



SUPERVISION AND MENTORSHIP FRAMEWORK FOR POSTGRADUATE TRAINING AND CAREERS IN EAST AFRICA



African Population and
Health Research Center



IDRC • CRDI

Canada



SUPERVISION AND MENTORSHIP FRAMEWORK FOR POSTGRADUATE TRAINING AND CAREERS IN EAST AFRICA



African Population and
Health Research Center



IDRC · CRDI

Canada

©The Inter-University Council for East Africa and the African Population and Health Research Center. Supervision and Mentorship Framework for Postgraduate Training and Careers in East Africa © 2024 by Inter-University Council for East Africa (IUCEA) and African Population and Health Research Center is licensed under CC BY-NC 4.0. To view this license, visit: <https://creativecommons.org/share-your-work/licenses/>

Citation:

Inter-University Council for East Africa and the African Population and Health Research Center. 2024. Supervision and Mentorship framework for Postgraduate Training and Careers in East Africa. Kampala, Uganda: IUCEA and Nairobi, Kenya: APHRC.

This work was carried out with the aid of a grant from the International Development Research Centre, Ottawa, Canada. The views expressed herein do not necessarily represent those of IDRC or its Board of Governors.

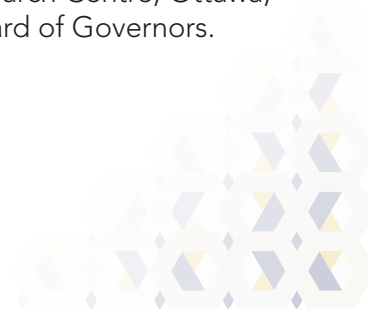


TABLE OF CONTENTS

ABBREVIATIONS AND ACRONYMS

FOREWORD

ACKNOWLEDGEMENTS

BACKGROUND

PART ONE:INTRODUCTION

Purpose of The Framework

Scope

Rationale

Principles of Supervision and Mentorship

Objective

Specific Objectives

PART TWO:OVERALL STRUCTURE OF SUPERVISION AND MENTORSHIP FRAMEWORK

COMPONENT 1. QUALITY CONTROLS, ASSURANCE AND ENHANCEMENT

General Principle

Governance Controls

Vision and Mission Statements

Policies Related to Supervision and Mentorship

Meetings

Monitoring and Evaluation

Risk Assessment and Management

COMPONENT 2. EXECUTION AND MANAGEMENT

General Principle

Systems and Structures

Culture and Value Development

Planning

Resourcing Including Staffing

Motivation

Performance

COMPONENT 3. CAPACITY STRENGTHENING INITIATIVES

General Principle

Training in Supervision and Mentorship

Peer Learning

COMPONENT 4. STAKEHOLDERS ENGAGEMENTS

General Principle

Stakeholder Mapping and Engagements on Gender-lensed Supervision and Mentorship

Participation in Gender-lensed Supervision and Mentorship

Effective Communication on Gender-lensed Supervision and Mentorship

Cultural Consideration

Sustainability of Stakeholder Engagement

Equity and Equality

Annexes

ABBREVIATIONS and ACRONYMS

APHRC	African Population and Health Research Center
COSTECH	Tanzania Commission for Science and Technology
CUE	Commission for University Education
ENS	Ecole Normale Supérieure
FGD	Focused Group Discussions
HEIs	Higher Education Institutions
IDRC	International Development Research Centre
IUCEA	Inter-University Council for East Africa
M&E	Monitoring and Evaluation
MMUST	Masinde Muliro University of Science and Technology
NACOSTI	Nation Commission for Science Technology and Innovation
SEKU	South Eastern Kenya University
SMF	Supervision and Mentorship Framework
STEM	Science, Technology, Engineering and Mathematics

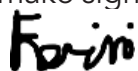
FOREWORD

The Supervision and Mentorship Framework (SMF) for Postgraduate Training and Careers in East Africa is a significant achievement, derived from a comprehensive study on the “Participation and quality of experiences of women in Science, Technology, Engineering and Mathematics (STEM) in the region. This study delved into the factors that enable or hinder women from pursuing postgraduate studies and careers in STEM fields.

Central to the development of the SMF was co-creation and incorporating insights and feedback gathered from stakeholders during the study. In collaboration with the Inter-University Council for East Africa (IUCEA), we engaged diverse stakeholders, including university administrators and managers, academicians, research organizations and government officials, educational leaders and postgraduate students to a holistic and inclusive approach to the study. This engagement was critical, not only to shape the framework but also to foster a sense of ownership and ease of adoption once the SMF was finalized.

Building upon the foundations of the IUCEA ‘Standards and Guidelines for Postgraduate Studies in East Africa’ established in 2018, the SMF sets forth standards and guidelines to shape supervision and mentorship at regional, national, and institutional levels. The framework’s aim is to significantly reduce the gender disparity in postgraduate studies and subsequent career progression in STEM postgraduate courses.

We encourage all stakeholders to actively utilize this framework to enhance the quality of supervision and mentorship for postgraduate students in STEM. Through collective effort and commitment, we can make significant strides in advancing gender equity in STEM education and careers in East Africa.



Dr. Florah Karimi

Head of Research and Related Capacity Strengthening
African Population and Health Research Center (APHRC)

ACKNOWLEDGMENTS

I wish to extend my sincere appreciation to the many individuals and organizations whose invaluable contributions were instrumental in the development of the Supervision and Mentorship Framework (SMF) for postgraduate training in East Africa. I sincerely thank the African Population and Health Research Center (APHRC) and the International Development Research Centre, Canada for funding the research project and development of the Framework. The Inter-University Council of East Africa (IUCEA) is greatly indebted to APHRC for this partnership.

Special thanks are due to all individuals who were instrumental in the success of the research project and development of the Framework. I am particularly grateful to Leah Mwangi, Hiram Kariuki, and Dr. Florah Karimi from the APHRC, as well as colleagues from IUCEA - Prof. Michael Mawa (who was also a country coordinator in Uganda) and Dr. Salome Guchu for their key roles in the study and technical facilitation and leadership during the regional co-creation workshop that shaped the framework. I thank the in-country collaborators whose expertise greatly enriched the study and framework development. Dr. Dieudonne Uwizeye from the University of Rwanda, Dr. Albert Tarmo from the University of Dar es Salaam, and Dr. Yves Ndayikunda from Light University who all provided invaluable insights during data collection, validation workshops, and the regional co-creation workshop. I also wish to acknowledge Prof. Mike Kuria, Commission Secretary of the Commission for University Education, Kenya, and former Deputy Executive Secretary at IUCEA, for his significant contributions and unwavering support to the initiation of the APHRC – IUCEA Partnership.

I extend my heartfelt gratitude to all the Ministries of Education, State Departments, and National Regulatory Bodies in Kenya, Uganda, Tanzania, Burundi, and Rwanda. Their dedication and Collaborative spirit were crucial in finalizing the SMF, a Framework that will enhance quality of postgraduate supervision and mentorship in East Africa.

Finally, I wish to express my sincere appreciation to the IUCEA Executive Committee for the final consideration and approval of this Framework during the Meeting of 16th July 2024 in Juba.

Prof. Gaspard Banyankimbona

The Executive Secretary

Inter-University Council for East Africa (IUCEA)

BACKGROUND

Given the global trend of limited participation of women in STEM fields, the African Population and Health Research Center (APHRC) in collaboration with the Inter-University Council for East Africa carried out a study to examine the participation and experiences of women in STEM postgraduate training and their subsequent recruitment, retention, and career progress in East Africa.

The study, which was carried out in five East African countries, Burundi, Kenya, Rwanda, Uganda and Tanzania, employed a comprehensive mixed-methods approach, including a scoping review, qualitative interviews, and quantitative analysis of secondary data. The findings of the study were validated through in-country stakeholders¹²³⁴⁵ and co-creation⁶ engagement carried out in each of the East African Countries. The regional collaborative workshop was held in Kenya and brought together key stakeholders, including rectors and vice-chancellors of institutions offering STEM postgraduate program, government representatives from higher education and research sectors, faculty leaders, STEM doctoral students, and research regulatory bodies across East Africa. Validation was critical to foster further deliberations; capture additional insights into the supervision and mentorship of women in STEM postgraduate training; and ensure stakeholders' ownership and commitment to adopting and adapting various strategies and the framework emanating from the study.

Through the study, supervision and mentorship of postgraduate students were distinguished as key determinants to women's participation and progression in postgraduate training in the region. Supervision and mentorship, while interrelated, represent distinct facets of doctoral training and early career development.

1 Examining Participation and Quality of Experiences of Women in STEM: Postgraduate Training Programs and Careers in Burundi, Data Validation Report (<https://knowhub.aphrc.org/handle/123456789/2020>)

2 Examining Participation and Quality of Experiences of Women in STEM: Postgraduate Training Programs and Careers in Kenya, Data Validation Report (<https://knowhub.aphrc.org/handle/123456789/2021>)

3 Examining Participation and Quality of Experiences of Women in STEM: Postgraduate Training Programs and Careers in Rwanda, Data Validation Report (<https://knowhub.aphrc.org/handle/123456789/1968>)

4 Examining Participation and Quality of Experiences of Women in STEM: Postgraduate Training Programs and Careers in Uganda, Data Validation Report (<https://knowhub.aphrc.org/handle/123456789/1970>)

5 Enhancing Participation and Quality of Experiences of Women in STEM: Postgraduate Training Programs and Careers in Tanzania, Data Validation Report (<https://knowhub.aphrc.org/handle/123456789/1969>)

6 Co-Creation and Validation Workshop for Examining Participation and Quality of Experiences of Women in STEM: Postgraduate Training Programs and Careers in East Africa (<https://knowhub.aphrc.org/handle/123456789/2022>)

Supervisors, formally appointed by universities, provide technical research guidance and administrative academic support. In contrast, mentors—who may be formally or informally sought by students—assist with navigating PhD studies and career progression thereafter⁷. Various styles of supervision⁸ and mentorship exist, influencing students' experiences differently. In the African context, challenges such as poor-quality supervision and a lower supervisor-to-PhD student ratio compared to Western countries affect doctoral training⁹. This issue underscores the importance of a framework that addresses these challenges.

As a follow-up to the study, stakeholders drawn from the various East African countries identified gender-lensed strategies that were necessary to strengthen supervision and mentorship in postgraduate training and research and further co-created the gender-lensed supervision and mentorship framework (SMF) to strengthen STEM postgraduate training in East Africa. The SMF and related strategies have been adapted at the East Africa Regional level and their adaptation at the regional, national and institutional levels has commenced.

The development process of the framework was significantly supported by the Inter-University Council for East Africa (IUCEA), which played a crucial role in coordinating and facilitating its co-creation. This comprehensive SMF for gender-responsive supervision and mentorship in STEM postgraduate training was developed during the regional co-creation workshop and is inclusive, well-rounded, and aligned with the diverse needs and perspectives of stakeholders in postgraduate training and research throughout the East African region.

7 Brill JL, Balcanoff KK, Land D, Gogarty M, Turner F. *Best Practices in Doctoral Retention: Mentoring*. *Higher Learning Research Communications*. 2014;4):26-37. <https://scholarworks.waldenu.edu/hlrc/vol4/iss2/2/>

8 Swedish International Development Corporation Agency S. *Evaluation of the Consortium for Advanced Research Training in Africa (CARTA)*. Sweden; 2015 JULY 14 2015. <https://cdn.sida.se/publications/files/sida61905en...>

9 Mkhwana E, Oure S, S Kiptoo, Kande A, Njue R, Too J, et al. *State of University Education in Kenya 2016*. <https://www.scirp.org/reference/referencespapers?referenceid=3053727>

PART ONE: INTRODUCTION

Purpose of the Framework:

This framework aims to provide a structured gender-lensed approach to quality supervision and mentorship in postgraduate training in the East African region.

Scope:

This framework has been developed to be used by different actors and stakeholders in East Africa in postgraduate training, supervision, and mentorship. It is designed to guide students, supervisors, and mentors for better performance in postgraduate training and related careers.

Rationale:

This framework was established following the research conducted by APHRC in collaboration with IUCEA, and its member universities in Burundi, Kenya, Rwanda, Tanzania, and Uganda. This framework results from recommendations made by university administrators and leaders, academicians, postgraduate students, and researchers on the need for gender-sensitive and gender-responsive supervision and mentorship that will foster greater participation of women in STEM postgraduate studies and related careers.

Principles of Supervision and Mentorship:

The following principles are considered critical in achieving quality supervision and mentorship:

- 1. Quality Assurance and Enhancement:** Establishing and implementing of quality assurance and enhancement of systems in the supervision and mentorship process.
- 2. Cultural Sensitivity:** Recognizing and respecting the diverse cultures and traditions in East Africa.
- 3. Collaboration:** Promoting teamwork and shared responsibilities.
- 4. Ethical Standards:** Adhering to ethical guidelines and principles in mentorship and supervision practices.
- 5. Continuous Learning:** Embracing opportunities for ongoing education and training.
- 6. Intersectionality:** Appreciating the diversity in postgraduate training particularly paying attention to gender.

Objective:

The focus of this framework is to provide guiding principles for the enhancement of the “Standards and Guidelines for Postgraduate Studies in East Africa”.

Specific Objectives

- To establish success indicators for gendered supervision and mentorship in postgraduate training, especially in STEM disciplines.
- To guide the development of policies, principles, values, standards, and guidelines that apply to regional, national, and institutional levels, as well as support and gender-responsive to supervision and mentorship at the postgraduate training level.
- To guide the establishment of effective management structures, quality systems, capacity enhancement, and stakeholder engagement for gender-sensitive and responsive postgraduate and career supervision and mentorship.

PART TWO:

OVERALL STRUCTURE OF SUPERVISION AND MENTORSHIP FRAMEWORK

A gendered-lensed supervision and mentorship framework is essential as it addresses the gender bias and promotes diversity and inclusion, supports career advancements tailored support and guidance that considers the unique challenges and barriers faced by individuals of different genders in their career or academic paths and allows supervisors and mentors to serve as positive role models who demonstrate inclusive and equitable practices.

Acknowledging the significant impact of gendered supervision and mentorship, the Inter-University Council for East Africa (IUCEA) will strengthen its current policies and guidelines to enhance the capacities of member institutions to develop and implement comprehensive gender-sensitive postgraduate supervision and mentorship structures, systems, policies, and guidelines.

The Councils and Commissions, in collaboration with relevant national ministries and departments, will in turn play a quality assurance role to ensure that gendered supervision and mentorship policies, guidelines, and practices align closely with the guidance provided through IUCEA and with national gender agendas and policies. Additionally, Higher Education Institutions (HEIs) will implement and monitor the implementation of the gendered supervision and mentorship policies and practices and ensure that they align with the structured frameworks and objectives of the respective institutions.

The Supervision and Mentorship Framework (SMF) is structured into four main components as follows:

- 1. Quality Controls, Assurance and Enhancement**
- 2. Execution and Management**
- 3. Capacity Strengthening Initiatives**
- 4. Stakeholders' Engagement**

Each of the four SMF components provides general principles, followed by the standards and guidelines relevant to the regional, national and institutional levels.

1. QUALITY CONTROLS, ASSURANCE AND ENHANCEMENT

General Principle

It is crucial to have effective and well-informed supervision and mentorship in higher education institutions, to increase gender equity especially in STEM disciplines. Therefore it is necessary to institutionalize quality control and quality assurance measures in HEIs to enhance the quality of supervision and mentorship of postgraduate students and researchers in East Africa.

FOCUS AREA	STANDARDS	GUIDELINES
<p>Governance Controls</p>	<ul style="list-style-type: none"> IUCEA shall work with East African HEIs and related national bodies and departments to ensure that the quality of supervision and mentorship is well regulated, and that values of gender equity, inclusivity and responsiveness are well respected. At national level this shall be done under the guidance of national Councils/Commissions, while at institutional level this shall be done under the leadership within the respective HEIs. IUCEA, in collaboration with HEIs and related national bodies, shall ensure that quality assurance measures integrate gender-oriented standards in assessing compliance to quality supervision and mentorship in postgraduate studies in East Africa. National Councils/Commissions and other national bodies shall ensure that this is done at the national level while the HEIs shall ensure these standards are upheld at the institutional level. 	<ul style="list-style-type: none"> Regionally, quality assurance standards and guidelines will be developed to ensure that supervision and mentorship in postgraduate studies are gender-sensitive and responsive, empowering all students to successfully complete their programs in the shortest time possible. At the national level, the quality assurance standards for postgraduate training should incorporate gender-sensitive supervision and mentorship elements, providing equal opportunities for women and men to complete their studies on time, aligning with IUCEA standards. Institutionally, gender-lensed standards and guidelines on supervision and mentorship in postgraduate studies shall aim to guarantee equal opportunities for all students to complete their programs in a timely manner, in accordance with IUCEA standards and guidelines for postgraduate training. A culture of quality enhancement in postgraduate supervision and mentorship shall be continually integrated in all HEIs and related bodies in East Africa through sharing of experiences and good practices at regional, national, and institutional levels.
<p>Vision and Mission Statements</p>	<ul style="list-style-type: none"> IUCEA shall work with related national bodies and departments and HEIs in East Africa to ensure that their vision and mission statements emphasize on quality of education for all and at all levels including women in postgraduate training. National Councils/Commissions and other related national bodies shall ensure the same is done at the national level, while HEIs shall ensure that they comply with the set national and regional standards. 	<ul style="list-style-type: none"> Mission and vision statements in HEIs shall be reviewed under the guidance of IUCEA to ensure that gender equity is well defined and mainstreamed in all plans and policies. The same shall be done at the national level under the guidance of National Councils/Commissions, while at institutional level this shall be guided by the institutions' management.

<p>Policies related to Supervision and Mentorship</p>	<ul style="list-style-type: none"> • IUCEA shall work with HEIs and related national bodies and departments in East Africa to ensure that their policies are reviewed to include standards on quality and inclusiveness in supervision and mentorship. Nationally the national Councils/ Commissions and other national bodies shall ensure inclusion of the statements and review of policies, while HEIs shall ensure this is done at the institutional level. 	<ul style="list-style-type: none"> • Policy actors in higher education in East Africa should be well informed and guided to include gender equity guidelines in the policies and to mainstream gender responsiveness in supervision and mentorship in postgraduate studies. Policy actors at the national level shall simultaneously do the same in their specific countries, while policy actors within HEIs shall ensure the guidelines are implemented at the institutional level.
<p>Meetings</p>	<ul style="list-style-type: none"> • IUCEA shall ensure that regional meetings are organized to address issues related to supervision and mentorship, and that resolutions are implemented in all HEIs in East Africa. National Councils/Commissions and other national bodies shall ensure the same is done nationally, while HEIs shall ensure this is done at their institutions. 	<ul style="list-style-type: none"> • Regional meetings should be organized annually to provide platforms for stakeholders to share their experiences and best practices concerning supervision and mentorship in postgraduate studies in East Africa. Annual National Councils/ Commissions meetings shall ensure the guidelines are implemented nationally, while annual HEIs meetings shall be convened to discuss progress on the implementation of the guidelines at the institutional level.
<p>Monitoring and Evaluation</p>	<ul style="list-style-type: none"> • IUCEA shall collaborate with the national councils/ commissions, other national bodies and HEIs, to monitor and evaluate progress in enhancing supervision and mentorship in postgraduate training in East Africa. National Councils/ Commissions and other national bodies shall also monitor and evaluate progress at national level. The HEIs shall further lay out structures to carry out the processes at their institutions, while regularly monitoring and evaluating their progress. 	<ul style="list-style-type: none"> • Regional, national, and institutional Monitoring and Evaluation (M&E) systems that include indicators on gender equity in supervision and mentorship shall be developed and used to track progress and implementation of policies and guidelines in postgraduate training in HEIs in East Africa. • Gender disaggregated data concerning students, supervisors and mentors shall be availed and made accessible to IUCEA to facilitate policy making and interventions in HEIs in East Africa. The same shall be availed and made accessible to national Councils/Commissions and other relevant national bodies. At the institutional level, the HEIs shall ensure the data is available and accessible to stakeholders in the entire institution.

Risk Assessment and Management

- IUCEA shall collaborate with the national councils/commissions, other national bodies and HEIs, to assess risks associated with supervision and mentorship and provide risk management strategies that will guide HEIs in the East Africa. National Councils/Commissions and other national bodies, and HEIs, shall conduct the assessment of risks at national level and institutional levels respectively, and develop their related risk management strategies.

- Regional, national, and institutional risk assessment and management strategies shall be established to give guidance to postgraduate departments and schools on how to address postgraduate-related supervision and mentorship issues in the East Africa.

2. EXECUTION AND MANAGEMENT

General Principle

Execution and management of policies are critical factors for success in enhancing the quality of supervision and mentorship in post-graduate studies. Therefore, relevant methods and strategies and implemented to reach the targeted objectives.

FOCUS AREAS

Systems and structures

- IUCEA, in collaboration with the national councils/commissions, other national bodies and HEIs, shall ensure relevant policies and guidelines are up-to-date or updated, and standard required for supervision and mentorship are regularly disseminated to East African countries. IUCEA shall also track their implementation and share a report on the same with the key stakeholders.

GUIDELINES

- IUCEA will establish regional standards for supervision and mentorship in East African HEIs, disseminating them to national Councils/Commissions and institutions for implementation. At the national level, oversight will be given by Councils/Commissions and other national organs within their respective countries. HEIs will define institutional standards and mechanisms for supervision and mentorship, in line with those provided at national and regional levels.
- IUCEA will define regional systems and structures for implementation. National Councils/Commissions and other organs will define national systems and structures, while HEIs will establish institutional systems aligned with national and regional systems and structures.
- IUCEA will guide resource utilization and budgeting at the regional level, to ensure that they incorporate aspects that relate to support for gender-lensed postgraduate training supervision and mentorship. At the national and institutional levels, respective bodies will follow suit, aligning their resource utilization plans and budgets with the regional guides on the same.
- IUCEA will regionally define key elements, indicators, and performance metrics for gender-lensed postgraduate training supervision and mentorship, which will be cascaded to the national and institutional levels.

<p>Culture and Value Development</p>	<ul style="list-style-type: none"> IUCEA shall enhance culture and values that promote effective supervision and mentorship, and encourage female participation in all faculties, including those in STEM disciplines. National Council/Commissions and other national organs and HEIs shall promote the same at the national and institutional levels, respectively. 	<ul style="list-style-type: none"> IUCEA shall provide tools and checklists to evaluate progress and reform culture and values to enhance gender equity and participation in all HEIs in East Africa. National Council/Commissions and other national organs shall promote this at national level in higher education institutions in their countries. HEIs shall provide tools and checklists to evaluate progress and reform culture and values to enhance gender equity and participation in all their respective institutions.
<p>Planning</p>	<ul style="list-style-type: none"> IUCEA, in collaboration with other relevant regional bodies, national councils/commissions, other national bodies and HEIs, shall provide overall guidance in the planning process for improved and gender-balanced supervision and mentorship in all HEIs in East Africa. The same shall be cascaded to the national and institutional levels, through the National Council/Commissions and other national organs and HEIs. 	<ul style="list-style-type: none"> IUCEA, in collaboration with other relevant regional bodies, national councils/commissions, other national bodies and HEIs, shall develop a strategic plan concerning supervision and mentorship to enhance gender mainstreaming and improve the participation of women in postgraduate studies and careers in HEIs in East Africa. National Council/Commissions and other national organs shall develop the national strategic plan. HEIs shall develop institutional strategic plans concerning supervision and mentorship to enhance gender mainstreaming in plans and strategies for improved participation of women in postgraduate studies and careers within their institutions, in line with the regional plans.
<p>Resourcing including Staffing</p>	<ul style="list-style-type: none"> IUCEA shall work with other relevant regional and national bodies and HEIs, to advocate for the availing of physical, financial, and human resources for the implementation of the supervision and mentorship policies and strategies. Moreover, national Council/Commissions and other national organs shall advocate for the assurance that physical, financial, and human resources are available for implementing supervision and mentorship policies and strategies at the national level. HEIs, on the other hand, shall ensure that resources are available for implementing supervision and mentorship policies and strategies in their institutions. 	<ul style="list-style-type: none"> IUCEA shall work with other relevant regional and national bodies and HEIs to advocate for and support efforts towards the development of physical, financial, and human resources required for implementing supervision and mentorship policies and strategies in East Africa. National Council/Commissions and other national organs shall advocate for this at national level. HEIs shall support efforts to develop physical, financial, and human resources required for implementing supervision and mentorship policies and strategies in all departments.

<p>Motivation</p>	<ul style="list-style-type: none"> IUCEA, in collaboration with other relevant regional and national bodies and HEIs, shall establish mechanisms to motivate supervisors and mentors in accomplishing their tasks with a sense of integrity and equity. National Council/Commissions and other relevant national organs shall do this at national level, whereas HEIs shall motivate supervisors and mentors in accomplishing their tasks with a sense of integrity and equity. 	<ul style="list-style-type: none"> IUCEA, in collaboration with other relevant regional, national bodies and HEIs, will develop mechanisms to provide recognition to faculty members who show commitment and ownership in implementing gendered supervision and mentorship guidelines, and enhancing participation of women in postgraduate training, including in STEM disciplines. National Council/Commissions and other national organs will define national mechanisms for recognition of faculty members who are committed in implementing gendered supervision and mentorship guidelines. HEIs will have institutional system for recognition of faculty members who show commitment and ownership in implementing supervision and mentorship guidelines and enhancing participation of women in various faculties, including in STEM disciplines
<p>Performance</p>	<ul style="list-style-type: none"> IUCEA shall inquire about performance on supervision and mentorship in all HEIs in East Africa. National Council/Commissions and other national organs shall inquire about performance of supervision and mentorship in the HEIs in their respective countries. HEIs shall inquire about performance of supervision and mentorship at the postgraduate training level and in all departments. 	<ul style="list-style-type: none"> IUCEA shall ensure that reports are availed and disseminated on performance of all HEIs in East Africa in matters of supervision and mentorship. National Council/Commissions and other national organs shall ensure that reports are disseminated at national level. HEIs shall ensure that reports are disseminated on the performance of the HEIs in their respective countries in matters of supervision and mentorship at the institutional level.

3. CAPACITY STRENGTHENING INITIATIVES

General Principle

Capacity strengthening initiatives are essential to enhance supervisory and mentorship skills in HEIs. Therefore, these efforts should be improved through supervision, training, mentorship, and peer learning.

FOCUS AREAS	STANDARDS	GUIDELINES
Training in Supervision and Mentorship	<ul style="list-style-type: none">IUCEA, shall implement and promote capacity strengthening initiatives that enhance supervisory and mentorship capacities of postgraduate training personnel at the various HEIs in East Africa region. National Councils/Commissions and other national organizations on the other hand shall conduct capacity strengthening initiatives that enhance supervisory and mentorship capacities of postgraduate training personnel at HEIs in their respective countries, while HEIs shall conduct capacity strengthening initiatives that enhance supervisory and mentorship capacities of postgraduate training personnel in their respective institutions.	<ul style="list-style-type: none">IUCEA, National Councils/Commissions and HEIs will conduct a needs assessment for supervisors and mentors to establish their gaps in supporting postgraduate students regionally, nationally and institutionally.IUCEA shall establish minimum criteria for supervisors and mentors of postgraduate students in HEIs in East Africa. Likewise, national Councils/Commissions and other national organizations shall establish minimum criteria within their respective countries while the leaders in HEIs shall do the same in their institutions and, in line with those provided at the regional level.IUCEA will ensure that supervisors and mentors of postgraduate students in East Africa receive regular capacity strengthening. Likewise, national Councils/Commissions and other national organizations will ensure that there is a training program for regular capacity strengthening of the supervisors and mentors within their respective countries, while HEIs leaders shall provide regular capacity strengthening initiatives for supervisors and mentors in their institutions.IUCEA shall regularly monitor the quality of supervision and mentorship in HEIs in East Africa. National Councils/Commissions and other national organizations shall regularly monitor the quality of supervision and mentorship within their respective countries. HEIs leadership shall regularly monitor the quality of supervision and mentorship within their respective institution.

<p>Peer Learning</p>	<ul style="list-style-type: none"> IUCEA shall ensure that supervisors and mentors have platforms where they can exchange best practices and enrich each other through peer learning within the respective countries. National Councils/Commissions and other national organizations shall ensure that similar platforms are available at national levels, while leaders in HEIs shall ensure that the platforms are available within their respective institutions. 	<ul style="list-style-type: none"> IUCEA shall provide platforms and guidance on how to establish platforms such as seminars, meetings, and social media, which can bring together supervisors and mentors to exchange best practices and promote peer learning within the East African region. National Councils/Commissions and other national organizations shall avail platforms for exchange of best practices and peer learning within the respective countries, while HEIs leadership shall provide platforms for the same within their institutions.
-----------------------------	---	---

4. STAKEHOLDERS ENGAGEMENTS

General Principle

It is crucial to identify and promote an inclusive and diverse stakeholder engagement in order to successfully supervise and mentor of women in STEM postgraduate studies.

FOCUS AREAS		STANDARDS	GUIDELINES
<p>Stakeholder Mapping and Engagements on gender-lensed supervision and mentorship</p>	<ul style="list-style-type: none"> IUCEA, in collaboration with relevant stakeholders, shall develop a well-defined East African regional policy/framework on stakeholder engagements on gender-lensed supervision and mentorship and postgraduate training. Likewise, national Councils/Commissions and other relevant national organizations shall develop a well-defined national policy/framework on stakeholder engagement at national level, while HEIs shall develop a well-defined national policy/framework on stakeholder engagement within their institutions. 		<ul style="list-style-type: none"> IUCEA will develop an East African regional policy/framework for identifying stakeholders, strengths of each stakeholder, levels of engagement and channels of communication with respect to gender-lensed postgraduate training, supervision, and mentorship. National Councils/Commissions and other relevant national organizations will develop similar policies/frameworks at national level, while the HEIs will develop the same at the institutional level.

<p>Participation in gender-lensed supervision and mentorship</p>	<ul style="list-style-type: none"> IUCEA shall have clearly defined roles and responsibility for planning of stakeholder engagement on gender-lensed postgraduate training, and in particular, supervision and mentorship at the East African regional level. National Councils/Commissions and other relevant national organizations shall have the same done at national level, while the leadership within HEIs shall do the same to facilitate effective participation in stakeholder engagements on gender-lensed postgraduate training within their institutions. 	<ul style="list-style-type: none"> IUCEA will develop an East African regional plan that shows roles and responsibilities of each stakeholder in the provision of gender-lensed postgraduate training. National Councils/Commissions and other relevant national organizations will develop a national plan for stakeholders' engagement. HEIs shall develop an institutional plan for stakeholders' engagement.
<p>Effective Communication on gender-lensed supervision and mentorship</p>	<ul style="list-style-type: none"> IUCEA shall have well defined regional channels of effective communication on gender-lensed postgraduate training, and in particular, supervision and mentorship. Likewise, national Councils/Commissions and other relevant national organizations shall have national communication channels, whereas the HEIs shall have institutional communication channels of effective communication on gender-lensed postgraduate training, and in particular, supervision and mentorship. 	<ul style="list-style-type: none"> IUCEA will develop regional communication channels to effectively reach the targeted audience such as mass media, gender mainstreaming campaigns, social media platforms, stakeholders' engagement, internet/website communication to disseminate effective communication on gender-lensed postgraduate training, and in particular, supervision and mentorship to HEIs in East Africa. Likewise, National Councils/Commissions and other relevant national organization shall establish national communication channels for their targeted audience, while HEIs shall establish related institutional communication channels within their institutions.
<p>Cultural Consideration</p>	<ul style="list-style-type: none"> IUCEA, in collaboration with relevant key stakeholders, shall document East African regional cultural dimensions and practice system that supports gender-lensed postgraduate training, and in particular, supervision and mentorship. Likewise, National Councils/Commissions, in collaboration with other relevant national organizations, shall document cultural dimensions and practice systems, while HEIs shall document institutional cultural dimensions and practice systems to support stakeholder engagements on gender-lensed postgraduate training, and in particular, supervision and mentorship. 	<ul style="list-style-type: none"> IUCEA, in collaboration with relevant key stakeholders, will develop a regional system that identifies each stakeholder's cultural aspects, defines cultural diversity among stakeholders, and includes all cultural practices, gender and age groups. National Councils/Commissions, in collaboration with other relevant national organizations, will develop a national identification system, while HEIs will develop institutional identification system that identifies each stakeholder's cultural aspects, defines cultural diversity among stakeholders, and includes all cultural practices, gender and age groups.

<p>Sustainability of stakeholder engagement</p>	<ul style="list-style-type: none"> IUCEA shall develop regional sustainability plan for stakeholder engagement on gender-lensed postgraduate training, and in particular, supervision and mentorship. At the national level, national Councils/Commissions, in collaboration with other national organizations, shall develop national sustainability plan, whereas the HEIs shall develop institutional sustainability plan on stakeholder engagement on gender-lensed postgraduate training, and in particular, supervision and mentorship. 	<ul style="list-style-type: none"> IUCEA will develop a sustainability plan that will be integrated in all stakeholder engagement activities, defines sustainability mechanisms, and has community ownership with respect to gender-lensed postgraduate training, and in particular, supervision and mentorship. National Councils/Commissions, in collaboration with other national organizations will develop related sustainability plans at national level, while HEIs will develop institutional sustainability plans for all stakeholder engagement activities, defining sustainability mechanisms, and creating national ownership.
<p>Equity and Equality</p>	<p>IUCEA shall have a well-defined structure for equal/equitable engagement of stakeholders in East Africa on gender-lensed postgraduate training, and in particular, supervision and mentorship. Likewise, at national level, national Councils/Commissions, in collaboration with other relevant national organizations, shall have a well-defined structure for equal/equitable engagement of stakeholders while HEIs shall have a well-defined structure for equal/equitable engagement of stakeholders on gender-lensed postgraduate training, and in particular, supervision and mentorship.</p>	<ul style="list-style-type: none"> IUCEA will have a regional plan which shows the criteria for defining equal and equitable engagement of stakeholders in East Africa on gender-lensed postgraduate training, and in particular, supervision and mentorship, including culture diversity strategies. Likewise, National Councils/Commissions, in collaboration with other national organizations, will have a national plan, while HEIs will have an institutional plan which shows the criteria for defining equal and equitable engagement of stakeholders on gender-lensed postgraduate training, and in particular, supervision and mentorship as well as culture diversity strategies.

Annexes

Annex 1: List of Contributors

Prof. Gaspard Banyankimbona	Inter-University Council for East Africa
Dr. Salome Guchu	Inter-University Council for East Africa
Prof Michael Mawa	Inter-University Council for East Africa
Prof Vincent Ssembatya	National Council for Higher Education
Dr. Halima Akbar	Islamic University in Uganda
Dr. Lamwaka Alice	Gulu University
Dr. Wamala Robert	Makerere University
Prof. Justus Kwetegyeka	Kyambogo University
Dr. Charles Namisi	Uganda Martyrs University
Dr. Saphina Biira	Busitema University
Dr. Yves Ndayikunda	Light University of Bujumbura
David Byamungu	Light University of Bujumbura
Armel Ishimwe	Light University of Bujumbura
Prof Masharabu Tatien	Government- Permanent Executive Secretary, National Commission for Science, Technology and Innovation
Prof. Gasogo Anastasie	Lecturer and Vice-President of the National Commission for Higher Education
Prof. Marie Josée Bigendako	University of Burundi
Dr Silas SAYUMWE	Gitega Polytechnic University
Rev. Dr Apollinaire Bangayimbaga	University of Ngozi
Dr. Jeanine Ndiokubwayo	Hope Africa University
Prof. Claver Nijimbere	Director General – Science, Technology and Research
Rev. Dr Pascal Bigirimana	Bujumbura Christian University
Prof. Nusura Hassan	Ecole Normale Supérieure (ENS)
Dr. Uwizeye Dieudonne	University of Rwanda
Prof. Madelaine Mukeshimana	University of Rwanda
Prof. Bideri Ishuheli Nyamulinda	University of Rwanda
Dr. Myriam Mujawamaliya	University of Rwanda

Dr. Noella Josiane Umuhoza Karemera	University of Rwanda
Dr. Bikorimana Gerard	University of Rwanda
Dr Delphine Mukingambeho	University of Rwanda
Dr Jolly Rubagiza	University of Rwanda
Dr. Ali Ussi	The State University of Zanzibar
Dr. Mary-Winnie Asifa Nanyaro	Muhimbili University of Health and Allied Sciences (MUHAS)
Dr. Godefroid Mudaheranwa	Open University of Tanzania
Prof. Grace Kinabo	Kilimanjaro Christian Medical University College
Prof. Levina Msuya	Kilimanjaro Christian Medical University College
Hildegalda Prosper Mushi	Tanzania Commission for Science and Technology
Dr. Zubeda S. Musa	University of Dar es Salaam
Dr. Damian Respicius Shumbusho	University of Dar es Salaam
Dr. Anitha Philbert	University of Dar es Salaam
Ema Boki	University of Dar es Salaam
Prof. David Malonza	South Eastern Kenya University (SEKU)
Prof. Wilson K. Kipng'eno	University of Kabianga
Prof. Mike Kuria	Commission for University Education, Kenya
Dr. Mary Onsarigo	National Commission for Science, Technology and Innovation
Ms. Margaret Muthee	National Commission for Science, Technology and Innovation
Dr. Beatrice Muganda Inyangala	Ministry of Education
Judith Odhiambo	Ministry of Education
Dr. Josephine Kagunda	University of Nairobi
Prof. Charles Mutai	Masinde Muliro University of Science and Technology (MMUST)
Dr. Umulkher Ali Abdilahi	Masinde Muliro University of Science and Technology (MMUST)
Dr. Rachael Njeri Ndung'u	Murang'a University of Technology
Dr. Patrick Onyango	Maseno University
Dr. Rachael Kibuku	KCA University
Dr. Lucy Waruguru Mburu	KCA University

Dr. Catherine Kyobutungi	African Population and Health Research Center
Leah Mwangi	African Population and Health Research Center
Abel Simiyu	African Population and Health Research Center
Lisa Omondi	African Population and Health Research Center
Barnard Ondiek	African Population and Health Research Center
Tony Blair Aloo	African Population and Health Research Center
Dr. Florah Karimi	African Population and Health Research Center
Hiram Kariuki	African Population and Health Research Center
Dr. Evelyn Gitau	African Population and Health Research Center
Topistar Karani	African Population and Health Research Center



Inter-University Council for East Africa
Plot M833, Kigobe Road Kyambogo,
Kampala, Uganda.
P.O. Box 7110, Kampala, Uganda,
Tel: (+256) 414 256 251/2
Email: info@iucea.org
X (formerly Twitter): @iucea_info