a number of achievements.

ACHIEVEMENTS

Planning and Monitoring and Evaluation Capacity
The IUCEA strategic plan is a key policy document that sets the institution’s strategic direction. The development of the IUCEA strategic plans is guided by a participatory process that involves commissioned experts, staff and stakeholders. The projects and programmes unit is responsible for monitoring and evaluating the implementation of the strategic plans. The Unit has been involved in the development, monitoring and evaluation of the 1st, 2nd and 3rd IUCEA strategic plans with a focus on using participatory approaches to ensure relevance, impact and sustainability.

Monitoring and Evaluation (M&E) framework
The secretariat developed a Monitoring and Evaluation (M&E) framework that guides the implementation of IUCEA’s activities, projects and programmes with focus on outputs and impact. The framework has also been used to carry out studies and surveys, carry out mid-term and terminal evaluation of the 2nd strategic plan. It has been used to develop the 3rd strategic plan. The participatory approach inherent in the M&E framework has resulted in significant ownership of the plans and saving IUCEA resources.

Coordination of the Higher Education Centres of Excellence
Following successful implementation of various projects and programmes, IUCEA secured funding from development partners to coordinate the establishment of various centres of excellence. These include 24 Centres of Excellence focused on Science Technology Engineering and Mathematics (STEM) subject areas funded by the World Bank, a centre of excellence on embedded and mobile systems based at Nelson Mandela Institute of Science and Technology in Arusha, Tanzania funded by GIZ; 16 Regional Flagship Technical Vocational Education and Training (TVET) at various technical colleges and polytechnics in Kenya, Ethiopia and Tanzania.

Establishment of Academic Thematic Cluster meetings
Knowledge and information sharing among academics is key in fostering collaboration and research among Universities in East Africa. To further this, the IUCEA secretariat transformed subject and specialized committee meetings into Thematic Cluster meetings to ensure that scholars have forums where they share knowledge and information for guiding the university functions of teaching, research and community engagement.

The Thematic Cluster meetings are umbrella areas of studies involving more than one subject linked to relevant socio-economic sectors. A set of 13 Thematic Clusters were established and have undertaken various activities including developing guidelines for curriculum for a number of Thematic Clusters and those for common courses for undergraduate students in cross-cutting area such as HIV and AIDS, Gender and Youth as well as climate change and food security.
IUCEA’s Transforming Higher Education and Fostering EAC Integration

Coordination of a study on HIV prevalence in universities

IUCEA participated in the project for assessing the status of HIV prevalence in universities in the EAC Partner States dubbed: “EALP: East African Community-AMREF Lake Victoria Partnership”. The project was jointly implemented by AMREF and EAC. It sought to establish the status of HIV prevalence in the EAC universities and came up with recommendations that focussed on knowledge, university HIV and AIDS and Gender and Youth support systems and gender and youth matters. The project recommendations resulted in the development of common courses on gender and youth support and knowledge.

Development of the IUCEA Headquarters

The projects and programmes office also coordinated design of the IUCEA Headquarters’ Master Plan, and construction of Phase I of the IUCEA Headquarters.

IUCEA has a wide range of areas for collaborations in projects; programmes; events and activities. All stakeholders are invited for joint work in knowledge and technology generation and exchange for enhanced livelihoods and economies of the integrated East African Community.

Dr. Mtasiwa is the Chief Principal Exchange Programmes, Links and Partnerships at IUCEA Secretariat.

Special Tribute: A legacy of service and dedication to higher education in EAC

By Prof. Moses L. Golola

Eric Kigwana Kigozi lived his life with diplomacy and astuteness. He devoted his efforts to fostering the quality of higher education in East Africa.

Kigozi is remembered as the pioneer executive secretary of the Inter University Council for East Africa that included University of Nairobi (Kenya), The University of Dar-es-Salaam, and Makerere University (Uganda).

This collaboration served various functions for the region including sponsorship of academic conferences and specialised committees, exchange of staff and students within the three counties of the East African Community, promotion of high academic standards and fostering of joint research projects.

He is especially honoured for shepherding this critical regional collaboration during very difficult times in our political history. Established at the cusp of President Idi Amin’s power, Kigozi had to do everything in his power to ensure that the three universities in East Africa would continue with their collaborative arrangements.

Threatened by the political tensions in the region at the time, Kigozi often found himself having to personally lobby heads of states to ensure that financial support for IUC does not dwindle, which he did successfully.

Who is Kigozi

Kigozi was born in 1936 in present-day Masaka District and received his primary education at Kasaka Primary School in Mpigi District.

Kigozi is remembered as the pioneer executive secretary of the Inter University Council for East Africa that included University of Nairobi (Kenya), The University of Dar-es-Salaam, and Makerere University (Uganda)
He pursued his secondary education at Kings College Budo before joining Makerere University College where he obtained the B.A. Honours degree in Geography of the University of London. He later attended a course in University Administration at the University of Hull in the United Kingdom.

On completing his formal education, Kigozi worked for some time as foreign affairs officer in the Ministry of Foreign Affairs - Uganda. However, his main interest lay in higher education administration. Indeed, in the late 1960s he had attained a post of senior assistant registrar of the University of East Africa. The experience he gained in that office was to stand him in good stead when he was appointed executive secretary of the Inter University Council in 1970.

In 1980, vice chancellors of the three universities then in East Africa, Prof Asavia Wandira, vice chancellor of Makerere University; Prof Nicholas A. Kuhanga, vice chancellor of the University of Dar-es-Salaam, and Prof Joseph Karanja, vice chancellor of the University of Nairobi together with permanent secretaries in the ministries of education in Kenya, Uganda and Tanzania met and discussed the future of collaboration of the three universities. This meeting led to the signing of the memorandum of understanding (MoU) committing the three universities to maintain collaboration between them within the IUC framework.

The MoU also led to the transformation of IUC into the Inter University Council of East Africa (IUCEA). Kigozi was entrusted with responsibility of leading the organisation further as executive secretary up to the year 2000, when he retired.

Achievements

The IUCEA, Kigozi led with inexhaustible energy is today firmly in places as a prime regional institution and African role model for the promotion of harmonised higher education in the region. IUCEA has achieved high marks in its pursuit of regional universities’ collaboration in faculty staff and student exchange programmes.

Further, more East African Students are taking advantage of competitive cross-border educational opportunities including inter-university games and sports.

Further achievements of the IUCEA over the years include the establishment of an adequately responsible legal and institutional structure, diversification of the sources of funding; introduction of research and training in regional integration across region and significant harmonisation of higher education systems and curricular throughout East Africa.

The man whose name will forever be synonymous with higher education collaboration because of his pioneering work as executive secretary of IUCEA breathed his last in early hours of June 27. He died of natural causes and is survived by a wife and five children.

Prof. Golola is the former Deputy Executive Secretary of IUCEA.
Planning and resource mobilisation builds IUCEA institutional capacity to deliver on its programmes

By Dieudonne Hatungimana

Planning and resource Mobilisation plays an important role in the transformation of both the institution (IUCEA) and the society in which it operates. The Planning and Resource Mobilisation Unit coordinates the resource mobilisation and fundraising functions to get the required resources to implement planned activities.

The Planning and Resource Mobilisation Unit has facilitated the review of IUCEA Strategic Plan 2016 – 2021 for better implementation, developed the IUCEA annual work plans and budget, initiated and developed a Memorandum of understanding on fundraising for establishment of a centre of excellence in integration matters and academia network on integration.

Key achievements
The key achievements the unit has registered over the years include:

a) Developing IUCEA Annual Work Plans: The Unit facilitates the development of IUCEA annual work plans which guide the implementation processes of the institution’s strategic plan. The annual work plan help the institution to strategically plan ahead by way of setting priority interventions and targets of the year vis-à-vis available resources. It acts as a monitoring and evaluation tool and helps the institution to remain on track of set objectives and targets.

b) Facilitating the Annual Budgeting Process: The IUCEA budgeting process uses an Activity Based Costing (ABC) and zero budget increment approaches and has two sides. On one hand there are revenues from statutory contributions from EAC Partner States, contributions from member universities, funds from Development Partners. It also included reserve fund for construction of Phase II of IUCEA Headquarter that was approved by the EAC Council of Minister 2018/19 financial year. On the other hand there are expenditures on development interventions/activities and staff emoluments. Budgeting plays an important role in the effective utilization of available resources in order to achieve over all objectives of IUCEA.

c) Review of the IUCEA Strategic Plan (2016 – 2021): IUCEA conducted a review of its Strategic Plan to ensure alignment with the Institutional priorities which are geared towards strengthening the EAC integration. The review facilitated the Institution to take stock of the progress in service delivery and discharging of its mandate and thus the implementation of the integration agenda.
Strategic priorities

The unit’s strategic priorities include:

- Facilitate the institutionalization of Donor strategic Dialogue Forum: The Forums will review the implementation of development partner specific programs and define further areas of support and collaboration. The forum will be institutionalized and marked on IUCEA calendar of activities as one of its annual events.

- Establishment of IUCEA Resource Mobilisation Committee: The IUCEA resource mobilisation Committee will assist management to direct resource mobilisation efforts and serve as ambassadors for IUCEA in the area of resource mobilisation. The Committee will meet at least twice a year with a set agenda.

- Development and updating of donor scoping / mapping: This will include a donor mapping catalogue for easy identification of potential Development Partners for collaboration in the Higher Education sector.

- Development of the IUCEA Resource mobilisation Strategy: The strategy will be a vehicle for better co-ordination of resource mobilization efforts and better alignment with the priorities established by the IUCEA consistent with the principles of the UNESCO Declaration (2005). The operationalization of the Strategy would entail enhanced dialogue between the IUCEA and its development partners.

- Initiate the Packaging of Bankable projects concept notes: IUCEA will be developing both solicited and un-solicited projects concepts notes and package them into a booklet. These concepts notes will be used in the institution’s various resource mobilisation efforts.

- Donor Intelligence mapping: IUCEA will periodically conduct comprehensive analysis on potential global and local resource partners to map the viability of securing multi-year and thematic funding. The Unit will also intensify activities to mobilize resources for implementation of Quality assurance, staff and students’ mobility, research and innovation activities.

- Establish an IUCEA Dedicated Fund: To benefit from dedicated resources from various development partners, the IUCEA will, within the framework of the Resource Mobilisation Office initiate sectoral dedicated funds targeting contributions from interested Development Partners. Research and Innovation Fund, Scholarship Fund, Staff and Students Mobility Fund, are just few notable instruments into which Development Partners have shown a willingness to support.

- Enhancing the Planning and Resource Mobilisation Function: IUCEA will embark on capacity building of the unit in particular and of IUCEA in general in terms of Resource Mobilisation as well as improve the networking with local and international Development Partners both in public and private sectors.

Mr Hatungimana is the Senior Planning and Resource Mobilisation Officer at IUCEA Secretariat.
The long quest to establish a permanent Head Office for IUCEA

By Lilian Amri

The need for Permanent Office premises for IUCEA was first expressed in 1986 when the institution’s Governing Board approved the Development Plan that included construction of IUCEA Headquarters. The need for a dedicated building for IUCEA did not only arise out of the high profile nature of the organization but also from the need to optimize resources of the organization due to high cost of renting premises. Also, having a Permanent Headquarters symbolized commitment from EAC Partner States to a lasting and sustainable regional integration.

Up until 2015, IUCEA had no permanent home. It was housed in rented premises of the East African Development Bank where it had been since 1991. IUCEA had maintained a lean secretariat but following the enactment of the IUCEA Act, 2009 its mandate expanded to include advising partner states on aspects of human resource development as well as research development to support EAC regional integration and socio-economic development. Subsequently, IUCEA adjusted its organizational structure to cater for the new mandate which increased the number of staff to 36. IUCEA was therefore faced with the problem of acquiring its own head offices, and other facilities appropriate for its function, image and the working environment for its staff.

The number of member universities had tremendously increased from 3 in 1980 to 130 to-date which was expected to gradually increase. This situation and other changes in higher education, research and innovation necessitated more space and human resources for IUCEA.

IUCEA Development Plan

The IUCEA Development plan was submitted to the Government of Uganda for consideration which included the development of IUCEA Head Offices. In 2007, the Government of Uganda offered IUCEA 2.01 Hectares (4.97 acres) of land located in Kyambogo at Plot No.M833, Kigobe Road for the construction of its Head Offices.

Project Funding and Management

Following the donation of land by the Government of Uganda, Permanent Secretaries of Ministries responsible for Higher Education in the EAC Partner States agreed that each of the Partner States would contribute USD 500,000 to cater for
the construction of phase one of the IUCEA head Office. The Phase I of the buildings would host the current IUCEA staff and activities and those in the near future.

Subsequently IUCEA embarked on a procurement of contractors to spearhead undertake the project. This was proceeded by establishing a committee of the Governing Board with representatives from EAC Partner States to provide policy guidance and direction in construction of IUCEA Head Offices. The Ministry of Works & Transport (MoWT) of the government of the Republic of Uganda provided technical assistance to the IUCEA in the process to select the Consultant and in subsequent monitoring of the Consultant’s performance. A Consultant was sourced through a competitive bidding process to provide all necessary design as well as project and contract management services required for planning and implementing the phased construction of the proposed IUCEA head Office building.

The overall IUCEA Headquarters Construction Master Plan entails a number of buildings covering a total built up area of 16,653 square meters, made up of:

- Phase 1 Office Block covering an office space of 771 Square Meters which was constructed between July 2014 and July 2015. Each Partner State contributed USD 500,000 to finance the construction at a cost of USD 1,536,802.89.

- Phase 2 and 3 buildings comprise of two twin buildings of 4-storeys each to be built once resources are available. This includes a 4-storey Guest House, a 500-seater Conference Building, Recreation and Sports Facility and a 2-storey Commercial Building including space for future expansion.

The Inauguration of the new office space was held on 21st October 2015 and was presided over by the President of the Republic of Uganda, H.E Yoweri Kaguta Museveni.

Establishment of the Estates Unit

The Estates Unit was established in 2015 following the completion of construction of Phase I of the IUCEA Head Offices. It facilitates and implements policies and procedures for proper utilization, maintenance and security of the IUCEA office assets including its premises.

Following the completion of the construction of phase I, IUCEA embarked on resource mobilization for construction of phase 2 and 3.

The Master Plan

The master plan is intended to allow for the orderly expansion of the IUCEA offices which are projected to increase from 600m2 to 5,790m2 over a ten year period. It also include the following facilities:

- PHASE 1 A - 2 Level Office Block and Associated facilities.
- PHASE 2 A - 4 Level Office Block
- PHASE 3 - Conference Hall
- OTHER PHASES - Guest House, Sports Center, Commercial Center, Gate Houses, Swimming Pool.

The first phase completed in 24th July 2015 provided an office building with 688m2 of office space on 2 levels, to house the current IUCEA staff. It also allowed for a guard house, service building and associated parking facilities.

During its 39th East African Community Council of Ministers meeting, members approved the utilization from the arrears fund for the construction of Phase II of IUCEA Head Office which is about to start anytime from now. The ground breaking ceremony for the construction will be held as part of the activities to celebrate 50 years of IUCEA.

Ms. Amri is the Principal Estates Management Officer at IUCEA Secretariat.
Africa Centres of Excellence project: Building academic excellence in higher education

Dr. Jonathan Mbwambo and Agnes Asiimwe Okoth

The Eastern and Southern Africa Higher Education Centres of Excellence Project (ACE II), an initiative of participating African governments and the World Bank, was launched in October 2016 with 24 Higher Education Centres of Excellence (ACEs) to build excellence in higher education and bridge skill gaps in the human resources required to address the development needs of the region.

The Inter-University Council for East Africa (IUCEA) is the Regional Facilitation Unit (RFU) for the Project and it is responsible for overall coordination, facilitation and administration of the $148 million project that is financed by the World Bank in form of credit to eight participating countries.

This initiative was informed by the evidence of the importance of higher education in building human capital and driving research, growth and innovation, and the fact that sustaining economic growth required more high-skilled professionals in the areas of S&T to lead innovation and production.

The Centres of Excellence are hosted at 16 universities in eight countries - Ethiopia, Kenya, Malawi, Mozambique, Rwanda, Tanzania, Uganda and Zambia. Burundi which does not host any ACE, is eligible to access services offered by the ACEs in other countries and regional capacity-building activities under the project.

Developing and enabling such capacity in the region is necessary to ensure, for example, that drug development prioritises the region’s key ailments, or that agricultural research focuses on enhancing the productivity of ESA crops; areas that are not always prioritized by...
Celebrating IUCEA’s Transforming Higher Education and Fostering EAC Integration

western researchers and research organizations.

Each of the 24 specialised regional centres received a grant of up US$6 million over the project duration of five years to produce measurable results in the form of increased quality and quantity of graduates, quality and quantity of research and increased collaboration and partnerships with industry and other higher education institutions in the region and internationally.

Since 2016 the ACEs have been enrolling students, publishing and disseminating research, developing partnerships, conducting faculty development and staff training, pursuing fellowships and post-doctoral studies, participated in networking activities with national and international partners, hosted and participated in conferences, and engaged in other activities that can make them strong regional centers of excellence.

Project achievements

- Student enrolment and accreditation. By the project’s mid-term point in December 2019, a total of 1,142 Masters Students and 253 PhD students were enrolled in 209 nationally accredited Masters and PhD academic programs. In their proposals, the ACEs had planned to enroll more than 3,500 graduate students by the end of five years. But by the mid-term in 2019, the ACEs had surpassed their enrolment target. The ACEs are expected to seek international accreditation as a mark of global excellence. So far, the Centre of Excellence for Aquaculture and Fisheries Science (AQUAFISH) at Lilongwe University of Agriculture & Natural Resources (LUANAR) managed to acquire the international accreditation of its Master of Science in Aquaculture and PhD in Aquaculture and Fisheries Science. Other centers are at different stages of acquiring international accreditation of their programs.

- Partnerships. A total of 300 partnerships, mostly with other academic institutions had been developed between the ACEs and other institutions by the project’s mid-term point in November 2019. This is another target that has been surpassed quickly. Partnership in this regional initiative aim to stimulate research collaboration and networking to cost-effectively solve regional problems.

The project prioritized partnerships with other institutions and industry to ensure long term sustainability and also, as a route through which knowledge created through research could be shared with the industry. ACEs are in academic partnerships with institutions across the African continent and others in China, Japan, India, USA and other countries. An MoU was signed between the Department of Science and Technology (DST) of the Ministry of Science and Technology of India and the World Bank to officially support the collaboration between ACEs and 10 Indian Institutes of Technology (IITs).

- Publications. By September 2019, the project had published 918 papers, most of them with regional co-authors. This indicator

Naomi Kaonga, one of the 60 young female scientists fully funded by the World Bank to pursue a Masters at any of the Africa Centers of Excellence.
is well on track. The overall target is to publish 1500 peer-reviewed journal papers or peer reviewed conference papers prepared collaboratively with national, regional and international co-authors and this target will be surpassed.

- **Revenue generation.** In order to ensure fund raising capacity for financial sustainability of the project, ACEs are expected to generate revenue from external sources. By November 2019, ACEs had generated a total of US$ 7.2 million from external sources. The end target is for the centers to collectively generate US$30 million in external revenue. The aim of the indicator for revenue generation is to develop the capacity of the ACEs and motivate them to seek innovative ways to generate revenues to finance their development needs after the ACE II project closes. The project matches US$1 for every US$1 raised from national sources, and US$2 for every US$1 raised from regional and international sources.

- **Incubation Centres.** In May 2019 four Centres of Excellence were awarded US$250,000 each as seed funds to establish regional incubation centres for Eastern and Southern Africa. The evaluation process prioritised ACEs that already had good enough products that required improvement, promotion for wider markets and potential for business incubation. The regional incubation centres will help build important linkages between academia and industry.

- **State-of-the-art facilities.** One of the barriers to STEM education and research is lack of modern facilities and good quality laboratory equipment. To attain excellence in education and research capacity, the Centres of Excellence are setting up adequate scientific infrastructure and have rehabilitated laboratories and student hostels, bought modern research equipment and materials, and equipped classroom with interactive LED touch panels, data projectors and screens and expanded computer laboratories. Many ACEs are constructing their own offices and classroom facilities.

- **ACE Scholarship Programme.** This competitive scholarship was awarded in 2018 and 2019 to 60
females to attain a Master’s degree in any of the ACEs, with the aim to cultivate future leaders, encourage student mobility and promote regional integration. The students are studying courses in the priority disciplines of the ACE II project of (i) STEM (Science, Technology, Engineering and Mathematics) or Industry, (ii) Agriculture, (iii) Health, (iv) Education and (v) Applied Statistics. All the 60 students study in an ACE outside their native country.

PASET benchmarking. The project facilitated the participation of ACEs in the PASET (Partnership for Applied Sciences, Engineering and Technology) benchmarking exercise. PASET is a World Bank supported initiative that seeks to build a technical and scientific skilled labour force for priority sectors, from technical/vocational to higher education levels as well as research. All ACE hosting institutions participated in the PASET benchmarking program. The program aims to improve the quality and relevance of higher education by equipping institutions to identify their strengths and weaknesses and assess and monitor their progress relative to similar national, regional and global institutions.

Dr. Mbwambo is the Project Coordinator for the World Bank-funded ACE II Project. IUCEA Secretariat in the Regional Facilitation Unit for the Project.

Ms. Asiimwe Okoth is the Communication Officer for the ACE II Project.

Mr. Moustapha Ndiaye, World Bank Coordinating Director for Regional Integration and Prof. Alexandre Lyambabaje, Executive Secretary, IUCEA after signing a grant agreement of $8 million to IUCEA
EASTRIP Project supports Technical and Vocational institutions to unlock skills for youth employment in East Africa

Dr. Cosam Joseph and Godwin Bonge Muhwezi

African governments have embraced industrialization as part of the strategy for sustainable economic development and job creation. However, they are still faced with shortage of skills to support key sectors of the economy particularly in manufacturing, agriculture processing, ICT, transport, and energy.

The East Africa Skills for Transformation and Regional Integration Project (EASTRIP) is a five-year project funded by the World Bank and the Governments of Ethiopia, Kenya and Tanzania to address skills shortage and mismatch, by providing technical, financial and industry partnership to improve the relevance and quality of training programmes in the 16 selected RFTIs. The project is designed to increase access and improve the quality of TVET programmes in selected Regional Flagship TVET Institutes (RFTIs).

The project is being implemented at three different levels, including RFTIs, national at Ministries responsible for Education and TVET, and regional levels. The Inter University Council for East Africa (IUCEA) hosts the regional component of the project as the Regional Facilitation Unit (RFU).

The IUCEA is responsible for coordinating the project implementation at regional level and for providing knowledge sharing platform for RFTIs.

The project supports the development of highly specialized TVET programs at diploma and degree levels for training of technicians and TVET faculty, as well as industry recognised short-term training, targeting regional priority sectors in transport, energy, manufacturing, and ICT.

Through the project, the three participating governments will provide support and resources to create and implement policies that allow TVET institutions to re-engineer their learning platforms and modes of delivery in order to meet the dynamic and ever changing skills requirements of the market place.

EASTRIP facilitates regional integration by providing a regional platform to promote exchange of policies and practices, students and faculty mobility and harmonisation of occupational standards and qualifications.

Project Development Objective
The Project Development Objective (PDO) is to increase the access and improve the quality of TVET programmes in selected Regional Flagship TVET Institutes and to support regional integration in East Africa.

Project Outcomes
The project is expected to achieve the following outcomes:

- Increase access to TVET programmes: student enrolment is expected to be increase at regional TVET Institutes in programmes aimed at meeting skill needs of priority sectors including manufacturing, transport and infrastructure, power and energy, and information and communication technology (ICT).

- Increasing quality and relevance of TVET programmes: the project will develop accredited demand-driven programmes which will increase employment prospects six months after graduation.

- Supporting Regional integration: the project will develop accredited demand-driven programmes which will increase employment prospects of graduates in priority sectors six months after graduation.

Project Components
The project is implemented under the following three components:

Component 1: Strengthening selected Regional Flagship TVET
Institutes for high-quality skills development in priority sectors. The objective of this component is to strengthen the capacity of the 16 Regional Flagship TVET Institutes to produce high-quality skills for the regional sector markets in railway, highway, port management, energy, manufacturing, and ICT. It involves developing training programmes based on standards and qualifications recognized by the industries operating in the East Africa regional or international markets. Each flagship institute has a specific specialisation with a set of training qualifications and enable students from countries across the East Africa region to join the programmes.

Component 2: Creating national TVET enabling environments This component is implemented by Ministries of Education to create a national enabling policy environment that is critical to service delivery at the TVET institutes. It involves financing the development of policy and guidelines to facilitate student, graduate, and faculty mobility. It also involves developing industrial partnerships and strengthening the capacity of national agencies that are responsible for the approval of occupation standards, model curriculum, and accreditation of TVET programmes.

Component 3: Enhancing regional collaboration in TVET and project coordination This component includes coordination and project implementation support at the 16 Regional Flagship TVET Institutes and the three national TVET systems. It includes networking, sharing knowledge and good practices, and the development of regional public goods to promote the regional integration.

Project Governance The project Management structure includes the Regional Steering Committee (RSC), the TVET Technical Advisory Board, and the Project Implementation Unit headed by the Project Coordinator. The IUCEA is the Regional Facilitation Unit (RFU) for the Project. The RSC is the highest decision making organ responsible for providing oversight and strategic implementation of the project.

Project Beneficiaries The project is currently being implemented in three East African countries including Ethiopia, Kenya, and Tanzania among 16 regional flagship TVET institutes selected through a transparent and competitive process.

Table 1: Regional Flagship TVET Institutes

<table>
<thead>
<tr>
<th>SECTOR</th>
<th>FOCUS</th>
<th>REGIONAL FLAGSHIP TVET INSTITUTE</th>
<th>COUNTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport/Infrastructure</td>
<td>Railway</td>
<td>Dire Dawa Polytechnic College</td>
<td>Ethiopia</td>
</tr>
<tr>
<td></td>
<td>Railway</td>
<td>Ethiopia Railway Academy</td>
<td>Ethiopia</td>
</tr>
<tr>
<td></td>
<td>Marine</td>
<td>Kenya Coast National Polytechnic</td>
<td>Kenya</td>
</tr>
<tr>
<td></td>
<td>Air</td>
<td>National Institute of Transport</td>
<td>Tanzania</td>
</tr>
<tr>
<td></td>
<td>Road</td>
<td>Kombolcha TVET Polytechnic College</td>
<td>Ethiopia</td>
</tr>
<tr>
<td></td>
<td>Building Infrastructure</td>
<td>Meru National Polytechnic</td>
<td>Kenya</td>
</tr>
<tr>
<td></td>
<td>Highway Infrastructure</td>
<td>Kenya Institute of Highway and Building Technology</td>
<td>Kenya</td>
</tr>
<tr>
<td>Power/Energy</td>
<td>Power/energy</td>
<td>General Wingate Polytechnic College</td>
<td>Ethiopia</td>
</tr>
<tr>
<td></td>
<td>Geothermal</td>
<td>KenGen Geothermal Training Centre</td>
<td>Kenya</td>
</tr>
<tr>
<td></td>
<td>Hydro</td>
<td>Arusha Technical College</td>
<td>Tanzania</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>Tool making/leather</td>
<td>Federal TVET Institute</td>
<td>Ethiopia</td>
</tr>
<tr>
<td></td>
<td>Textile/garment</td>
<td>Hawassa TVET Polytechnic College</td>
<td>Ethiopia</td>
</tr>
<tr>
<td></td>
<td>Textile</td>
<td>Kisumu National Polytechnic</td>
<td>Kenya</td>
</tr>
<tr>
<td></td>
<td>Leather</td>
<td>DIT Mwanza Campus</td>
<td>Tanzania</td>
</tr>
<tr>
<td></td>
<td>Agro-processing</td>
<td>Holeta TVET Polytechnic College Ethiopia</td>
<td>Ethiopia</td>
</tr>
<tr>
<td>ICT</td>
<td>ICT</td>
<td>DIT Dar es Salaam Campus</td>
<td>Tanzania</td>
</tr>
</tbody>
</table>
1.5 Project Impact
By the end of the six-year investment period, the project is expected to have achieved the following results:

a) The 16 RFTIs will have at least doubled their capacity and can collectively enrol at least 20,000 students on an annual basis in both long-term and short-term training programmes in the targeted disciplines.

b) Cumulatively, the project will have directly benefitted close to at least 60,000 students with at least 30 percent of the enrolment being female students.

c) At least 310 staff will benefit from industrial attachment programmes and 230 staff will benefit from foreign exchange programme at the end of the project.

d) The project will indirectly benefit all students who are enrolled in the flagship institutes due to the improved management, teaching, and infrastructure.

e) The project will benefit students and faculty who are in non-project TVET institutes that have partnership arrangement with the flagship TVET institutes.

f) Employers in the targeted industries will also benefit from an expanded and more qualified pool of skilled labour.

Dr. Cosam is the Project Coordinator for the World Bank-funded EASTRIP Project. IUCEA Secretariat in the Regional Facilitation Unit for the Project. Godwin Bonge Muhwezi is the Communication Officer EASTRIP Project.

EASTRIP Launch and Capacity Building Workshop in Ethiopia.

Dr. Xiaoyan Liang, the World Bank, Team Leader speaks at the launch of the EASTRIP Project.
CELEBRATING
IUCEA’S
TRANSFORMING HIGHER EDUCATION AND FOSTERING EAC INTEGRATION

The IUCEA offers the China-EASTRIP TVET scholarship as part of the tripartite partnership between IUCEA, the People’s Republic of China through the Ministry of Education, and the World Bank to promote excellence in TVET and facilitate regional integration in East Africa.

CHINA-EASTRIP SCHOLARSHIP

I am delighted to get the China-EASTRIP TVET Scholarship. The Scholarship will give me an opportunity to use my skills and experience to contribute to the development of efficient and effective transportation systems and railways in Ethiopia. Ethiopia is a country without advanced infrastructure.

However with the increasing rate of population growth, the need for efficient transport systems cannot be overemphasized. After graduating with my PhD, I will establish the Africa Railway Institute to contribute to teaching & research. I will be the researcher to develop Africa skills in the growing economy sector especially on Railway Transport Operation.

Addishiwot Alemu, Ph.D. in Transport Planning and Management, Central South University

I don’t have enough words to express the joy I felt when I found out that I had been chosen for China-EASTRIP TVET scholarship. The Scholarship will give me an opportunity to play my part as a teacher and researcher in order to produce competent and quality TVET students who will help my country succeed in the transport sector.

Abdulkerim Mohammed Aman, PhD in Highway and Railway Engineering, Beihang University

Since being named one of the recipients of the EASRIP Scholarship, my dream became reality. The Scholarship gives me an opportunity to learn new skills that will serve the TVET community. I will use the scholarship to earn credentials in the public service, which requires special training and coursework. Once again, thank you for the vote of confidence in the TVET scholarship. I am committed to my education and to the improvement of the TVET institutions.

Mwangi Shivira Wanja, Masters in Pedagogy at Jiangsu University

The China-EASTRIP TVET Scholarship has helped me achieve my lifelong dream of acquiring a Master’s Degree in Civil Engineering. The scholarship will help learn new skills that will improve the profile of my institution and other TVET institutions in Kenya. Furthermore, this is an opportunity to give the acquired knowledge and skills back to the community upon my graduation. I promise to be committed to my studies.

Stephen Ogola Oduor, Masters in Civil Engineering at Tianjin University

I am delighted to get the China-EASTRIP TVET Scholarship. The Scholarship will give me an opportunity to use my skills and experience to contribute to the development of efficient and effective transportation systems and railways in Ethiopia. Ethiopia is a country without advanced infrastructure.

However with the increasing rate of population growth, the need for efficient transport systems cannot be overemphasized. After graduating with my PhD, I will establish the Africa Railway Institute to contribute to teaching & research. I will be the researcher to develop Africa skills in the growing economy sector especially on Railway Transport Operation.

Addishiwot Alemu, Ph.D. in Transport Planning and Management, Central South University

I don’t have enough words to express the joy I felt when I found out that I had been chosen for China-EASTRIP TVET scholarship. The Scholarship will give me an opportunity to play my part as a teacher and researcher in order to produce competent and quality TVET students who will help my country succeed in the transport sector.

Abdulkerim Mohammed Aman, PhD in Highway and Railway Engineering, Beihang University

Since being named one of the recipients of the EASRIP Scholarship, my dream became reality. The Scholarship gives me an opportunity to learn new skills that will serve the TVET community. I will use the scholarship to earn credentials in the public service, which requires special training and coursework. Once again, thank you for the vote of confidence in the TVET scholarship. I am committed to my education and to the improvement of the TVET institutions.

Mwangi Shivira Wanja, Masters in Pedagogy at Jiangsu University

The China-EASTRIP TVET Scholarship has helped me achieve my lifelong dream of acquiring a Master’s Degree in Civil Engineering. The scholarship will help learn new skills that will improve the profile of my institution and other TVET institutions in Kenya. Furthermore, this is an opportunity to give the acquired knowledge and skills back to the community upon my graduation. I promise to be committed to my studies.

Stephen Ogola Oduor, Masters in Civil Engineering at Tianjin University
Neema Ufurahi Pambe, Masters Of Materials Science and Engineering (2020-2022) At Tsinghua University

Growing up, I always aspired to be a valuable asset in my beautiful country Tanzania. I aspire to be one of the experts in materials and quality control, but did not have means to achieve my goal. Through the China-EASTRIP TVET scholarship, I am currently on the way to accomplish my goal of becoming a Material Engineer.

I am honored and grateful to receive such an amazing opportunity and I promise to work hard on it. After successful completion of my studies, I expect to contribute to building an Industrial Economy in line with the government plan for 2025.

Method Msombe, PhD Logistics and Economics, Chang’an University

I am so very grateful for the opportunity to get the China-EASTRIP TVET Scholarship. I hope to become a specialized lecturer in logistics engineering and management. I will use my skills and knowledge to contribute to the growth of my institution and increase student enrollment in TVET courses thus contributing to the economic development of my home country, Tanzania.

Mzee Rehema Suleiman

Majuto Elias Mtiliko, Masters in Electrical Engineering at Jiangsu University

I am so very grateful for the opportunity to get the China-EASTRIP TVET Scholarship. I hope to become a specialized lecturer in logistics engineering and management. I will use my skills and knowledge to contribute to the growth of my institution and increase student enrollment in TVET courses thus contributing to the economic development of my home country, Tanzania.

The China-EASTRIP TVET Scholarship is a great opportunity for me to build my academic knowledge, skills and capacity. This will help me to transfer knowledge and skills to students and improve the quality of our technical education. I will contribute to increasing the number of professionals in Optical Engineering for solving related problems in our region. I will also use the acquired knowledge and skills to undertake many projects in ICT to help the Institute achieve its mission and vision.

Asha Juma Mohamed, PhD in Optical Engineering

I am expecting a huge change in my academic and professional carrier. Having graduated my Masters degree I will spend much of my time to provide service at my College, country and community. Teaching will give me a chance to share knowledge, experience and skills I have gained, and further create competent and ambitious professionals who will bring change to our country.
EAC Scholarship Programme
is raising the next generation
of leaders to support regional
integration

Dorine Rwehera

Raising, mentoring, and promoting awareness of the EAC integration among young professionals is key in ensuring sustainable political and socio-economic integration of the people of East Africa. The EAC Scholarship Programme contributes towards attainment of this goal by supporting postgraduate students to become change agents in promoting the EAC Integration. Mostly important to note is that the Programme will contribute significantly on the implementation of the EAC Common Higher Education Area, on one hand by facilitating mobility of postgraduate students across the region and on the other hand promoting East Africanness amongst the participating youths who are expected to be future role model citizens and leaders of the Region.

The programme, which is a partnership of Financial Cooperation between EAC and the Federal Republic of Germany, seeks to create future change agents for the Integration Agenda, encourage the regional mobility of students through enrolment in universities of their choice in a Partner State other than their own and to promote participation of female students.

On 17th April, 2018, the EAC, IUCEA and KfW (the German Development Bank) signed a EUR 5 million financing agreement to support the project for the next five years.

**Project Components**

In order to achieve this, the project’s intervention comprises the following three components:

- **Scholarships.** Up to 157 scholarships are available in three cohorts of academically gifted but disadvantaged students to pursue Master’s degrees in the priority areas of Mathematics, Engineering, Informatics, Science, Technology and Business Science within the EAC Region. A special consideration is given to women (at least 30%).

- **Extra-curricular activities.** These include networking events with different players from the EAC in socio-, politics or economy, trainings on regional integration topics or other subject based seminars focusing on emerging priorities within the Region. Scholarship holders take part in at least one event per year.

- **Training for EAC employees.** These are extra-occupational trainings for EAC employees and staff of the affiliated ministries in the Partner States, based on the need to implement the four pillars of Regional Integration strategy, namely customs union, common market, monetary union and political federation.

The Programme was launched on 6th February 2020 at the Imperial Golf View Hotel in Entebbe, Uganda by Hon. Maganda Julius Wandera, Minister of State for EAC Affairs-Republic of Uganda.

The Programme has thirty six (36) eligible study programmes in the six (6) priority areas and that are hosted in eleven (11) participating universities listed in the Table below.

<table>
<thead>
<tr>
<th><strong>157 Scholarships</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are available in three cohorts of academically gifted but disadvantaged students to pursue Master’s degrees in the priority areas of Mathematics, Engineering, Informatics, Science, Technology and Business Science within the EAC Region.</td>
</tr>
</tbody>
</table>

Launch of EAC Scholarship Programme at Imperial Golf View Hotel in Entebbe.
<table>
<thead>
<tr>
<th>Programme</th>
<th>Thematic Area</th>
<th>University/Institution</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Master of Science in Advanced Manufacturing and Automation Engineering</td>
<td>Engineering</td>
<td>Kenya</td>
</tr>
<tr>
<td>2</td>
<td>Master of Science in Leather Technology</td>
<td>Technology</td>
<td>Dedan Kimathi University of Technology</td>
</tr>
<tr>
<td>3</td>
<td>Master of Science in Food Science &amp; Technology</td>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Master of Science in Geothermal Energy Technology</td>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Master of Science in Physics</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Master of Science in Biotechnology</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Master of Science in Crop Protection (Plant Pathology)</td>
<td>Science</td>
<td>Kenyatta University</td>
</tr>
<tr>
<td>8</td>
<td>Master of Science in Integrated Soil Fertility Management</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Master of Science in Applied Mathematics</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Master of Science in Entrepreneurship</td>
<td>Business Science</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Master of Business Administration with I.T</td>
<td>Business Science</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Master of Science in Human Resource Management</td>
<td>Business Science</td>
<td>Kibabii University</td>
</tr>
<tr>
<td>13</td>
<td>Master of Business Administration</td>
<td>Business Science</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Master of Science in ICT</td>
<td>Informatics</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Master of Science in Meteorology</td>
<td>Science</td>
<td>University of Nairobi</td>
</tr>
<tr>
<td>16</td>
<td>Master of Art in Microfinance</td>
<td>Business Science</td>
<td>INES- Ruhengeri</td>
</tr>
<tr>
<td>17</td>
<td>Master of Science in Taxation</td>
<td>Business Science</td>
<td>Rwanda</td>
</tr>
<tr>
<td>No.</td>
<td>Program Title</td>
<td>Faculty</td>
<td>University</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------</td>
<td>---------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>18</td>
<td>Master of Science in Conservation and Natural Resources Management</td>
<td>Science</td>
<td>Kyambogo University</td>
</tr>
<tr>
<td>19</td>
<td>Master of Science in Physics</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Master of Public Infrastructures Management</td>
<td>Business Science</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Master of Science in Zoology, Entomology and Fisheries Science</td>
<td>Science</td>
<td>Makerere University</td>
</tr>
<tr>
<td>22</td>
<td>Master of Science in Statistics</td>
<td>Business Science</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Master of Science in Technology, Innovation and Industrial Development</td>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Master of Science in Mechanical Engineering</td>
<td>Engineering</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Master of Science in Quantitative Economics</td>
<td>Business Science</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Master of Science in Biology</td>
<td>Science</td>
<td>Mbarara University of Science &amp; Technology</td>
</tr>
<tr>
<td>27</td>
<td>Master of Science in Chemistry</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Master of Science in Medical Lab science</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Master of Business Management</td>
<td>Business Science</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Master of Arts in Cooperative and Community Development</td>
<td>Business Science</td>
<td>Moshi Co-operative University</td>
</tr>
<tr>
<td>31</td>
<td>Master of Arts in Procurement and Supply Management</td>
<td>Business Science</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Master of Science in Irrigation Engineering and Management</td>
<td>Engineering</td>
<td>Sokoine University of Agriculture</td>
</tr>
<tr>
<td>33</td>
<td>Master of Science in Information Technology</td>
<td>Informatics</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Master of Science in Mathematics</td>
<td>Mathematics</td>
<td>University of Dodoma</td>
</tr>
<tr>
<td>35</td>
<td>Master of Science in Chemistry</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Master of Science in Petroleum Geo- Sciences</td>
<td>Science</td>
<td></td>
</tr>
</tbody>
</table>
In the first cohort of the Programme, 60 students from the 6 EAC Countries (10 per country) were awarded the scholarships to pursue master’s studies in the various academic fields provided in the EAC Scholarship Programme. Fifty seven (57) students are currently carrying out their studies.

Out of the fifty seven (57) students, twenty three (23) are female:

Twenty five (25) of the fifty seven (57) students are studying in Kenya, six (6) in Rwanda, eleven (11) in Tanzania and fifteen (15) in Uganda:

Twenty (20) students are pursuing Business Science, four (4) are in Engineering, two (2) in Informatics, one (1) in Mathematics, twenty one (21) in Science and nine (9) in Technology:

One of the objectives of the scholarship programme is to promote student network and nurture their leadership skills. To this end, an induction workshop was held between 5th and 7th February 2020 at Imperial Golf View Hotel, in Entebbe-Uganda under the theme: “Higher Education for Regional Integration”. It included presentations by various leaders on various EAC Integration topics, namely 1) EAC at a glance: Progress in the pillars of integration, challenges and opportunities ahead, 2) The Role of Higher Education in the EAC Integration Agenda: Perspective of Partner States, 3) Navigating Postgraduate Studies in a Multicultural Environment and 4) Reflection on Practice in the Programme thematic areas.

Key priorities
Going forward, the EAC scholarship programme will focus on the following key priorities:

a) To enhance the mobility of students in the Region;
b) Attract more female beneficiaries;
c) Increase extra-curricular activities for the regional integration agenda;
d) Promote the harmonization of fees in the Region; and

e) Develop and implement a long-term financing scheme towards Programme expansion.

In its early years of implementation, the EAC Scholarship Programme has laid the essential foundations and has proved to be a catalyst of the Regional Integration. Through training, the Programme is developing highly skilled human resources for the Region. The mobility of students not only exposes them to different East African peoples and cultures but also constitutes an important pathway to brain circulation. Through the Programme’s in-built harmonized fee structure arrangement, some East Africans are already reaping this integration benefit. The extracurricular activities equip the students with a strong understanding of the Region, thus fostering awareness about the integration, which is an important driving force of the regional socio-economic changes.

Ms. Rwehera is the Scholarship Officer for the East Africa Scholarship Programme hosted at IUCEA.
In their own words:

Beneficiaries of EAC Scholarship Speak out.

"I am thrilled to be one of the candidates of the EAC Scholarship award to pursue MSc in Biotechnology at Kenyatta University. I was very impressed with the package you provided of your scholarships, and I am excited about the prospect of being sponsored by you. Rising up in a less fortunate community with financial and academic challenges helped me realize the value of a university education. I have just begun my postgraduate career as a freshman at Kenyatta University and can already report that my academics are off to a first-rate start. My plans at this stage are to complete a major in Biotechnology. I hope to be able to serve EAC in the future, where I will help to drive the EAC integration agenda in my community. Again, thank you for the scholarship and your care. I am glad to have an opportunity of studying under your financial support." - MAVANZA Spora Aloyce, Tanzanian, MSC-Biotechnology, Kenyatta University

I am honored and humbled to be one of the recipients of East Africa Community Scholarship Programme. By awarding me this, you have honestly lightened and simplified my financial burden. Without this scholarship, I would not be able to finance my education to this high level of postgraduate programme. And as I always say ‘Gratitude is the Best Attitude’ I would love to heartily say, THANK YOU SO MUCH MY DONORS. I believe and I trust that, the scholarship will also encourage me to strive harder to maintain good grades, to develop strong and positive mindset of developmental integration and transformation ideologies. I assure you, my Donors that I will make the best out of this opportunity and make every effort to assist others in the nearest future in my own way, just as the way you have generously helped me. Thank you once again my generously donors. Thank You!" - KONGOR John Bior Duot, South Sudanese, MSC-Petroleum Geo-Sciences, University

"From the bottom of my heart, I am delighted to write this letter to present my gratitude for the incomparable opportunity provided by offering me a scholarship to pursue my master of science in Chemistry. I am happy and honored to let you know that I liked the way everything was well organized from the start up to now. I assure you that what you did was not a mean feat. I am aiming higher and doing my best to achieve my goal and I am confident that it will go well with me." - NIJEJE Eustache, Rwandese, MSC-Chemistry, Mbarara University of Science and Technology
"I would like to express my deepest gratitude for the invaluable opportunity you provided me in order to pursue my master’s degree studies in Business Administration. Your support means a lot to me. Thank you once again. I promise you I will work very hard and eventually give back to others." - HITIMANA Martin, Burundian, Master of Business Administration- Kibabii University

"I am writing to express my sincere gratitude to you for having selected me as the recipient of EAC-KfW Scholarship. I was thrilled to learn of my selection for this honor and I am deeply appreciative of your support. Because of your generosity, the financial burden placed on me to pursue my education will be reduced. That means I can spend more time on my studies, research and extracurricular activities and less time worrying about my finances. I hope one day I will be able to give back to the community and help others achieve their goals just as you have helped me, as well as contributing to the implementation of the East African Regional Integration agenda. Continuing my studies wouldn’t be possible without the generous support from scholarship sponsors like yourself. Thank you for everything and making this possible." - MASUDIO Catherine, Ugandan, MA- Procurement and Supply Management, Moshi Cooperative University.

"I am writing to express my sincere gratitude for the award of KfW-EAC scholarship to pursue a Master’s degree in Microfinance. Having been raised up in a less privileged remote village, pursuing a master’s degree was such an impossibility no one would dare dream. You made it a possibility by giving me a platform for application, a reality by awarding me scholarship and now a life-changing undertaking by facilitating my travel and admission processes. My academic story cannot, therefore, be complete without you. The finances, mentorship workshops and internships will be great pillars in my career journey. Your investment therefore calls for nothing less than determination. The scholarship has already instilled in me the desire to help other people attain their full potential. I am settling in Musanze (Rwanda) not only to study but also inspire the local community for I now believe that no human is limited. Once again I thank you for the vote of confidence. I am studying with the hope that I will also one day help other students achieve their career goals." - OTUNGA Joseph Ooko, Kenyan, MA- Microfinance, Institut Supérieur d’ Enseignement de Ruhengeri
By Ben Ruhinda

The advent of innovative mobile systems such as mobile money and various mobile applications designed to solve daily challenges has transformed the way human beings interact using mobile phones. Keen on ensuring that EAC citizens become active participants in designing mobile systems that contribute to digital transformation of the region, IUCEA with support from the German Federal Ministry for Economic Cooperation and Development (BMZ) established the Centre of Excellence for Information and Communication Technologies in East Africa (CENIT@EA).

The Centre is hosted at Nelson Mandela African Institute of Science and Technology (NM-AIST) in Tanzania where it serves as a regional innovation hub offering skills for digital transformation the EAC. It was established following a partnership agreement between EAC and BMZ agreed with GIZ, IUCEA and DAAD as the implementing and coordinating partners.

NM-AIST was chosen to host the Centre following a competitive process that included an independent selection committee which comprised professors and higher experts from African and German universities.

Progress to-date
The project has so far awarded 58 Scholarships between 2019/2020 and 2020/2021 academic years for students to undertake MSc in Embedded Systems and Mobiles. 32% of the scholarships were awarded to female students. Below are the details of the scholarships awarded:

Table 2: CENIT®EA scholars per Country of Origin and intake

<table>
<thead>
<tr>
<th>Partner State</th>
<th>Cohort 1</th>
<th>Cohort 2</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burundi</td>
<td>1</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Kenya</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Rwanda</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>South Sudan</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Tanzania</td>
<td>10</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>Uganda</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>25</strong></td>
<td><strong>33</strong></td>
<td><strong>58</strong></td>
</tr>
</tbody>
</table>

Table 2: CENIT®EA scholars per Country of Origin and gender in both 2 intakes:

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Female</th>
<th>Male</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burundian</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Kenyan</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Rwandan</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>South Sudanese</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Tanzanian</td>
<td>12</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>Ugandan</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>19</strong></td>
<td><strong>39</strong></td>
<td><strong>58</strong></td>
</tr>
</tbody>
</table>

Progress in collaborations, innovation and Research;

- CENIT®ES has signed 2 partnership agreements for collaboration with IBM Africa, and Kiira Motors Ltd in September 2019 and June 2020 respectively.
- CENIT®EA Scholars have innovated a drowsiness detector for Road Safety that uses Artificial Intelligence (AI) which won 1st prize among 100 ideas submitted globally in the 2020
- Two students sponsored by CENIT®EA at NM_AIST were declared first runner-up of Climate Launch Pad @Greentech idea competitions by @Anza for their Artificial Intelligence based solution on west management.
- More than 70% of placement places for industry placement are secured in 4 countries of the EAC.

Ruhinda is the Senior Systems Officer at IUCEA Secretariat
Perspective

Threat of Burnout to University Staff and the Challenge it poses to Leaders of Higher Education amid Covid19

By Prof. Dr. Kaziba Abdul Mpaata

As we celebrate 50 years of the Inter-University Council for East Africa (IUCEA) this year, the education sector has also experienced a crisis due to the COVID19 pandemic leading to lockdowns in most countries in the region.

The institutional closures did not only lead to the confinement of both staff and students in their homes but to the wanton suspension of contracts of staff, especially in private academic institutions, due to financial constraints. This has far-reaching negative consequences in the wellbeing of staff and their behaviour facing the challenges of not being sure of what the future holds. Many staff feel worthless, disillusioned and rejected. Many are mentally exhausted and feel trapped or hopeless. This is what is popularly known as the burnout syndrome in business psychology.

What exactly is burnout?

Burnout is a state of psychological pain that is characterized by physical, emotional and mental exhaustion which is often found in people with emotionally demanding situations such as the one currently experienced by both the teaching, non-teaching and support staff in universities. In this case, emotional exhaustion entails feelings of extreme fatigue and lack of energy with depleted emotional resources (Moore, 2000). Ngalagou, Assomo-Ndemb, Manga, Ebolo, et al (2018) also assert that victims of burnout experience among others palpitations, hyperactivity, pessimism, increased sensitivity, irritability, mistrust, promptitude to anger and rigidity.

Burnout is unexpected emotional exhaustion. When an individual burns out, there are five stages to his or her symptoms. 1) The individual who burns out is likely to be very enthusiastic when first entering the institution. One cannot become emotionally exhausted unless there is first an emotional commitment which most of the staff had demonstrated for a long time without doubt! 2) The initial enthusiasm soon gives way to stagnation as the individual realizes that he or she will not be able to solve all the problems they are facing. 3) This leads to frustration on the part of the individual because important problems are not being resolved. 4) This frustration may eventually lead to apathy towards the institution. 5) Eventually the only way an individual may be able to do something about his or her individual burnout is through outside intervention. This intervention may take the form of counseling or more likely leaving the situation that caused the burnout.

The academic environment plays a critical role in the psychological wellbeing of staff. Lockdowns denied employees the opportunity to this environment. The effects of the denial have been exacerbated by the home confinement-related issues have also negatively impacted on different types of employees including those who work in the schools and university setting.

The World Health Organization (2020) observed that the COVID19 pandemic raised concerns of widespread panic and increasing anxiety in individuals facing lockdowns worldwide since late January 2020. To support this concern, Thomas (2020) has warned that with the halting of physical academic work, and with teaching, non-teaching and support staff suddenly being thrown out of their contractual work along with financial stress or even distress that accompany it, academic institutions should prepare to handle symptoms of increased aggressiveness and post-traumatic stress!

Similarly, other experts in this area such as Collado, Soria, Canafoglia and Collado (2016) have empirically identified and documented other stressful factors that trigger burnout particularly in university professors that include; (1) low pay, (2) low social recognition, (3) conflicts at work, and (4) problematic relationships with families. The study concluded that job demand with the progressive degradation of work conditions at universities has resulted in physical and emotional exhaustion of university staff.

The above reviews point to the fact that burnout can be triggered by factors which have been rife in
In Uganda, some institutions recalled their staff to ensure that finalists complete and graduate while those who teach non-finalists are still at home. This in itself increases the feeling of anxiety in this difficult time and is a challenge to leaders in higher education because of the several work-related conditions that staff have to undertake to adjust to the new normal. Leaders in academic institutions have to find ways that can quickly bring back trust and confidence in the university staff to stay within the institution both physically and psychologically. The table 1 below summarizes the current contextual challenges in higher education and some expected leadership actions.

Table 1. Showing current challenges in institutions of higher learning and the anticipate action by the leader

<table>
<thead>
<tr>
<th>NO.</th>
<th>CURRENT CONTEXTUAL CHALLENGE</th>
<th>ANTICIPATED ACTION BY LEADERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adjusting to and managing different workloads, roles, and responsibilities for those staff that have been identified by universities to offer the minimum services to the public and keep the institution afloat through the difficult period of COVID19.</td>
<td>Ensuring that staff stay motivated even when salaries and allowances have been reduced.</td>
</tr>
<tr>
<td>2</td>
<td>Adapting to a new work schedule given that most institutions have reduced the working hours because of the curfew put in place by governments in the different countries.</td>
<td>Ensuring that staff have the necessary transport to and from work and are encouraged and given the necessary social support to continuously observe the Standard Operating Procedures (SOPs) in place.</td>
</tr>
<tr>
<td>3</td>
<td>Adjusting to new communication methods and tools such technology, virtual meetings and/or new workplace policies and procedures including frequent handwashing, sanitizing, wearing masks at all times, etc.</td>
<td>Providing each staff with the necessary gadgets and data to be used in conducting online lessons and attend to meeting.</td>
</tr>
<tr>
<td>4</td>
<td>Family stress or tension while staying home with family members for extended periods of time as well as balancing work responsibilities with caregiving roles like educating children at home.</td>
<td>Giving assurance to those still at home that the COVID19 period is not a permanent situation so that they hopeful with a possibility of rejoining colleagues at work.</td>
</tr>
<tr>
<td>5</td>
<td>Concerns about the future of employment because most institutions are expected to close and never to be reopened while others will have to restructure their workforce so as to manage the available funds and effectively remunerate staff.</td>
<td>Assuring staff that they have the necessary qualifications, dexterity and enterprise to earn and live a good life beyond the institution.</td>
</tr>
<tr>
<td>6</td>
<td>Financial concerns due to the unemployment and or reduced workload during the lockdown.</td>
<td>Mobilizing resources and helping staff to establish a SACCO from which they can access funds to start other income generating projects.</td>
</tr>
<tr>
<td>7</td>
<td>Concerns about securing the appropriate technology and tools to effectively perform work tasks.</td>
<td>Lobbying for a fund amidst scarcity that can help in procuring the required laptops, smartphones, and the like.</td>
</tr>
<tr>
<td>8</td>
<td>Social avoidance by family members, friends, or the general community as a result of stigma and fear about COVID-19.</td>
<td>Providing the necessary social support and encouraging staff to value their spouses, friends and family members who are key in providing psychological and material resources that are key for their wellbeing.</td>
</tr>
</tbody>
</table>
Concerns about contracting the coronavirus disease while at work. | Ensuring that there are standard epidemiology screening instruments and a significant fund allocated to the COVID19 taskforce with enough protective gears to ensure tranquility at the place of work.

Concerns about isolation and boredom due to the social distancing requirement as a new phenomenon. | Training and sensitizing both students and staff so that it is physical distancing from one another to avoid the coronavirus disease that is reflected in the social distancing and encourage the development of a social network on feelings of stability, predictability and social recognition of self-worth that is beneficial to the wellbeing of the community.

Proposed interventions by institutional leaders

Based on the above, it is prudent that necessary interventions are put in place to reverse the sorry state at present and resuscitate and or maintain the quality of academic institutions. As priority, institutional leaders are expected to manage staff and reduce the feeling of job insecurity so as to help workers improve their sense of control over the future. They should; (1) explore the options governments are implementing to support institutions and the workforce to face the COVID-19 crisis (for example, cash grants, allowances, etc); and (2) establish plans to recover from the COVID-19 shock or crisis and inform their workers about the current situation and plans, in order to limit rumours and improve workers' perceived predictability and controllability of future occurrences. Ultimately, leaders ought to act and avoid creating gaps that are more expensive to fill by training new staff to replace those who might throw in the towel. These are summarized in table 2 below;

Table 2. Showing the expected responses to mitigate the burnout syndrome

<table>
<thead>
<tr>
<th>NO.</th>
<th>EXPECTED ACTION</th>
<th>BECAUSE...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help in formation of SACCOs for staff to establish businesses.</td>
<td>This will increase their capacity and willingness to stay and associated with the institution.</td>
<td></td>
</tr>
<tr>
<td>Manage institutional debts effectively.</td>
<td>This can help to ensure institutional development, stability and equity.</td>
<td></td>
</tr>
<tr>
<td>Avoid taking loans to pay staff as much as possible.</td>
<td>Taking loans during this period fuels crisis in that borrowed money is spent without clear means of paying back which worsens the principle and interest.</td>
<td></td>
</tr>
<tr>
<td>Mobilize resources for income inducing or endowment in directly productive investments.</td>
<td>This can cushion the institution against the future bad times and emergencies.</td>
<td></td>
</tr>
<tr>
<td>Build staff character and strengthen their beliefs in the Almighty God.</td>
<td>Money is important for everything but character and belief in the Almighty God is required in properly utilizing it to sustain it.</td>
<td></td>
</tr>
<tr>
<td>Embrace ICT and champion online teaching and learning</td>
<td>This can enhance the quality, accessibility and relevance of existing educational structures.</td>
<td></td>
</tr>
<tr>
<td>Provide adequate psycho-social support to workers.</td>
<td>This will help staff with work-related stress and other mental health problems to have a quicker recovery and more sustainable return to work.</td>
<td></td>
</tr>
<tr>
<td>Understand the plight of the most unfortunate staff and students within the community or institution.</td>
<td>Understanding the plight of the underprivileged increases confidence in the majority of staff, students and the community that you care even in times of hardship.</td>
<td></td>
</tr>
</tbody>
</table>
Concluding Discussion

Higher education leaders need to recognize the burnout syndrome and mitigate against it in the present new normal. While it may be necessary to downsize at present in order to survive, it is also true that there is fear for job loss, pay cuts, layoffs, and reduced benefits among many of the workers. Job loss may be inevitable for some but for those who remain, there is need for job security to be guaranteed to fight burnout. This can cushion employees and reduce the negative consequences on staff health and wellbeing occasioned by current feelings of economic vulnerability. Most universities, especially private ones, currently face serious funding challenges. The onus is on leaders of higher education institutions, the oversight bodies and particularly their governments to look at private universities as having nationals that belong to them. The writing is on the wall. Uncertainty and lack of income will increase the burnout syndrome in society. If staff, especially in private universities, are neglected society will be breathing with one lung only. Higher education leaders, including oversight bodies, will be trying to run the system as lame ducks.

Prof. Mpaata is the Vice Rector, Finance & Administration & Professor in the Faculty of Management Studies, Islamic University in Uganda

He earned his PhD in Business Management Psychology (Indonesia) with distinction in 1998. He has published more than thirty (30) articles in various international impact factor journals. Professor Mpaata is also the author of a number of books in business economics, education leadership and service integrity in the public service in Uganda. Dr. Mpaata is a Senior Management Consultant who was trained by the United Kingdom based Crown Agents in Country Capacity building and Training of Trainers (TOT). Professor Mpaata also works as one of the chairpersons of the Inter-University Council for East Africa expert team to different Universities in the region on quality assurance in the area of Business Administration. Contact Address: Faculty of Management Studies, Islamic University in Uganda, P.O. Box 2555, Kumi Road, Mbale (Uganda). E-mail: kampaata@yahoo.com.
Maintaining Business Continuity: Celebrating 50 years of IUCEA during Covid-19 Lockdown

By Dr. Cosam Joseph

Wuhan China in Global spotlight.

“This is a Chinese virus, presenting a minor nuisance,” for several weeks, from January through early March 2020, the US president Donald Trump downplayed the likely consequences of the coronavirus. The world did not anticipate the magnitude of the impact and the long spell the virus would take in the fight against it. The first case of the virus was identified in December 2019 in Wuhan Guangdong China.

The ongoing pandemic of coronavirus disease 2019 (COVID-19) is caused by the transmission of severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Wuhan, the capital city of Hubei province, is considered the political, economic, financial, commercial, cultural and educational center of Central China. The City came into the limelight as the source and epicentre of the virus.

Covid1-19 was declared a pandemic by the World Health Organisation (WHO) on 12th March 2020. In East Africa, the first case of Covid-19 was reported in Kenya on 13th March 2020. In order to prevent the spread of the virus across the world, WHO recommended to impose lockdown as one of the measures by governments globally, which literally meant shutting down social gatherings and restrictions of movements to minimise contacts between individuals. This resulted into governments imposing lockdowns that included stay-at home, curfews and quarantines as one of the measures to curb the spread of the virus. Air travel restrictions across the globe led to near total closure of airports for passenger planes and to restricted cross border movements.

Business Continuity at IUCEA

The government of the Republic of Uganda imposed the first phase of lockdown on 18th March 2020 and no one had predicted how seriously the pandemic would take a toll on human life and affect social life, socio-economic activities and business continuity in all walks of life.
by 20th March 2020, all schools, colleges and universities were ordered closed for 30 days! This was followed by closure of any kind of gatherings including places of work. At this stage, it was presumed that 30 days would be enough to contain the virus and that business would go back to normal. No one had predicted how seriously the pandemic would take a toll on human life and affect social life, socio-economic activities and business continuity in all walks of life.

The lockdown in Uganda came at a time when IUCEA Secretariat had already started preparations for the celebrations in marking 50 years since her establishment in 1970, the Golden Jubilee. The preparations had started in early 2020 and the celebrations were to be held in June 2020. When the long-term measures of lockdown clearly indicated that it was not likely for normal life to resume int the short term, IUCEA had to adopt the use online platforms for business continuity amongst the Secretariat staff, stakeholders and service providers.

The use of Zoom and Microsoft Teams were immediately adopted for business continuity. The use of online platforms enabled IUCEA to successfully continue facilitating not only statutory governance meetings, such as the Executive Committee and its Standing Committees, but also technical workshops/meetings and networking of universities and higher education stakeholders in order to achieve some strategic targets as part of IUCEA's mandate and functions.

During this period, IUCEA as the Regional Facilitation Unit of the two World Bank supported projects namely East Africa Skills for Transformation and Regional Integration Project (EASTRIP) and African Centres of Excellence for Eastern and Southern Africa (ACE II), was able to continue to provide capacity building on various domains of the projects and also provide technical and advisory measures on the two projects’ implementation. This is one of the big business continuity success stories of IUCEA in the use of ICT coordinating the two projects spanning from Ethiopia, the EAC countries, Mozambique, Malawi, Zambia and Zimbabwe.

IUCEA@50 celebrations through Webinar Series
Initially, the IUCEA@50 internal committee that was put in place to organise the anniversary continued to plan for the celebrations for June 2020. As time went on, it became crystal clear that there was not even a sign of light at the end of the tunnel indicating that life would go back to normal by June 2020. The Committee had to convert some of the stakeholders’ engagement activities that were earlier planned for physical meetings into virtual.

These included mainly panel discussion sessions that were earlier planned to be held during the climax of the celebrations to dialogue and take stock of IUCEA journey in the development of higher education in the East Africa and to strategise on the future of IUCEA. IUCEA secretariat considered it necessary to engage higher education stakeholders through the use of ICT platforms by organising Webinar series as part of the celebrations.

In considering that no one had any clue when would life go back to the old normal, IUCEA secretariat resorted to the use of Webinars as a strategy of continuing engaging stakeholders in the 50 years celebrations. Thus, IUCEA organised a series of webinars to provide the opportunity for all higher education stakeholders to share information; exchange experiences and knowledge on the EAC regional Higher Education developments during the past 50 years of since 1970. Specifically, the webinar series were organised to take stock of the progress and critical challenges that higher education is facing with the view of setting up the agenda and strategies for the development of higher education in the next 50 years. To this effect, IUCEA invited scholars from universities and among higher education stakeholders in the EAC Partner States and beyond to ponder on the overall contribution of IUCEA. The webinars were
structured to cover the following thematic areas:

1. Research and Innovation: An account of 50 years of Higher Education Development in the EAC.

2. Higher education and community engagement; and

3. Reshaping Higher Education in East Africa: Global trends and the EAC Vision 2050

The webinar series 1, 2, and 3, attracted about 140, 180 and 170 participants, respectively, demonstrating how wonderfully the use of ICT can smoothly make transition and continuity of life into a new normal. It was a great opportunity for the participants from the 6 EAC Partner States to engage and share the Covid-19 lockdown experiences in with IUCEA at the centre of it all.

Overview of outputs of Webinar Series

While it might not be possible to capture all the outputs of the Webinar series in this short write up, the details will be published elsewhere as part of the Golden Jubilee celebrations. In the meantime, this article provides some of the highlights.

On Research and Innovation, participants had strong recommendations for IUCEA and higher education in region in the context of the 50 years celebrations. Among the recommendations were to do the following: Develop a research culture; support universities to identify their niche in research and focus on it, invest in research capacity building; Create centres-of-excellence: The ecosystem around the centres of excellence must be kept alive for the research centres of excellence to survive; Universities cannot do it on their own, but collectively with support from governments, they can get support from development partners; Create research agendas in tandem with government priorities: There is a big challenge in terms of mindset today in public funding of research based on government priorities. Each university represents some value proposition for a country that should be the centre of focus; Be transparent and accountable: Before universities start asking for more money, there is need for proof that they are using the money they already have in the most efficient way. This means that universities should look back at the value of the outcomes of the research and development work done. This brings out the issues of quality and efficiency; Industry partnerships should be explored and that universities should endeavour to forge industry partnerships with multinationals like IBM; East African universities must pay a lot of attention to monetise intellectual property and encourage their academics to do so in order to generate more research funds; and that Researchers must think entrepreneurially in their various research activities.

The theme on higher education and community engagement raised a number of interesting issues of policy and strategic nature. These included the following: the need for IUCEA to develop a University-Community Engagement Policy Framework and Operational guidelines that may enhance the effectiveness and impact of the role of universities in the socio-economic transformation; The need to develop a university-community engagement model; Special emphasis be adopted on the use of indigenous knowledge; Mainstreaming community engagement in curricula and guidelines for providing credits on community engagement by students; Develop post-doctoral programmes, research and development centres at universities-productive/industry value chain components

On Reshaping Higher Education in East Africa, the following key strategic recommendations were resolved: Africa should develop its own interpretation of its education systems and have self-confidence in what Africa has to offer; the role of social sciences is very important since its people who respond to situations so understanding people’s feelings is critical; there is need to encourage women to actively get involved in higher education; the issue of graduate unemployment can be answered ensuring that the courses universities are teaching are the best for the emerging economies; Higher Education regulators and faculty should be behind the curve of transformation and universities need to have future minded faculty and staff and; partnerships in higher education and stakeholders are very central to adapt to the future.

In conclusion, in spite of the fact that physical engagements such as meetings and workshops provide more social interactions, IUCEA is proud to have managed to continuously transact business albeit not at the optimal levels during the Covid-19 lockdown. The biggest lesson from this experience is that the investment in ICT soft- and hardware infrastructure is something that institutions across the region should give the utmost priority.

Dr. Cosam is the Project Coordinator for the World Bank-funded EASTRIP Project.
Three years at IUCEA and the life’s lessons that have come along

March 13th 2017 is so vivid on my mind. It is so much alive that it reminds me of the smile that welcomed me as I came through to the reception, the warmth and the welcoming environment that greeted me, and the reality that the years are rushing fast each time it is the 13th day of March. Deep down I knew I had to do something! Say something! Be something or someone! All I could think of was impact! As all these thoughts ran through my mind I was reminded of the rules of survival on a remote island that someone shared with me. I needed to know where to build a shelter, how to get fire, where and how to get food, when the tide is high or low, where the crocodile dens are and whether there are shacks around the beach or not.

As all these thoughts were going through my mind I was again reminded of my Worldviews class about the fundamental questions of life, who I’m? Where do I come from, where I’m I going? And what is my purpose? It was at this time that I realised the responsibility I had as a staff of the Inter-University Council for East Africa (IUCEA). I needed answers and needed them fast for my identity in IUCEA, my roots and what I stood for before coming to IUCEA, where my journey at IUCEA would take me and what I would do while in IUCEA!

Just when I thought that was all, the question of how I would thrive in a multicultural environment set it. I had to acknowledge that I am in a place with different people, different nationalities, different ethnic backgrounds, a culturally diverse community with family and individual beliefs different from mine.

On many occasions when we talk about culture it is easy to only look at clan, tribal or cultural beliefs, but...
the whole cultural phenomenon becomes even more complex when we have to deal with national cultures that have tribal and clan based beliefs to family based beliefs including individual beliefs! Fitting and thriving in a culturally diverse environment became my new challenge because there was no excuse or shot cut to that. Just to bring the whole issue of multiculturalism in to context, let’s understand what it is before we even think of how to maneuver through it. The Harvard Business review defines multiculturalism as the degree to which an individual knows, identifies with, and internalizes the idea of having or existing in more than one culture. On the other hand Mr. Cameron the former British Prime Minister gave it a political definition and called it a strategy which has encouraged different cultures to live separate lives, apart from each other and apart from the mainstream.

Regardless of which definition I believe in, I have had to contend with several ideas such as the idea that who I am and what I believe in could actually be wrong from the perspective of a colleague and the reverse could be true. The idea that the opinions I hold may or may not make sense to a colleague and they may be right based on their beliefs. The idea that I can actually let go of what I thought was the right idea and get to embrace something totally new and thrive.

As I age at IUCEA, I it has become necessary to ask myself the following, how much do I know about the culture of my colleagues? How much would I wish to know? And how would I use that knowledge? I have come to learn that there is more to people’s beliefs than the book or classroom knowledge I have about them and that who or what someone is or is not requires my deeper understanding and a deliberate decision to do so. Our values, underlying cultural beliefs and our behaviours we are born with or come to learn are worth taking time to understand.

Day by day I am getting focused on that one thing that when we all focus on would be the binding factor to achieve the principle of the “the greater good”. 1 Corinthians 13:13 clearly puts it this way and I quote, “and now these three remain: faith, hope and love. But the greatest of these is love”. This piece of scripture brings out the importance of a common denominator that binds all things together, which in this context is love that has the potential to stimulate faith in the face of the unknown and hope regardless of all signs of despair. All this is possible because of the element of love that seems not to give up on the idea that there is better in humanity than what we have seen or experienced and that there is nothing stronger than the deliberate resolve to constantly improve. The question I have failed to resist to ask is what is the common denominator for IUCEA?

My days in IUCEA have given me the opportunity to appreciate the power in diversity and believe that as a people we can thrive in a diverse environment if we recognise that everyone is different in their own way and that they matter. I have come to believe that we are what our mindset is and that the culture we choose as a community requires our collective effort to feed it for its survival and watch it triumph. I have also learnt that as a person when I can choose to feed tolerance and recognise that I can still work well with a colleague even when we disagree, I can be able to make my contribution to the greater good which in this case is to achieve the mandate of IUCEA and eventually realise the dream of the EAC.

As time goes by, I have come to understand that by virtue of being in IUCEA I am an advocate, an educator and sometimes a counsellor. Above all I have learnt to keep a smile on my face because you never know what role you will play at a particular time, but the smile is the icebreaker that opens the gate to which ever role I have to play. I have come to believe that our collective responsibility is so strategic towards our survival which reminds me of the African saying that “I am because we are, and since we are, therefore I am”. Every day is a unique opportunity to learn something new, unlearn what is toxic and relearn to add value to what I already know. The IUCEA community is that kind of association I am proud of and I have made the choice to serve it with pride and commitment.

Patrick Aviku is a Records Management Assistant at IUCEA Secretariat
STAFF BIOS

Prof Mike Kuria, currently the Acting Executive Secretary, joined IUCEA in 2016 from Daystar University in Nairobi Kenya, where he had served as the Director- Centre for Quality Assurance for nearly 10 years.

His engagement with IUCEA dates back to 2007 when he participated in the development of the East African Higher Education Regional Quality Assurance System. He coordinated the QA project on behalf of the German Academic Exchanges Services for two years from Nairobi. He was then also part of a team of trainers and QA specialists who developed the quality assurance tools currently in use in the region. He has served on the board of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) and is currently a board member of the “Digital Initiative for African Centers of Excellence (DIGI-FACE), a project funded by DAAD. Prof Kuria is substantively the Deputy Executive Secretary in charge of the Higher Education and Research Division at IUCEA. He holds a PhD from the University of Leeds, UK in literature. His publications are in the fields of gender and language politics, quality assurance in higher education and creative writing.

Dr. Cosam Chawanga Joseph is the Regional Coordinator of the East Africa Skills for Transformation and Regional Integration Project (EASTRIP), since September 2020.

Dean, Faculty of Science, and later as Dean of the Faculty of Science, Dar es Salaam University College of Education.

Philip Ayoo is an information systems expert with special interests in the use of digital technologies in supporting the academic, research, outreach and administrative functions of higher education institutions.

He is currently the Principal Innovation and Outreach Officer at IUCEA, providing leadership in the coordination of research, innovation and outreach activities for higher education institutions, as well as activities to enhance innovations in universities in East Africa. He previously served IUCEA as Electronic Database Specialist, overseeing the development of appropriate ICT capacity at IUCEA and member universities, coordinating joint ICT research by the academia, and developing various funding projects to support ICT research, development and deployment in higher education. He holds a PhD in Information Systems from Makerere University, Uganda.
Wilhelmina Friedrich Balyagati is the Corporate and Public Relations Officer at IUCEA since 2006.

Previously, she worked as Public Relations Officer at Tanzania Commission for AIDS (TACAIDS) Tanzania, Video Editor at the International Criminal Tribunal for Rwanda (ICTR), Arusha, Tanzania. She also worked as a Trainer at former Tanzania School of Journalism, Tanzania majoring in Televisions, Radio and Documentary Production, Video Production Abantu Visions, Tanzania. She holds a Degree in Journalism from Voronezh State University, Russia, Masters of Arts in Journalism, Voronezh State University, Russia. She is a former Vice-Chairperson and later Chairperson of Media Institute of Southern Africa (MISA), Tanzania Chapter and Member of several Media Organization.

Mr. Hatungimana Dieudonne is an Economist with special interests in planning and strategic plan development.

He is currently the Senior Planning and Resource Mobilisation Officer at IUCEA, providing leadership in the coordination of processes to prepare IUCEA strategic/Master Plans and ensure its effective implementation and review, work closely with division/unit/section heads and other professional staff of IUCEA in the development of budget and capital plan. Managed aspects of the budget functions including examining estimates for accuracy and advised management on the precision of budgeting processes in conformity with financial regulations and procedures. Hatungimana Dieudonne holds a Masters Degree in Economic Policy Management from Makerere University, Uganda.

Mr. Hatungimana Dieudonne is an Economist with special interests in planning and strategic plan development.

She started off as a journalist and worked for over a decade in print and broadcast media and covered beats on the presidency, diplomacy, science and gender. She later crossed into Public Relations where she specialised in storytelling, stakeholder relations, reputation management, media and social media relations. She holds a Master of Science in Environment and Natural Resources from Makerere University and a Master of Science in Strategic Public Relations from the University of Stirling. I am is a social media enthusiast and a naturalista. She spends her spare time reading non-fiction, dancing, jogging and visiting nature reserves.

Agnes Asiimwe Okoth is the Information and Communication Officer for the Africa Higher Education Centres of Excellence or the ACE II project.

Previously, she worked as Public Relations Officer at Tanzania Commission for AIDS (TACAIDS) Tanzania, Video Editor at the International Criminal Tribunal for Rwanda (ICTR), Arusha, Tanzania. She also worked as a Trainer at former Tanzania School of Journalism, Tanzania majoring in Televisions, Radio and Documentary Production, Video Production Abantu Visions, Tanzania. She holds a Degree in Journalism from Voronezh State University, Russia, Masters of Arts in Journalism, Voronezh State University, Russia. She is a former Vice-Chairperson and later Chairperson of Media Institute of Southern Africa (MISA), Tanzania Chapter and Member of several Media Organization.

Dr. Jonathan Stephen Mbwambo is the Regional Coordinator for the East and Southern Africa Higher Education Centres of Excellence Project implemented by 8 countries in the region.

Dr. Mbwambo is responsible for coordination and facilitation of 24 centres of excellence in higher education in East and Southern Africa. Before IUCEA Dr. Mbwambo worked as Assistant Director and a National Coordinator for the Education and Skills for Productive Jobs Project in the Department of Higher Education, Ministry of Education, Science and Technology of the United Republic of Tanzania. He also worked at Sokoine University of Agriculture as a Senior Lecturer and Director of Development Studies Institute at Sokoine University of Agriculture. Dr. Mbwambo has a Master of Science degree in Natural Resources Management and a PhD in Rural Development. He is married with 3 children.
He is a TVET Expert with more than 12 years of professional experience in labour market analysis, skills development and private sector engagement. He has worked in TVET sector in the Ministry of Education and Federal TVET Agency in Ethiopia. Mr. Hailemichael has worked as TVET Advisor for Republic of South Sudan/IGAD-UNDP coordinated project. Mr Hailemichael has also worked for GIZ Ethiopia as National TVET coordinator where he coordinated project activities at 11 polytechnic colleges. He holds MSc in Industrial Engineering, MA in Management of Vocational Education & BSc in Textile Engineering. He also holds short-term training certificates in project planning, implementation, monitoring & evaluation, institutional administration, business process re-engineering and ISO/IEC 17024/2012.

Mr. Hailemichael Asrat Kassa is the Monitoring and Evaluation Officer for EASTRIP Project at IUCEA.

Patrick Aviku serves as the Records Management Assistant Inter-University Council for East Africa (IUCEA). He is an Information Management Professional with a Bachelor’s Degree in Library and Information Science and a Master’s Degree in Library and Information Studies from Uganda Christian University, Mukono. He started as a Records Officer at the Ministry of Public Service, Uganda in 2012 before joining the Ministry of East African Community Affairs in 2014 on a cross transfer. As a qualified Information Professional, Mr. Aviku is a member of Uganda Library and Information Association (ULIA). While at IUCEA, he serves as a member of the East African Community Technical Working Group on Information Resource Centers (TWGIRC). Away from his professional life, Mr. Aviku serves as a Children’s Minister at St. Francis Chapel Makerere.

MS. LILIAN DAVID AMRI is the Principal Estates Management Officer (PEMO) for IUCEA. Since August 2015. She is responsible for facilitation and implementation of policies and procedures in regard to the proper utilization, maintenance and security of the IUCEA Headquarters and other IUCEA buildings and properties. Ms. Amri joined IUCEA in 2001 as one of the senior staff when IUCEA was revitalized in 2000. She has previously in charge of Human Resources and Administration. She also assisted with coordination of projects and programmes and was the first Project Coordinator of the International Fellowship Program (IFP) -Ford Foundation Scholarship at IUCEA. She also served as the Editor of the IUCEA Newsletter. Ms. Amri has a Master of Public Administration and Political Science from the University of Dar es Salaam in Tanzania and a Postgraduate Diploma in Human Resource Management from the Uganda Management Institute in Uganda. She is with children and grandchildren.
MR. BEN GAKWAYA RUHINDA is the Senior Systems Officer in charge of providing overall guidance and expertise in development and implementation of Information Systems at IUCEA. He is also the project Coordinator for Regional Centre of Excellence in ICT (CENIT@EA). Before joining IUCEA, Mr. Ruhinda served as Systems Manager / Assistant Project Manager for Education Business Management Information Systems (EBMIS) at University of Rwanda. Mr. Ruhinda has more than 10 years’ experience in implementing ICT projects in high learning Institution. Has experience in Systems Design and Development, Implementation and Support. He also served as a visiting Lecturer in ICT at National University of Rwanda. He holds Masters of Sciences in Information Communication Technology (Computer Science), the National University of Rwanda joint with BHT in Sweden, and Ruhinda is a Certified IT Project Manager by CompTia+. 

Ms. Gimbo is a Certified Personal Executive Assistant with over 18 years’ experience in corporate services in government project execution bodies, international organisations, consultancy firms, the private sector and regional organizations. Prior to joining IUCEA, Ms. Gimbo worked as a Records Officer at the Uganda National Roads Authority (UNRA) and was also an Executive Assistant in PricewaterhouseCoopers. Ms. Gimbo has a degree in Records and Information Management, a Diploma in Secretarial Studies and is currently pursuing a Degree in Administrative Science. 

Ms Jolly Atuhaire Kamwesigye is the Principal Human Resource and Administration Officer at IUCEA. She is a certified HR Professional, a member of the Society of Human Resources Management (USA), member of Chartered Institute of Personnel and Development (CIPD) and also a member of the Human Resource Managers Association of Uganda. Ms. Kamwesige holds a Masters of Management majoring in Human Resources Management; post graduate diploma in HR Management and Bachelors of Commerce majoring in Human Resources Management plus a Diploma of Business Studies. She has undergone various training in people management, E-Human Resources and knowledge management. She has over 29 years’ experience in Human Resource Management and Administration in National Social Security Fund (NSSF), Uganda National Bureau of Standards (UNBS), National Environment Management Authority (NEMA), and United Nations Development Programme (UNDP).

Patrick Murenzi is the Senior Exchange & Programmes Officer in the Department of Exchange Programmes, Links & Partnership since 2013.
Ms. Marie Eglantine Juru is the Senior Quality Assurance and Standards Officer at the Inter-University Council for East Africa.

She has an experience of over 9 years in Quality Assurance in higher education. She participated in the development of various higher education quality assurance policies and guidelines in East Africa. She also participated in different trainings related to higher education in East Africa and beyond. She was one of the expert under the Harmonisation of African Higher Education Quality Assurance and Accreditation (HAQAA) initiative. Before joining the Inter-University Council for East Africa, she worked as an assistant lecturer in the department of Economics at the National University of Rwanda. She was also a member of the High Level Task Force that negotiated the East African Community Common Market Protocol. Ms. Juru holds a Master's degree in Applied Economics.

Dr. Benedict Mtasiwa is the Chief Principal Exchange Programmes, Links and Partnership, responsible for Programmes development in general.

With major emphasis in Staff and Students Mobility Programmes as well as actions related to links and partnerships. He has worked in a number of firms as a construction and materials quality control engineer. He worked as a lecturer at the Dar es Salaam Institute of Technology (DIT). He also worked as a Director of Research and Development for the African Institute for Capacity Development (AICAD). He joined IUCEA in 2006 as a Programmes and Projects Officer where he was responsible for coordination of all programmes and projects geared to development of Higher Education in East Africa. He holds a Doctor of Engineering degree and a Masters' Degree in Structural Engineering from Hiroshima University, Japan. He obtained a BSc. in Civil Engineering from Eduardo Mondlane University in Maputo, Mozambique.

Dorine Rwehera is the Scholarship Officer for the EAC Scholarship Programme (EACSP) which promotes regional integration by awarding post graduate scholarships to academically gifted but disadvantaged EAC nationals in Mathematics, Engineering, Informatics, Science, Technology and Business Science within the EAC Region.

RoseAnn Wanjiku Muriithi is a finance specialist having acquired about ten years of finance, accounting and audit experience in private firms, Not-for-profit organizations, Ministries Departments and Agencies (MDA) within the Sub-Saharan region.

She is in charge of projects finances at EASTRIP, a World Bank funded project hosted by IUCEA as a regional facilitating unit. Previously she worked with University of Nairobi (UoN) projects as a project accountant in Kirinyaga County. She hold a Master's degree in Project Planning and Management from UoN and a Bachelor degree in Finance from Kenya College of Accountants University (KCAU). She is active member of Certified Accountants of Kenya-ICPAK.
She has vast working experience in Accounting, auditing and finance in general in both public and private organisations. She is Fellow of the Association of Certified Chartered Accountants (ACCA -UK) and a CPA Member of the Institute of Certified Public Accountants of Uganda. She also holds a Masters of Business Administration (MBA) majoring in Finance and Accounting and a Bachelor of commerce degree majoring in Accounting.

He holds a Master's degree in Business Administration (MBA); post graduate diploma in Monitoring and Evaluation, Bachelor of Commerce degree (Hons) majoring in Accounting and Diploma in Business Administration majoring in Accounting. He has over 18 years’ experience in Finance and Accounting. Currently serving as Senior Accountant at Inter-University Council for East Africa (IUCEA) responsible with leadership and daily supervision of accounting activities, preparation quarterly financial performance reports, among others. He previously worked as a Senior Accountant at Open University of Tanzania (OUT) Head of Accounts Department (in charge of payroll, expenditure and budget section), prepare financial statements of OUT/SIDA and central vote book controller of all faculties, institutes and directorates.

He is currently working as the Information and Communication Officer for the EASTRIP Project hosted by the IUCEA Secretariat. Previously worked as a Head of Marketing and Public Relations at Uganda National Bureau of Standards (UNBS) and a communications consultant at Portland Communications in Nairobi, Kenya and Fireworks Advertising in Kampala, Uganda. He also worked as Senior Marketing and Communications Officer for the African Virtual University (AVU) in Nairobi, Kenya. He also worked as a Communication Officer for the East African Business Council (EABC) in Arusha, Tanzania. He holds a Master of Arts in Mass Communication from University of Leicester, United Kingdom, a Post Graduate Diploma in Marketing from the Chartered Institute of Marketing (CIM), United Kingdom, a Post Graduate Diploma in Environmental Journalism and Communication and a Bachelor of Science in Forestry from Makerere University, Uganda. He is a member of the Chartered Institute of Marketing (CIM) and the Public Relations Association of Uganda (PRAU).
Mr Francis Munduga is an Accounts Assistant Systems at IUCEA Secretariat.

He is a certified Microsoft Technology Specialist with over 10 years’ experience in Financial accounting Systems and an advanced user of Accounting software like SL Dynamics, Sun systems plus spreadsheet software including macro design. He previously worked at SysCorp International Ltd as a Software Executive responsible for financial management system (MS Dynamics – Solomon) implementation, Training and support to government and private corporations like Eskom Uganda Ltd, Watoto and Kampala Pentecostal Church, Public Procurement and Disposal of Public Assets Authority (PPDA).

CPA James Thuku Kimani joined IUCEA in September 2016. He is an Accountant with a wealth of experience in Auditing, Governance and Risk Management in Higher Education, Construction and Financial services.

He holds a Master’s degree in Business and an undergraduate degree in Accounting. He is a member of Institute of Certified Public Accountants Kenya (ICPAK) and Institute of Internal Auditors (IIA) Kenya and is passionate about process improvement and automation.

Patrick Banura is the Procurement Officer at Inter University Council for East Africa (IUCEA). He has worked in various capacities and organizations including Office Management and Administration, Ag. Bursar, Asst. Librarian amongst others.

Previously, he worked as Procurement Specialist at International Procurement Associates (U) Ltd and as a Procurement Specialist at Ministry of Education and Sports for the World Bank-funded Adaptable Programme Lending Project. He holds a Post Graduate Diploma in Project Planning and Management from Uganda Management Institute (UMI), a Graduate Diploma in Purchasing & Supply from the Chartered Institute of Purchasing and Supplies (MCIPS), United Kingdom, a Bachelor of Commerce majoring in Procurement and Supplies Management from Makerere University Kampala. He is currently pursuing Masters in Management Studies (MMS) at UMI. He is a Member of the Chartered Institute of Purchasing & Supply-UK and CPP Member of The Institute of Procurement Professionals of Uganda.

Immaculate Kebirungi is a Personal Secretary to the Deputy Executive Secretary.

She holds a MSc. in Organisation and Public Sector Management and a Bachelor’s Degree in Administrative and Secretarial Science from Kyambogo University, Uganda. She has published one research thesis focusing on; “working environment and employee productivity”; She has served passionately, the people of East Africa at Inter-University Council for East Africa, Uganda for 9 years; worked at Busitema University (Tororo), 2019-2011, worked at Maryhill High School 2002-2006; and St Peters Secondary School-(Mbarara) from 1997-2002, making it a total of 19 years of working experience in in Office Management and Administration, Ag. Bursar, Asst. Librarian amongst others.
Celebrating IUCEA’s Transforming Higher Education and Fostering EAC Integration

Fiddy Ndungutse has been working as a Driver at IUCEA since 2014. Previously, he worked at Epilepsy Support Association Uganda as a logistics Assistant and at Makerere University, Faculty of Forestry and Nature Conservation.

Anne Kembabazi is the Front Office Assistant at IUCEA Secretariat. She holds a Bachelor’s degree in Administrative and Secretarial Science from Kyambogo University and Diploma in Secretarial Studies. Previously she worked as a Secretary in the Finance Department of the National Curriculum Development Centre.

Julius Bekunda is a driver at IUCEA Secretariat where he has been working since 2010. Previously, he worked at Makerere University Faculty of Forestry and Nature Conservation.

Anne Kembabazi is the Front Office Assistant at IUCEA Secretariat. She holds a Bachelor’s degree in Administrative and Secretarial Science from Kyambogo University and Diploma in Secretarial Studies. Previously she worked as a Secretary in the Finance Department of the National Curriculum Development Centre.

Julius Bekunda is a driver at IUCEA Secretariat where he has been working since 2010. Previously, he worked at Makerere University Faculty of Forestry and Nature Conservation.

Fiddy Ndungutse has been working as a Driver at IUCEA since 2014. Previously, he worked at Epilepsy Support Association Uganda as a logistics Assistant and at Makerere University, Faculty of Forestry and Nature Conservation.