



# THE INTER-UNIVERSITY COUNCIL FOR EAST AFRICA (IUCEA)

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**“We fail to understand that what is required is the application of knowledge to solve problems. Research institutions should re-orient their focus from “conducting experiments” to finding solutions to genuine and important business constraints. With this kind of focus, the best knowledge available from any source would be accessed and mobilized to support necessary innovations by key actors. Apart from changing focus we need to recognize that effective application of knowledge occurs where there is an Innovation System, either within a single business, a community of businesses or a country,”**  
**Prof. Nuhu Hatibu.**



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# The Editorial



On behalf of the Editorial Team of the IUCEA Newsletter, I welcome new and old readers to this 37<sup>th</sup> Edition of our newsletter. The aim of this Newsletter has been to keep member universities and all East African higher education stakeholders informed of the activities of the IUCEA, member universities and other partners.

As you embark on reading this newsletter, you will note that this issue has concentrated on the news of the Council's events and activities especially on the aspect of Research, Innovations, Science and Technology. These four are considered globally, to be the main contributors to the engine of economic growth and they are all linked to higher education sector.

In this Issue, we have brought you an article on the "Role of Science and Technology for Social and Economic Development of East Africa" from the Key Note Paper presented during the IUCEA Annual General Meeting in March, 2008 by the former Executive Secretary National Council for Science and Technology, Kenya, Prof. George King'oriah. The paper challenges the high capacity of human resources, and capability of making high quality policy documents in East Africa which has not made significant appropriate investment choices in science, technology and innovation that could affect a system of self perpetuating, sustainable economic development.

You will also read an article whose content revolves around the desire to identify issues for debate in the effort to build an innovative culture among the researchers and their communities, to effectively support business and marketing focused development, as presented by Prof. Nuhu Hatibu in May 2008, during the 5<sup>th</sup> VicRes Annual Forum. Prof. Hatibu argues that low absorption of knowledge is one of the main reasons that nearly all the countries in Sub-Saharan Africa have failed to spur innovations and the investments necessary to transform their huge natural resource assets into development.

Included also are the views raised by the Secretary General of the East African Community, Ambassador Dr. Juma Mwapachu regarding the important role of the Inter-University Council for East Africa at the critical juncture in the evolution of the East African Community, during the 17<sup>th</sup> IUCEA Executive committee meeting in Rwanda June 2007.

East African researchers have also been challenged in relation to stakeholders' expectations in this publication. The Newsletter also includes more information about the Secretariat and IUCEA member universities. I trust that you will find a number of items that will be of interest to you in this colorful and resourceful newsletter.

I would like to thank those of you who have sent us contributions for this issue. I am convinced, however, that much more is going on in our universities that did not reach our desk. I therefore urge all of you to let us know any information in your institutions so that the news can be spread. Please remember that all information of interest to a wider higher education audience is very welcome.

Finally, I would like to quote the statement by H.E Ambassador of the Federal Republic of Germany in Uganda, Mr. Reinhard Buchholz during the opening of the Quality Assurance Workshop in August 2008, where he stated that "In a World where the movements of persons and goods no longer count in months but in hours, where communication no longer counts in days but in milliseconds, no country can any longer pretend to find its future by itself. Even big and advanced countries can no longer pretend to stand alone, to assure their future without looking at what happens elsewhere in the World."

I believe that universities in the East African Region need to share information to know what is happening outside their boundaries. With your help I hope that the IUCEA Newsletter will remain an important medium for East African higher education sector.

Karibu Sana!!!

**Wilhelmina Balyagati**  
**Corporate and Public Relations Officer**

# From the Executive Secretary



As the East African region continues to experience the fastest growing number of universities, the quality of services given in those institutions has become a matter of greatest concern. On our part, the IUCEA has given this area the highest priority.

Towards this end, we recently held a workshop for the Quality Assurance (QA) coordinators from many of our member universities. The reports they presented during this meeting, indicate that the initiatives for ensuring the quality in their institutions have been put in place and are well received and supported by the institutional management organs within the universities. Quality Assurance officers/coordinators have been appointed and Offices/Directorates responsible for QA established. Other universities which did not have the QA Policies have gone further to establish such policies.

Sensitization workshops among staff and students have been conducted, while Boards and Committees responsible for QA have been strengthened within our member universities. This development is an indication that Quality Service in our institutions of higher learning is of paramount importance. This focus on quality coupled with the new regime of performance contracts between university employees and Councils has enhanced service delivery.

In fact some universities in the region have attained ISO 2000 certification. With these developments, it will be imperative for universities to fully understand benchmarks and standards that may properly be used as performance indicators in academic institutions. In response to the challenge of quality, the Quality Assurance Unit has been established at the IUCEA Secretariat and a Professional Officer has been recruited to handle the activities of this unit. This officer will work with National QA Agencies and member universities to ensure that an East African QA Framework is put in place, to guarantee that education in our universities maintains high academic quality commensurate with international standards.

As this is done we have to appreciate the fact that, the national, regional and international contexts in which higher education institutions operate will continue to dictate some aspects of ranking of institutions. Students, their sponsors and employers of university graduates will also demand to receive quality products from universities.

In ensuring that IUCEA continues to be relevant and responsive to the needs of the current changing environment in all sectors, some pertinent steps are being taken to address stakeholders concerns on the quality of higher education in Eastern Africa. These steps include involving key players from the fields to share experiences with the academic community as explained in the Editorial of this newsletter, where several topics are discussed about the role of research, innovation, science and technology in the context of globalization. These are major World wide topics for discussion.

These debates and recommendations will provide IUCEA with some insights on the best interventions to be put in place in response to the current challenges and needs in our university communities.

You will further note that the membership of the IUCEA is growing handsomely. Only this year 7 universities joined the Council. Universities from Rwanda and Burundi are in the final stages of their applications to join the Council.

As we interact with new institutions and individuals who do not know well the mandate of the Inter-University Council for East Africa, their expectations of IUCEA interventions are enormous and at times beyond our mandate and our ability.

Yet as an East African Community institution, we are not alone in this quagmire. We therefore reassure our member universities, East Africans and our international friends that “We shall match on, and together we shall achieve our set objectives”. We thank the East African Community Partner States, Member Universities and Development Partners for their continued support to IUCEA.

Enjoy your Reading!

**Prof. Chacha Nyaigotti-Chacha**  
**Executive Secretary**

“In a World where the movements of persons and goods no longer count in months but in hours, where communication no longer counts in days but in milliseconds, no country can any longer pretend to find its future by itself. Even big and advanced countries...can no longer pretend to stand alone, to assure its future without looking at what happens elsewhere in the World,” **H.E. Ambassador of the Federal Republic of Germany in Uganda, Mr. Reinhard Buchholz.**



## Universities Embrace Quality Assurance Initiatives

The first training of the pilot programme on the Quality Assurance self-evaluation exercise has been completed successfully. The training started in September 2007 to July 2008. Quality Assurance coordinators from the 23 participating East African Universities, Chairpersons of Quality Assurance Committees attended that last Regional training.

H.E. Ambassador of the Federal Republic of Germany, Mr. Reinhard Buchholz officially opened the workshop. He told the participants that all the countries in the region have to face two challenges which he mentioned as pressure stemming from the rising number of universities and the consequences of regionalization and globalization.

He said that the current growing number of private and public universities compared to prior to independence where Makerere College in Uganda, Royal Technical College in Kenya and the Dar es Salaam College in Tanzania were the only existing colleges in the region, setting standards of excellence among the three where the exchange of teaching personnel was frequent, it was not a great problem.

Referring to the current situation where providing broader access to education is an important political

aim of all East African Governments, where in some countries Universal Primary Education (UPE) and Universal Secondary Education (USE) have been introduced, the Ambassador said that it is easy to predict the ever increasing pressure in the higher education sector to absorb at least partially an ever growing number of high school students.

The Ambassador believes that the higher education sector which has not had the ambition to gather more knowledge to the students is not fulfilling its task. The Ambassador put it clear when he said “The reference point to judge the quality of education cannot be a national one. A national standard can be excellent by ignorance. The reference point has to be at least a regional one, better an international”.

Mr. Buchholz is of the view that due to movements of persons and goods and communications which counts in hours and seconds respectively, no single country can any longer pretend to find its future without looking at what is happening elsewhere in the world.

“Setting common standards for East African Universities does also mean to prepare the region to face the overall globalization which is sometimes contested, but it is an irreversible reality. Regional cooperation is a must, but this cooperation inserts itself only in the overall advance of globalization”, emphasised the Ambassador.



*Quality Assurance Workshop July 2008.  
4th From left Ambassador of The Republic of German in Uganda Mr. Reinhard Buchholz with participants of the workshop.*

# Universities Embrace Quality Assurance Initiatives

He proposes that the more East Africa participates actively in the globalization and considers itself no longer as a victim of globalization, the more internationally recognized quality standards become fundamental in many fields, including the higher education sector," concludes the Ambassador, by saying that those are some of the reasons why German supports the efforts to set high and comparable academic standards in the East African universities, to set identifiable quality benchmarks for East Africa.



**QA Workshop Participants in July 2008-Entebbe**

Presenting activities conducted for the whole period of one year during the self evaluation exer

cise, the coordinators of QA in member universities expressed that they were gratified by the support they received from their management and other authorities in their respective universities.

At different levels several actions took place by pilot universities in making sure that responses required to strengthening QA at institutional levels are under way.

**Among the activities and steps taken to achieve these objectives are:**

- Appointment of Quality Assurance Committees and Boards.
- Sensitization of university Management organs, departments, faculties and other staff.
- Establishing Quality Assurance Policies
- Formation of pilot programmes at the faculty

and departmental levels

- Development of Questionnaires and key informants guides.
- Appointment of Quality Assurance coordinators.
- Orientation and sensitization of students on quality assurance issues.
- Establishing of university structures which will link universities with stakeholders.
- Establishment of Quality Assurance Directorates.

The participants also reviewed the Handbook, "**A Road Map**" to Quality which aim to support the universities in East Africa in:

- Implementing good practices for Quality Assurance
- Applying the standards and criteria, as formulated by competent authorities
- Developing an adequate International Quality Assurance system that fits international development.
- Discovering own quality by offering self-assessment instruments for International Quality Assurance, the teaching/ learning process, and for some institutional aspects.

The documents taken into account during the development of the Handbook, are the documents prepared by the National Councils/ Commissions for Higher Education as mentioned below:

- Handbook on Processes, Standards and Guidelines for Quality Assurance – Commission for Higher Education, Kenya.
- Quality Assurance and Accreditation System for Institutions and Programmes of Higher Education-Tanzania Commission for Universities, Tanzania
- The Quality Assurance Framework for Ugandan Universities-National Council for Higher Education, Uganda

The Hand Book is divided into 5 Volumes:

## **Volume 1**

### **Guidelines for Self Assessment at Programme Level.**

- This level which aims at faculty/department is offering an instrument to learn more about the quality of programmes at offer by means of an effective self assessment at programme level.

# Universities Embrace Quality Assurance Initiatives

## Volume 2

### Guideline for External Programme Assessment

• This Volume explains the procedures and processes for an external assessment at programme level. The specific target group is the external expert teams but also the faculty/department to be assessed.

## Volume 3

### Guidelines for Self Assessment at Institutional Level:

This level aims at the central management of an institution and offers an instrument to discover more about the quality of the institution.

## Volume 4

### The Implementation of quality Assurance System:

• Aims at all levels of an institution, but it is especially useful for the Quality coordinators for the development and installation of an Internal Quality Assurance System.

## Volume 5

### External Quality Assurance in East Africa –

provides the reader with background information about the state-of-the-art in external quality assurance in East Africa and discusses the role of regulatory bodies in the light of international developments.

With the assistance of the coordinators and consultants of the programme, Ton Vroeijenstijn and Prof. Mayunga Nkunya, the participants went through their Self Assessment Reports. Some recommendations were made on how to improve these reports. The workshop continued to discuss issues related to faculty preparations for external assessment.

“Quality Assurance may have different definitions but the basic idea is that Higher Education must convince all stakeholders that they are doing their utmost best to prepare young people to fit in their communities and to lead productive lives”, Ton Vroeijenstijn.

## FIRST EALP REGIONAL TECHNICAL TEAMS MEET

- **To agree on modalities of conducting the HIV/AIDS Baseline Survey in higher learning institution in Lake Victoria Basin**

The first meeting of the East African Lake Victoria Partnership Programme (EALP), East African Regional Technical Team (NTT) was held on 23<sup>th</sup> - 24<sup>th</sup> July 2008, in Arusha Tanzania. The Technical counterparts and representatives of the technical sub-committees on EALP from Kenya, Tanzania and Uganda participated in the meeting.

### The Objectives of the meeting were:

- To provide guidance to EALP/IUCEA on technical standards and ethical considerations that should be incorporated in the research protocols by the identified Study Teams.
- To identify areas within the national systems that can be harmonized to create a standardized regional methodology.
- To develop a harmonious and supportive coordination mechanism for carrying out the research.

The Technical Teams and SubCommittees were formed at countries' level to:

- Advise on the overall technical design of the studies with respect to attainment of the study objectives
- To ensure that the study process and its findings are in accordance with national standards and protocols
- To maintain liaison with national HIV/AIDS Agencies, stakeholders and relevant government ministries/departments and regularly keep them informed of the progress of the studies.
- To work with the EALP and consultants engaged in the studies to ensure quality.
- To work with the EALP and consultants in disseminating the study findings.

The recommendations of the meeting and the way forward were shared with the meeting of Vice-Chancellors and other HIV/AIDS stakeholders which took place on the 25<sup>th</sup> July 2008 at the same venue for further discussion, guidance and agreement.

# IUCEA ANNUAL GENERAL MEETING TAKES PLACE

## • Residential Universities urged to work with Accredited Open Distance Learning Universities to reach more citizens at more affordable costs

The 7<sup>th</sup> Annual General Meeting of Inter-University Council for East Africa was held on 13<sup>th</sup> March 2008, at the Ngurdoto Mountain Lodge in Arusha, Tanzania. The Deputy Minister for Education and Vacation Training Honourable Gaudensia Kabaka, opened the meeting on behalf of the Minister for Education (MP) Prof. Jumanne Maghembe.

Prof. Maghembe said that the 7<sup>th</sup> Annual General Meeting was of historical significance in view of the fact that the 2 countries (Burundi and Rwanda) were formally welcomed.

The Minister acknowledged the outstanding efforts of the Council in research capacity building that encourages team work through the Lake Victoria Research Initiative (VicRes) and East African Regional Programme and Research Network for Bio-technology, Bio-safety and Bio-technology Policy Development, (Bio-Earn).

He challenged the Residential Universities to work more closely with Open Distance Learning Universities in order to reach out to more East African citizens at more affordable costs. He said that the East African Region is experiencing a steady increase in the number of students entering the higher education institutions from secondary schools every year.

The Minister advised the participants to chart out how universities in the region can enhance the opportunity to offer either continuing or lifelong learning as part of the extended community services whose courses or skills should be available to both graduates as well as wider society in order to match with the requirements of the modern world of work that requires frequent updating of knowledge and skills.

He recommended the universities to strategize on

how they could assist the nations to cope up with the changes in the labour market in the wake of new scientific and technological developments to ensure enhanced competitiveness of the graduates through reform of universities' teaching and delivery.

The Minister mentioned some constraints in the higher education sector which he proposed the universities to review and link them to practical problems.

### Among the constraints he mentioned are:

- Scientists' limited access to up-to-date literature due to the high bandwidth costs.
- Limited Access to modern analytical facilities that can be remotely accessed electronically.

Regarding the facilitation of students' mobility across the region and beyond, the Minister suggested to Vice-Chancellors to harmonize the methodologies for estimation of student unit cost in the region. He said that the current differences in the fees can not be justified by the respective student unit cost, adding that

such variability makes it difficult for the students' loan agencies in the region to rationalize the fees charged to students.

The Minister challenged universities when he said "...Universities must continually anticipate development issues and problems and provide timely advice to the Government instead of waiting to give post-events analysis and commentary. Universities should take a more pro-active interest in the implementation of their research findings as well as facilitating transfer of their teaching, research and community service (including public debates), our universities should continually seek to produce ethical, well behaved, competent and patriotic graduates and citizens."

# 1<sup>st</sup> Meeting of the Committee on ICT and Library Education in East Africa takes place

The 1<sup>st</sup> Meeting of the Committee on ICT and Library Education in East Africa was held on the 21<sup>st</sup> and 22<sup>nd</sup> May 2008, at Jangwani Beach Resort, Dar-es Salaam, Tanzania.

The main objectives of the meeting were:

- To check on the progress of the implementation of the Jinja Resolutions by member universities in East Africa.
- To look into Jinja resolutions and recommend to IUCEA on best way of implementing the resolutions.

The resolutions were proposed during the regional symposium on University ICT and Library Services in East Africa held on 27<sup>th</sup>-29<sup>th</sup> August 2007 at Jinja Nile Resort Hotel, Uganda. Based on the above objectives, the progress reports were presented by the committee members representing universities in the East African Countries i.e. Kenya, Uganda, Tanzania and Burundi.

From the progress reports, it was agreed that the

committee should come up with concept papers which will lead to the development of project proposals. The project proposals will initiate projects which will implement the Jinja resolutions in enhancing ICT and Library Education in East Africa.

The following projects were identified, based on the themes covered in the Jinja resolutions.

- Strategies for adoption and implementation of open source systems in East African Universities.
- Integrating Library Management Systems with other systems at the Universities.
- E-Content
- Joint Subscriptions to external e-resources and Institutional Repositories
- Developing a portal: Incorporating a portal that gives access to content in institutional repositories.
- Sensitization workshops on ICT and Library services for top managers at the universities.
- Joint bargaining for laptops with manufacturers for students in all universities.
- Development of minimum ICT infrastructure standards for universities.

## Professor Luboobi new Chairman of the IUCEA Governing Board

The IUCEA Annual General Meeting which took place on the 13<sup>th</sup> of March, 2008 in Arusha, Tanzania, elected Prof. Livingstone Luboobi, the new Chairman of the IUCEA Governing Board. Prof. Luboobi is the Vice-Chancellor of Makerere University. Before his election Prof. Luboobi was the Deputy Chairperson of the IUCEA Governing Board and the Human Resources committee member.

Prof. Luboobi takes the chairmanship from the 1<sup>st</sup> of July, 2008 from Prof. Tolly Mbwette who led the Council for the last two years. He will be assisted by two vice-chairpersons, the former chairperson Prof. Tolly Mbwette, the Vice-Chancellor of Open University of Tanzania and Prof. Frederick Onyango, the Vice-Chancellor, Maseno University. The Management of the IUCEA Secretariat congratulates the New Chairman!



*Prof. Livingstone S. Luboobi when he visited the IUCEA Secretariat on 21<sup>st</sup> July 2008, together with his host Prof. Chacha Nyaigotti-Chacha*

“We fail to understand that what is required is the application of knowledge to solve problems. Research institutions should re-orient their focus from “conducting experiments” to finding solutions to genuine and important business constraints. With this kind of focus, the best knowledge available from any source would be accessed and mobilized to support necessary innovations by key actors. Apart from changing focus we need to recognize that effective application of knowledge occurs where there is an Innovation System, either within a single business, a community of businesses or a country,” **By Prof. Nuhu Hatibu.**



## AFRICA CAN BENEFIT FROM HER NATURAL RESOURCES

### • Only if there is Knowledge About the Demands and Preferences of Consumers of the Finished Products

From 28<sup>th</sup>-30<sup>th</sup> May 2008, the Lake Victoria Research Initiative (VicRes) organized the 5<sup>th</sup> Annual Forum in Arusha, Tanzania at Ngurdoto Mountain Lodge. The Theme of the Forum was “Walk the Talk and Talk the Walk”. Prof Nuhu Hatibu, the Chief Executive Officer, Kilimo Trust, Uganda, presented the Key Note Paper.

His paper revolved around a desire to identify issues for debate in the effort to build an innovation culture among the researchers and their communities, to effectively support business and marketing focused development. The paper also discussed actions necessary to move research to wealth creation.

In his abstract Prof. Hatibu admits that revolution of information has resulted into happening of innovations in a rapid rate.

Historically, the paper states that innovations have facilitated wealth creation through the transformation of land and other natural resources to physical and financial capital, which are then used to increase effectiveness in further transformation of natural and human resources.

It argues that what distinguishes between the “wealth” and the “poor” is the effectiveness by which a people or community transform the one asset they have in abundance to other forms of assets.

Prof. Hatibu views that low absorption of knowledge is one of the main reasons that nearly

all the countries in Sub-Saharan Africa have failed to spur innovations and the investments necessary to transform their huge natural resources assets into development.

He explains further that failure in our research system, which is often limited to generation of data and information, which is often not put to any use is one of the contributing factors. He says, “We fail to understand that what is required is the application of knowledge to solve problems. Research institutions should re-orient their focus from “conducting experiments”, to finding solutions to genuine and important business constraints. With this kind of focus, the best knowledge available from any source would be accessed and mobilized to support necessary innovations by key actors.”

Prof. Hatibu’s point of view is that, Africa is not able to benefit from its natural resources because of the result of poor knowledge about the demands and preferences of consumers of the finished products from its natural resources.

According to his views, those who hold and control knowledge about consumer preferences, gain the power to control and benefit most from transformation of natural resources.

“Therefore, to increase the chances of commercializing results from our research as well as beneficial transformation of our natural resources, we need investments to facilitate increased understanding

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of market opportunities and marketing systems in the national, regional and export markets,” he advises.

Beyond that, Prof. Hatibu sees the need to build an innovation culture by:

- Increasing the abilities to conduct knowledge prospecting, that is, the searching, identifying, adapting and diffusing knowledge and technologies from all sources.
- Increasing participation of researchers in enterprises, and entrepreneurs in research because, it is in business enterprises where innovation can take place.

Linking the proposed phase III of the Lake Victoria Research Initiative (VicRes), “**Linking research outputs with production of goods and services for wealth creation and environmental restoration**”, Prof Hatibu mentioned 3 fundamental stages in moving from research to wealth creation.

### These stages are:

- The research itself, using the generated knowledge to innovate, and then commercialization. These stages produce what is known as “knowledge value chain”, with four key components which are data and information, knowledge, innovations (in terms of policy, technologies, practices), and finally action on the ground to create wealth.

### Examples of innovations from research similar to what VicRes is supporting

The paper explains that wealth creation has historically meant the transformation of land and other natural resources to physical and financial capital, which are then used to increase effectiveness in further transformation of natural and human resources of which further development leads to improved social capital (especially policies and institutions) which is in turn used to improve even further the performance in the transformation of other assets.

Prof Hatibu’s papers cited few examples which he relates to what VicRes is supporting. These are:

- Unimaginable growth of the economy of the United Arab Emirates (UAE), a federation of seven emirates, is an excellent example of this process which recently reported that the UAE’s non-oil GDP is expected to exceed 70 per cent by 2010, according to forecasts by NCB Capital, a Saudi Arabia-based investment bank (UAE Interact,



*VicRes Annual Forum Participants admiring the Exhibition, May 2008, Ngurdoto M. Arusha*

2008).

For many years the UAE economy has been largely oil-dependent, but contrary to the consumerist image of the “oil sheikhs”, most of the income from oil has actually been spent on diversification efforts to cultivate and grow non-oil sectors which have now surpassed the oil sector in contribution to GDP.

In this process, Prof. Hatibu said that, the UAE transformed their natural capital (oil and gas) to physical assets for sea and air transportation. They also built state of the art port facilities, business service, road network, banking system, and telecommunications facilities to exploit their “central location” between Europe, Asia and Africa.

The UAE as explained in the paper used some of the income to even expand their natural capital by building new islands in the sea, as well as man-made sea ports such as the Dubai’s Jebel Ali Free Zone which is considered as the largest man-made port in the world.

Prof. Hatibu says that as a result of this, the UAE, a desert with zero agricultural potential, is now ranked as one of the leading exporters of processed agricultural products. “This is because an estimated 70% of the UAE’s agricultural imports, or about \$1.9 billion, are re-exported. The UAE, as points out the paper, are now about to close the loop by investing their huge wealth into clean-energy technology, centered on one of their other

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*VicRes 5<sup>th</sup> Annual Forum Participants May 2008, in Arusha abundant natural capital, solar energy.”*

• **The Norway example:** Instead of spending the money directly, most of Norway’s revenue from sales of oil goes into an investment fund known as the Petroleum Fund, which is currently valued at USD 131 billion. The fund is in turn invested in stocks and other assets around the world. It is the income generated from the secondary investments that is used within Norway. This strategy explains why the discovery of oil has not destroyed the Norwegian aquaculture industry the way oil destroyed agriculture in Nigeria. However, the most significant aspect of this strategy is that the oil wealth is held in perpetuity and will continue to generate income even if Norway runs out of oil resources.

Comparing the UAE and Norway examples to what African countries that are by far more endowed with natural capital, have done with their advantage, Prof. Hatibu referred the Democratic Republic of Congo as a good case study. He explained that, the Democratic Republic of Congo is easily in the top 10 richest countries in the world with respect to natural resources. On top of that, the Congo is the world’s second largest river by volume of water and



it is supported by the world’s second largest rainforest but has not been able to transform this endowment into any meaningful development.

**T**he country is also very rich in minerals and is reputed to be home to 80% of tantalum. Giving more details the paper explains that at present 65% of tantalum is used in the manufacture of capacitors used in computers, mobile phones and other digital equipment and it is also an ingredient of the Information, Communication and Technology revolution, as it is the material of choice for a new generation of electrical and electronic applications.

Low absorption of knowledge, according to Prof. Hatibu, is one of the main reasons that nearly all the countries in Sub-Saharan Africa have failed to spur innovations and the investment necessary to transform their huge natural resources assets into development. One of the contributing factors, he says is failure in our research system which is often limited to generation of data and information, which is not put to any use.

**The Art of Turning Knowledge into Innovations:** With reference to VicRes Themes Prof. Hatibu gives an example of listed uses of tea beside its normal use as hot beverages

He said most of people consider the black tea they take as hot beverage, to be the major product from tea production.

According to him, tea is increasingly becoming known for extracts used in pharmaceuticals, food supplements and preservatives. Prof. Hatibu reveals that tea extracts contain a powerful antioxidant, 200 times more powerful than Vitamin E, have ability to lower cholesterol and thus blood pressure and can help in preventing some form of cancer including colon, pancreatic and stomach cancers. He also informed the participants that, recent research has shown that tea extracts can help prevent failure of liver transplant.

## **Aquaculture Product Value Chains**

Sharing the information on Aquaculture products Prof. Hatibu said that globally, the most important

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innovations in aquaculture has been in semi-intensive and intensive production practices which have helped in increasing human control on the condition of the fish. As a result a number of productivity enhancing innovations have contributed to the reduction of costs of production leading to reduced prices to the consumer.

This has made aquaculture products competitive in the market place in comparison with meat, and fish from traditional fishing and the market is set to grow further because of two major trends:

- Increasing concerns to over fishing of fish in the wild,
- Increasing health concerns with red meat as the majority of the world population become middle class.

Norway aquaculture industry, in showing the role that knowledge and innovation has played in this industry, was also referred by Prof. Hatibu in his paper, where the Trout Farming in sea water has been considered the most important innovation in that industry.

The breeding of Atlantic Salmon, according to the paper, was the second recorded innovation and transfer of salt water farming of fish from dams on land into containers placed in the sea itself. This is the most significant innovation of them all which could provide lessons of Lake Victoria.

## Land and other Natural Resources

On Land and Natural Resources, the paper mentioned several ways in which innovations in the



*VicRes Annual Forum Exhibition May 2008*



*VicRes Project Coordinator Prof. Zadoc Ogutu with other researchers in the field.*

management of land and other natural resources can be commercialized.

## Environmental Services

Referring to the recent assessment by Food and Agriculture Organization (FAO) 2007, which shows that there is a growing public awareness on the value of environmental services and the costs of their depletion (FAO, 2007), Prof. Hatibu said that many cities in the world have started to realize that it is cheaper to pay land users in the catchments area to adopt land use practices that do not pollute or degrade water, rather than investing in the treatment plants and processes.

## Pollution Control: Turning waste into wealth

Professor Hatibu is of the opinion that the major problem of the pollution of Lake Victoria water by municipal untreated waste which has been identified in the study by Odada et al., (2004) in the basin could have been overcome by making oil and gas from that waste as the case of China which is using municipal waste to produce methane gas.

## Why it is not happening now

Answering the question of why it is not happening now Prof. Hatibu mentioned that Low absorption of modern technologies as one of the main constraints to development in Sub-Saharan Africa. He recommends deliberate efforts to put knowledge base into use to spur innovations, investments and credit availability.

- Many proven results and technologies are achieving only a very limited adoption Existing de-links between knowledge and action is a result of

# Africa Can Benefit From Her Natural Resources

researchers limiting the communication of research results to scientific fora such as journal publications and scientific conferences. This approach limits the extent to which most decision makers and entrepreneurs in the impact pathways are reached by the research knowledge. As a result a major gap exists between research activities and utilization of research results. The challenge to bridging the gap will require a very strong in-built ability of researchers to effectively link research outputs to utilization.

In this regard, knowledge management for wealth creation should be about the systematic connection of stakeholders to best knowledge they need, by supporting:

- The creation or acquisition of knowledge relevant to opportunities and constraints
- The synthesis and learning from such knowledge
- The sharing through better communication and networking and
- The utilization through scaling-up and promotion of uptake by the right people at the right time in the right place.

## From Knowledge Management to Innovation

Effective response to market opportunities is dependent on solid findings from market research and analysis. Very little of this is currently being carried out to support research investments in east Africa. Therefore, to increase the chances of commercialization results from our research, there is a need to increase investment to facilitate understanding of the following aspects:

- Market opportunities, which includes understanding preferences and buying patterns of customers (wholesellers, retailers, household consumers and industrial users) in local, export and niche markets.
- Opportunities for commercialization - by the characterization and analysis of existing competition and potential enterprises for different sub-sectors.
- Marketing systems and marketing environment in the local and export markets for the expected products of the potential innovations.

In conclusion the paper recommended 2 actions that need to be taken in the context of wealth creation:

- Creation of conditions that will enable entrepreneurs in the developing countries to make full use of the global fund of knowledge. For this to happen the report calls for: increased ability of developing countries to conduct knowledge prospecting, that is, the searching, identifying, adapting and diffusing knowledge and technologies from all sources.
- Increased participation of researchers in enterprises and entrepreneurs in research. This is because, the report notes, business enterprises are the most critical loci where learning and research significant to innovation, can take place.

## Issues for Discussion.

In conclusion, the paper provides ideas for discussion in the form of key questions that would have responded the following:

- How to improve on the current limited or non-existent cohesive and well coordinated innovation system in relation to upgrading VicRes into an all encompassing Victoria Basin Innovation System
- How to go about building a capacity for knowledge prospecting?
- The best starting points in proposed horizontal linkages between research and business and roles of each in promoting technologically – driven business.
- If the countries are investing in the right science and technology in strategic transformation of abundant assets and if VicRes has been focused on strategic and sustainable transformation of the natural resource endowment found in the Lake Victoria and its basin.
- If the governments, development partners and the private sector are investing in the right places and things, given the importance of infrastructure and platform technologies in driving innovations.
- If countries could use a larger portion of procurement by government, public institutions and even local large business to support increased investment by SMEs and local business on modern technologies, given that the governments in the Region are still the largest local customers.

# VICE-CHANCELLORS MEET TO DISCUSS THE HIV/AIDS BASELINE STUDY

## • In Higher Learning Institutions around Lake Victoria Basin.

On the 25<sup>th</sup> of July 2008, the Inter-University Council for East Africa (IUCEA) in collaboration with the African Medical and Research Foundation (AMREF) held a consultative meeting with the Vice-Chancellors where the pilot HIV/AIDS Baseline Study will be conducted in all 5 partner states. Representatives of National AIDS Commissions/ Councils, Ministries of Health and Technical Counter Parts from Kenya, Uganda and Tanzania attended that meeting.

The purpose of the meeting was to update the stakeholders the progress made in the East African Lake Victoria Partnership Programme (EALP), since its inception in 2007. The participants were briefed on the overview of the Project, scope, specific objectives and the expected outcomes.

Prof. Chacha Nyaigotti-Chacha, the Executive Secretary IUCEA officiated the meeting on behalf of the Secretary General of the East African Community, Ambassador Dr. Juma Mwapachu. He told the participants that it was the right moment for the stakeholders of the project to meet to discuss its progress in the implementation, share experiences and provide guidance for the expected study in the selected universities.

All matters regarding selection criteria for

study teams, participating universities, working relationship with National AIDS Councils/ Commissions and other stakeholders were clarified.

20 universities, 6 from each country of Kenya, Tanzania, Uganda and 1 from Burundi and Rwanda each, will participate in the Study.

### **The participants recommended the following issues for consideration:**

- Participating universities should be given the approved research protocols from the Study Consultants before the Study is done.
- The aspects of competence and gender should be considered during the recruitment of research assistants.
- The universities should nominate HIV/AIDS Focal persons in their institutions to provide support during the study.
- Collaboration between universities, National AIDS coordinating bodies and other stakeholders should be strengthened for better results and to avoid the duplications.

The Stakeholders Consultative Meeting was preceded by the meeting of the National Technical Teams which met on 23<sup>rd</sup>-24<sup>th</sup> July to agree on modalities of conducting the Survey.

## Lake Victoria Research Initiatives holds 5<sup>th</sup> Annual Forum.

On 28<sup>th</sup>-30<sup>th</sup> of May, 2008 the Lake Victoria Research Initiatives held its 5<sup>th</sup> Annual Forum in Arusha, Tanzania at Ngurdoto Mountain Lodge. The Forum was attended by Members of the IUCEA Governing Board, Researchers, and other stakeholders.

The participants examined the extent to which VicRes is influencing socio-economics transformation in the Lake Victoria Region by sharing experiences during the implementation of the project. The theme of the Forum was **“Walk the Talk and Talk the Walk”**.

The Annual Forum was officially opened by the Tanzanian Minister for Science and Technology, Prof. Peter Msolla. 2000 participants who attended the forum include funded researchers, private sector, representatives of universities, representatives of key institutions working in the Lake Victoria Basin, Sida/SAREC representative and other invited guests. The former Chairman of the IUCEA Governing Board, Prof. Tolly Mbvette and the current one Prof. Livingstone Luboobi also attended the Forum.

*More details in the next issue*

The East Africa Regional Programme and Research Network for Bio-technology, Bio-safety and Bio-technology Policy Development (Bio-Earn) and the Lake Victoria Research Initiative (VicRes) in collaboration with the Inter-University Council for East Africa (IUCEA) and Uganda National Council for Science and Technology (UNCST) are organizing the 1<sup>st</sup> Scientific Conference that will be held in Entebbe, Uganda from 24<sup>th</sup> – 27<sup>th</sup> November 2008.

The Goal of the conference is to bring together research stakeholders to share and appreciate contribution of research findings to make change, under the theme **“Harnessing Bio-resources for Social Economic Transformation for Eastern Africa”**.

### **The objectives of the conference**

- To share new knowledge generated in bio-resource research with stakeholders to stimulate sustainable development
- To facilitate free exchange and dissemination of research findings to stakeholders and end-users
- To identify actors and new knowledge in thematic fields
- To provide research with opportunity to chart for bio-resource agenda for the future
- To inform the current developments in the bio-policy arena

### **The conference will focus on five major sub-themes**

- Productivity of bio-resources
- Value addition of bio-resource products
- Management of bio-resource base
- Bio-policy issues
- Innovation systems

The conference will also provide opportunity to interested parties to exhibit their technologies and products alongside presentations of their research findings.

The East African Regional Programme and Research Network for Bio-technology, Bio-safety and Bio-technology Policy Development (BIO-EARN) was initiated in 1998 as a joint effort between Swedish Government and four Eastern Africa Countries of Kenya, Uganda, Tanzania, and Ethiopia. The emphasis of the Programme has been to develop human capital and infrastructure to enable the region to maximize the application of biotechnology in agricultural, environmental and industrial sub sectors of the economy.

The current phase of Bio-Earn focuses on utilizing the capacity already developed to generate commercial products and processes by combining research for development in a move towards integration of thematic areas of bio-technology, bio-safety and bio-technology policy development, with an overall goal of building a strong bio-resource economy for the region.

The Lake Victoria Research (VicRes) Programme was established in 2002, purposely to support research for wealth creation and environmental restoration in the Lake Victoria Basin. VicRes has funded about 440 researchers from Burundi, Kenya, Rwanda, Tanzania and Uganda, working on different disciplines since its inception.

The Programme funds multi-disciplinary teams working on different sites in five partner states of the East African Community. Actual implementation of projects started in 2004, focusing on different research gaps. The projects have been categorized into ethnobotany, indigenous knowledge, aquaculture, pollution, land use options and natural resource management clusters.

For more details:  
[www.bio-earn.org](http://www.bio-earn.org)  
[www.vicres.net](http://www.vicres.net)

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**Internal Systems Control Officer**

Joined the IUCEA on 18<sup>th</sup> June 2007.

MBA (Masters in Business Administration) Finance and Accounting (MUK)

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ACCA-(Association of chartered certified Accountants) (UK)

Employer-SNV Netherlands Development Organization -

As Financial Management Advisor

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**Tumbwene Reuben**

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March 2005-October 2007

As Finance Officer-Uganda and Northwest Tanzania



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As Regional ICT Officer in charge of ICT Department

January 2006-October 2007



## IUCEA Membership Increases

The membership of the Council has increased to 55 member universities. The new membership was given to the following universities both public and private:

**Tanzania**

**Public Universities**

- The University of Dodoma
- Mkwawa University College of Education
- Moshi University College of Cooperative and Business Studies
- Dar es Salaam University College of Education

**Private UTuniversities**

- Muslim University of Morogoro
- St John's University of Tanzania
- Ruaha University College

**Uganda**

**Public Universities**

- Busitema University

**Private Universities**

- Lugazi University

# NEWS IN BRIEF

## • **Burundi and Rwanda Admitted to the Council**

The Inter-University Council for East Africa has admitted Burundi and Rwanda to the Council. The admission was approved during the IUCEA Governing Board which took place on 11<sup>th</sup> March 2008, in Arusha Tanzania. Universities in the two countries are in the process of applying for the IUCEA membership. Meanwhile, IUCEA fully involves all stakeholders from the two countries in its activities.

## **Approval of the Projects and Programmes Policy**

The IUCEA Governing Board which took place in March 2008 in Arusha, Tanzania approved the Policy for managing Programmes and Projects at the Secretariat. The Policy provides guidelines on how the Council will coordinate projects and programmes that are fully funded by the Council, jointly funded as well as those which are fully donor funded.

## **New Guidelines on Student Exchange programme among universities in East Africa developed**

The new Guidelines on Students Exchange programme among universities in East Africa have been developed. The guidelines define the Students Exchange Programme more clearly by considering the following:

- Process of the selection,
- Responsibilities of the host universities and students involved in the exchange.
- Financial matters including the role of private sector and governments in the sponsorship of the Student Exchange Programme.

It is hoped that when these new guidelines are applied they will enable the Secretariat to coordinate the Exchange of students Programme more effectively.

## **The Committee on Students Exchange within member universities Partner States appointed.**

The Governing Board of the IUCEA appointed a Committee in March 2008, to look into matters of

students exchange programme in East African universities. The Committee is assigned to look into all ways possible to enable students exchange from all 5 Partner States of the Community. Meanwhile the Memorandum of Understanding on students exchange has been revisited.

## **IUCEA/SIDA holds a Consultative Meeting on VicRes and Bio-Earn**

In May 2008 the IUCEA and SIDA held a consultative meeting to discuss the management and administration of the SIDA funded programmes (VicRes and Bio-Earn). The IUCEA and SIDA discussed all pertinent issues in relation to management and administration of the programmes. The parties agreed to continue to collaborate in research activities in the two programmes.

## **New Project**

### **Cooperative Research on East African Territorial Integration within Globalization (CREATING)**

The IUCEA has entered into Partnership with European Union to coordinate the Cooperative Research on East African Territorial Integration within Globalization (CREATING). The project aims at establishing research networks linking together scholars across Eastern Africa with Colleagues in Europe.

- The project was launched on 11<sup>th</sup> -13<sup>th</sup> March in Brussels, Belgium, the IUCEA being represented by the Programmes and Projects Officer and the Electronic Data Base Specialist.

- Following a call for applications from registered MSc and PhD students from both EU countries and Eastern African countries, 25 candidates have been selected. The list of successful candidates and affiliated institutions are presented in annexure.

Among the participants are 10 from European Union- based universities while 15 are from the Eastern African universities. Among the 15, 1 is from an Ethiopian University. A training programme for the candidates is scheduled for December 2008.

# THE EAC IN STRIVING TO HARMONISE THE FIVE COUNTRIES SYLLABI, TRAINING AND CERTIFICATION

The East African Community, Secretary General, Ambassador Dr. Juma Mwapachu, assured the Vice-Chancellors that the East African Community 3<sup>rd</sup> Development Strategy has well programmed the matters pertaining the development of Tertiary Education in the five Partner States of the East African Community.

The assurance was given during the IUCEA Annual General Meeting which took place on the 13<sup>th</sup> March 2008, in Arusha Tanzania at Ngurdoto Mountain Lodge from his remarks which was read on his behalf by the Deputy Secretary General, Programmes and Projects, EAC, Ambassador Julius Baker Onen.

The Ambassador mentioned key strategic interventions which the Secretariat will put in place to ensure that IUCEA becomes an effective and all-embracing research and human resource development institution for East Africa which will include inter alia:-

- Harmonise curricula of tertiary institutions
- Introduce “Credit Transfer” across all East African tertiary institutions
- Introduce institutionalized “Free Movement of Students” in East Africa
- Create an East African Higher Education Area;
- Re-focus University work on research, especially science and technology on an on-going basis
- Equalization of tuition fees (non-differentiation) for all East African students in all East African Tertiary Institutions
- Create an East African bursaries pool
- Enhance the capacity of IUCEA in all areas.
- Review, revive and re-organize all relevant E.A Research Institutions (of EAC)
- Develop a strategic approach for education and training institutions in East Africa, based on the strategic statement to the effect that “... Training Institutions for human resource development, in East Africa, should be qualitative and competitive, internally, within East Africa and externally...”

and review the EAC conceptual philosophy and practices with reference to EAC centres of excellence.

The Secretary General said that the literacy levels in the region are still very low, a situation that is not conducive to increasing productivity and coping with competition. Due to that reason the East African Community emphasis will be on putting in place a completely harmonized East African education system for enhancement of a productive and creative human resource. Other efforts underway include:

## **Preparation for the job market**

In preparation for the job market for the University graduates, the establishment of the East African Common Market will be a primary goal of the EAC-DS (2006-2010) in which a larger market and more attractive single investment area will be created with a view to providing the opportunity to the region to be more competitive and more amenable to effective participation in the global economy. In the process, an accelerated growth rate will be realized and the welfare of the people of East Africa will be enhanced with the concept of people centered development. This will eventually solve the problem of brain drain.

## **Human Resources**

In the area of Human Resources, Science and Technology, Partner States were to harmonize their education and training syllabi and standards and co-ordinate all human resources training programmes in anticipation of free movement of East Africans within the region as expected of a Common Market.

Cooperation in science and, collaboration in training of technical personnel and formulation of Science and Technology (S&T) Commissions/councils have been working closely on these issues. A protocol on the establishment of a Science and Technology Council is at an advanced stage of clearance.

## Quality Assurance Unit established at the IUCEA Secretariat

- It will enhance a viable Quality Assurance Regime in East African Universities.

In order to enhance a viable Quality Assurance regime in East African universities in accordance with the IUCEA Protocol and Strategic Plan, the Council has established the Quality Assurance Unit at the Secretariat.

The Unit will be managed by the Quality Assurance Officer who is expected to provide strategic and effective leadership, management and direction of the IUCEA Quality Assurance initiatives and processes in the Region.

### The Unit will be responsible for the following activities

- Coordinating the activities of IUCEA Quality Assurance Regional Committee.
- Coordinating the development and implementation of Quality Assurance initiatives among IUCEA member universities
- Initiating and coordinate preparation of proposals for funding of Quality Assurance activities at IUCEA

- Supporting and contributing to the formulation of Quality Assurance policies and practices among East African Universities
- Co-ordinating regular meetings by the IUCEA and Member universities to address Quality Assurance matters
- Keeping abreast with relevant Quality Assurance initiatives, implementation and monitoring of Quality Assurance Practices in East Africa, Africa and the World
- Providing back-up support to Quality Assurance Officers and Academic Deans on Quality Assurance matters in member universities.

The Secretariat in collaboration with the German Academic Exchange Service (DAAD) which is supporting the current Regional Quality Assurance Programme is finalizing the recruitment processes.

Prof. Cosam Joseph formerly of the Dar es Salam College of Education has been appointed to serve as the QA Officer at the IUCEA.



L-R, Christopher Hansert, QA Consultant, Prof. Mayunga Nkunya, Regional QA Coordinator, Bienfeld Stefan, Tone Vroijenstin, QA Consultant, Prof. Chacha Nyaigotti-Chacha, IUCEA Executive Secretary during the QA workshop July 2008

**“In Rwanda we are determined to build a higher education sector that is fit for purpose and internationally credible. Our Vision as a Nation is to build a national economy and to become a region Communication Information and Technology hub,”** Minister for Education, Science, Technology and Research, Rwanda, Dr. Daphrose Gahakwa.



## • Rwanda Determined to become a Regional ICT Hub!

The 17<sup>th</sup> Meeting of the IUCEA Executive Committee took place in Rwanda on the 23<sup>rd</sup>, June 2008 in Kigali at Hotel Golira. Minister for Education, Science, Technology and Research, Rwanda, Dr. Daphrose Gahakwa officiated the meeting which was also attended by the Minister for National Education and Culture, Burundi Dr. Said Kibeya, the East African Community Secretary General Ambassador Dr. Juma.V. Mwapachu.

The Minister told the participants that Rwanda is determined to build the higher education sector that is fit for purpose and internationally credible with a vision to become the Regional Communication Information and Technology Hub. She revealed that the Ministry was about to take the Rwanda Higher Education Policy to the Cabinet after consultation with key stakeholders.

Clarifying further on the Policy she informed the participants of the Meeting that the Policy commits the Ministry of Education, Rwanda to build a quality higher education sector that produces graduates, research and knowledge transfer to meet the social and economic development needs of Rwanda and the Region.

In determination to build and provide quality education the Minister said that the Ministry has developed a set of quality standards which were to be issued in the President's Decree.

The set standards, according to the Minister, will guide the peer review of all higher education institutions in Rwanda and inform recommendation on the granting provisional and definitive operating agreements.

The Minister mentioned that the Higher Education Qualifications Framework for Rwanda ensures that:

- All academic programmes are credit rated and based on learning outcomes.
- Students are required to demonstrate that in addition to subject knowledge and understanding, they have gained practical subject skills, cognitive skills and personal and transferable skills.
- Higher education qualifications are benchmarked against international ones which will enable institutions to produce graduates whose qualifications are recognized globally.

To support the importance of introduction of the Qualifications Framework, the Minister said that a set of standards and a Code of Practice has been developed and foreign Rwandan students to become independent and lifelong learners, she revealed that there is an initiative to help the move from the didactic pedagogy to a more student centered one.

In supporting the social and economic development, the Minister informed the participants that the Higher Education institutions are expected to carry out research and innovation to absorb and transmit new knowledge and understanding.

Appertaining to the Higher Education Policy on higher education language in Rwanda, which is English and French, the Minister put it clear that Rwanda is going to play an important role in linking the Anglophone higher learning institutions and Francophone ones in East Africa and the Great Lakes Region. It is believed that this language linkage will be to the mutual benefit of higher education across Eastern and Central Africa.

In his welcoming remarks to the Minister for Education Rwanda, the outgoing Chairperson of the IUCEA Governing Board, Prof. Tolly Mbwette said that the 17<sup>th</sup> Executive Committee Meeting had an historical significance for both the Council

## Rwanda Determined to become a Regional ICT Hub!

and the East African Community. He called both Ministers to assist the IUCEA Secretariat to promote the Council as well as the spirit of fostering co-operation amongst higher learning institutions, the academicians and the students.

Expressing the feeling of the Governing Board concern regarding the staff and students exchange, which is the core programme of the IUCEA, the Chairman said that despite IUCEA setting aside some funding from its budget as well as Development Partners for that programme, the effectiveness of this activity requires a much more enhanced role of the shop floor level academic staff and students who will have to take a leading role that it has been possible hitherto.

Prof. Mbwette welcomed the new IUCEA Governing Board Chairman Prof. Livingstone Luboobi. He requested him to continue implementing all outstanding issues that the council had planned to tackle soonest amongst which are the construction of the permanent building for the Headquarters of the Council and the enhancing of the Information Communication and Technology infrastructure and services at the IUCEA headquarters.

The Chairman urged the IUCEA Secretariat to distribute immediately the IUCEA Rolling Strategic Plan as soon as it is printed so that the proper implementation of the IUCEA activities be continuous monitored and evaluated.



*Minister for Education, Science, Technology and Research, Rwanda Dr. Daphrose Gahakwa, Prof. Silas Lwakabamba Vice-Chancellor National University of Rwanda, Prof. Livingstone Luboobi Current Chairman of the IUCEA Governing Board, Madam Elizabeth Gabone Commissioner for Higher Education and Sports, Ministry of Education and Sports Uganda, Ambassador Dr. Juma Mwapachu-EAC Secretary General, Prof. Tolly Mbwette-former Chairman IUCEA Governing Board, Dr. Said Kibeya, Minister for National Education and Culture, Burundi, Prof. Chacha Nyaigotti-Chacha, Executive Secretary IUCEA, during the Executive Committee Meeting in Rwanda June 23<sup>th</sup> 2008.*

# IUCEA/World Bank organises a Workshop!

## • On Tertiary Education for Growth in Sub Saharan Africa.

On the 17th June 2008, the Inter-University Council for East Africa in collaboration with the World Bank organized a sensitization workshop to discuss the report of the Study on Accelerating Catch-up: Tertiary Education for Growth in Africa. The Study Report identifies and analyzes the challenges which countries in sub-Saharan Africa (SSA) are faced with, and underscores the role of tertiary education in meeting these challenges.

The report which concentrates on the tertiary education sector only is complimenting other recent reports by the World Bank on other components of education. It is seeking to shape reform programmes that will enable African countries to build tertiary education systems equal to the challenges these countries are and will be facing. The meeting was attended by representatives from selected universities in East African Partner States (Burundi, Kenya, Rwanda, Uganda and Tanzania), IUCEA and Students' Leaders.

### **The workshop was guided by the following objectives:**

- i) Familiarizing participants with the issues and recommendations of the Report;
- ii) Equipping participants with knowledge that would stimulate them to take action within their local and national communities and contexts based on the recommendations of the Report, especially using the checklist as a guide.
- iii) Gathering views from participants on how each of the stakeholders mentioned in the World Bank Report will undertake his/her functions so as to achieve broader dissemination of the recommendations of the Report in order to realize the set objectives.

The report contributes analysis for an informed advocacy for the development of tertiary education in Sub Saharan Africa. It also provides a basis to engage high-level policy makers, development agencies and other partners and leaders of African tertiary education.

The report recommends the need to raise the rate of investment in human capital so that the region could reach and sustain the level of economic performance it needs to generate an adequate volume of employment for expanding populations,

to achieve the various Millennium Development Goals (MDG) targets and to narrow the economic gap between SSA and other developing regions.

The report mentioned four reasons for assigning more priority to educational quality over quantity at the higher levels of education as:

- Quality substantially increases the effect of education spending on economic outcomes since it is more correlated with growth
- There can be little doubt that workers with higher quality cognitive as well as technical, communication and team skills are better able to assimilate technology, to push the knowledge frontier, to work in groups and to make efficient decisions
- Tertiary institutions which are equipped to impact quality education and conduct relevant applied research are also more likely to cultivate multiple linkages with industry and to stimulate knowledge-based development through a variety of proven channels, only a few of which are currently utilized in Africa.
- Where the quality of education is low and there is a mismatch between skills and demand, many graduates have difficulty finding employment. Better attuned tertiary institutions will market demand for both near term needs as well as those likely to merge over the longer term, in order to equip their students with the skills sets which will command a ready market.

### **General Reception of the Report**

The report observed that the faster economic growth of over 6% that has been experienced

*continued on Pg 25*



*Among the students Leaders who attended the World Bank Workshop June 2008, Arusha, Tanzania*

**“...These emerging economic sectors will necessarily require our universities and institutions of higher learning to readjust as well as to retool if they are to adequately match the educational requirements that fit the new environment. But it is not a mere question of responding to the development of new skills needed for these knowledge based economic sectors. The greater burden that we face at our universities is how to attune the educational programme to develop new mindsets that are capable to provide the requisite leadership in the changed environment,” Ambassador Dr. Juma Mwapachu, Secretary General, the East African Community.**



## **Attune the Educational Programmes...**

### **...To Develop New Mindsets that are Capable to Provide the Requisite Leadership in the Changed Environment!**

**O**n the 23<sup>rd</sup> of June 2008, the Inter-University Council for East Africa held its 17<sup>th</sup> Executive Committee Meeting in Rwanda, Kigali. The Secretary General East African Community, Ambassador Dr. Juma Mwapachu attended the meeting. In his remarks the Secretary General made a contribution to what he regarded to be an important role of the Inter-University Council for East Africa at the critical juncture in the evolution of the East African Community. He outlined some challenges that face East African universities and institutions of higher learning.

#### **The following are the excerpts from his speech**

“The mission of our universities in the East African region is now increasingly challenged by the enlargement of our community as our borders continue to open up thereby enabling a huge movement of our students. In this context, issues about standardization of university fees as well as harmonization of curricula are becoming urgent. More importantly, our universities and institutions of higher learning are challenged to produce graduates who are East Africans as opposed to being nationals of the different Partner States within the East African Community. We should take the cue in this context, from the birth and growth of the European University with campuses throughout Europe and with a focus on a curriculum that is pan European. “

The mission of our universities is equally challenged by the onset of a neo-liberal economic model wherein the market rather than social justice takes command. The days of public enterprise

management and control are becoming history. And, as the East African Community begins the process of becoming a Common Market, other challenges are also emerging with the advent of free movement of people, labour, goods, services, capital and technology. Increasingly, our region shall witness the growth in domestic and foreign investments centered particularly in the knowledge sector notably banking, insurance, ICT, and the broad area of hospitality embracing tourism, financial services, professional consultations etc.

“...These emerging economic sectors will necessarily require our universities and institutions of higher learning to readjust as well as to retool if they are to adequately match the educational requirements that fit the new environment. But it is not a mere question of responding to the development of new skills needed for these knowledge based economic sectors. The greater burden that we face at our universities is how to attune the educational programme to develop new mindsets that are capable to provide the requisite leadership in the changed environment.”

It is also important to recognize that our public institutions, the public services as well as the regulatory institutions that have emerged as a result of a new liberalized market economy, are equally challenged to respond to this new environment which calls and demands a fair rule of law, transparency, democratic pluralism, good governance and above all social justice. A public service management system that responds to these new demands following the demise of socialism and

## Attune the Educational Programmes...

the one party state is yet to be deeply embedded in the curricula of our universities and institutions of higher learning. Indeed, our region lacks effective institutions that specifically cater for public service management training. Yes, we do have a plethora of business schools around but their curricula do not adequately cater for institutions that are not of a typical business character.

Hitherto, specialized institutes that were created specifically for providing public service management programmes, for example the former Institute of Development Management, MZUMBE in Tanzania, has now become a fully fledged university and, therein, has lost its erstwhile focus on training public service officials at the highest level. In contrast, in the developed world, you see within universities, specialized institutes, colleges and schools that cater for the specific needs of public service management. One can cite the example of the John F Kennedy School of Government at the Harvard University.

Similarly, many of these developed countries have used institutions of higher learning to provide omnibus and capsule human resource development programmes that respond to new demands for improving the performance of public service institutions. Many of these programmes are within the continuous education centres where there is greater flexibility in imparting knowledge particularly in terms of evening training facilities.

The rapid expansion of the private university in our region is a welcome positive development. Many private universities have been constituted particularly in the last decade.

However, it is an expansion that poses serious challenges for quality in both teaching and research, key attributes of a good university. It is feared that an academic qualification deficit within the university teaching cadre

is visible. What with many of Academic Deans who do not possess doctorate degrees! It is clear, that if we are not careful, we may end up having universities as symbols rather than as centres of excellence with a low caliber product being produced. Herein lies a critical role for the IUCEA to play, particularly at this stage when we are going to experience significant movement of skills across the borders of our region.

Issues of how applicant universities get accreditation as well as the mutual recognition of degrees and other qualifications like diplomas will have to be closely monitored and determined. I know that the IUCEA is already seized of the deficits that exist in these areas and you are on the road to promoting

a Quality Assurance scheme that will go a long way in ensuring that we do not end up with a poor caliber of young people coming out of our universities, notably private universities. But much awaits to be done to

realize a good balance in the quality of university outputs.

I also realize that there is a global debate today



*17<sup>th</sup> IUCEA Executive Committee Meeting, 23<sup>rd</sup> June 2008 Kigali, Rwanda*

**“...I have every confidence and trust in the Inter-University Council for East Africa doing what is in its capacity to ensure that our region is able to promote institutions of learning that we can be proud of and which, through its products, they can contribute to the kind of development our countries and our region expect.”**

## Attune the Educational Programmes...

about the marketization or commercialization of university education. Indeed, there is growing literature on this subject in the United States as well as in the United Kingdom. In the US, the former President of Harvard University, Derek Bok in 2003 wrote a pioneering book titled *Universities in the Market Place: The Commercialization of Higher Education*. This book unleashed a barrage of criticisms about how higher education is increasingly geared at satisfying the needs of business and jobs as opposed to focusing on the learning dimension.

In our region, there have been similar criticisms about the commoditization of education with students becoming mainly consumers of an education product. Prof. Issa Shivji at the University of Dar es Salaam and former Makerere University

Prof. Mahmood Mamdani have written on how the University of Dar es Salaam and Makerere have become victims of the merchandization of higher education. Whatever your views may be about this debate and these criticisms, we cannot be oblivious of the centrality of the role of the university as a centre of learning as opposed to its being reduced into a business organization. Challenges about scarcity of places in our higher educational institutions, notably public universities and the entry of quasi commercial tuition fees should not be an excuse for turning universities into training as opposed to learning institutions.

“...I have every confidence and trust in the Inter-University Council for East Africa doing what is in its capacity to ensure that our region is able to promote institutions of learning that we can be proud of and which, through its products, they can contribute to the kind of development our countries and our region expect.”



*Vice-Chancellor National University of Rwanda, Prof. Silas Lwakabamba guiding IUCEA Executive Committee members when they visited the University, June 2008*

***continued from Pg 22***

in SSA during 2003-2008, need to be sustained through relevant initiatives, key among them being human resources development.

It was noted that whereas earlier research found primary education giving larger returns, current research places higher premiums on skilled workers. Skills needed for sustained social and economic Growth can only be achieved through significant investment in tertiary education. It was therefore concluded that although basic education remains important, it is insufficient to be competitive in today's global economy, and therefore the need

for more investment in higher education.

Presently in SSA, says the report, education accounts for about 20% of total expenditure, and public spending on education is about 4.5% of GDP, way above the world average of 4.3%. This means that countries in SSA are already spending a lot in education. However, the report puts it clear that, for SSA to derive the full benefits from investment in human capital, the quality of secondary and tertiary education must rise – as quality is associated with technological capabilities and with productivity.



*L-R, Dr. Peter Materu from the World Bank and Prof. Njuguna Ng'ethe, Institute of Development Studies, University of Nairobi, during the IUCEA/World Bank workshop in Arusha, Tanzania, June 2008.*

## **The Discussion on the Bill of the Inter-university Council for East Africa Continues.**

The Inter-University Council for East Africa's Bill was recently among the discussions which took place during the Assembly Committee on General Purposes of the East African Community, which took place in Kampala, Uganda, 5<sup>th</sup>-6<sup>th</sup> August 2008.

The Consultative Meeting was held between Ministers, members of Parliament, East African Community staff, members of the IUCEA Governing Board and the representatives of the IUCEA Secretariat Staff led by Prof. Chacha Nyaigotti-Chacha, the Executive Secretary.

Each party concerned gave input to the draft Bill. The proposed amendments will be presented to the relevant organ for further consideration.



*Discussion on the IUCEA BILL in Uganda August, 2008*

“Most people have admired the hard work of our technocrats and the documents that they churn out of their computers and printers; and the results of their late night work. Most of the documents like Kenya’s District Focus for Economic Development (1985) have had some impact, but have not really stood the test of time in inducing rapid and sustainable economic development. The paradox is that we work hard at the policy and intellectual levels; at the production level in all sectors; but very little happens. Some of our efforts are counterproductive because they are not harmonized with all others,” **Prof. George K. King’oriah, the former Executive Secretary, National Council for Science and Technology, Kenya.**



## East Africans Urged to Establish Indigenous Capacity

### • To develop Science and Technology!

On 13<sup>th</sup> March 2008, the Inter-University Council for East Africa held its Annual General Meeting (AGM). As a tradition, during such meetings, the IUCEA member universities and other stakeholders use that opportunity to share achievements, problems and challenges in the higher education sector, nationally, regionally and globally. Key Note Speeches on specific topics are always given to provoke discussions around the field. During the AGM March 2008, Prof. King’oriah, the former Executive Secretary, National Council for Science and Technology, Kenya gave a Key Note Speech on the “Role of Science and Technology for Social and Economic Development of East Africa.”

Despite the presence of high capacity of human resources, and capability of making high quality policy documents, Prof King’oriah views that East Africa has not made significant appropriate investment choices in science, technology and innovation that could affect a system of self-perpetuating, sustainable, economic development.

Appreciating the governments’ recognition of the role that science and technology plays in national development, by establishing the Ministries of Science and Technology and similar government organs within the countries, Prof. King’oriah said that these countries find themselves marginalized from the endeavour to create and subsequent benefit scientific and technological knowledge; because they are deeply involved in the daily struggle to supply their populations with the basic necessities after the ravages of colonialism.

Prof King’oriah argues that, despite efforts made by the National Councils and Commissions for Science and Technology in providing the overall policy direction on science and technology, the countries experience difficulties in ensuring compliance and synergy on the part of other sister government ministries, adding that technological activities are dispersed over the various departments and ministries of the governments. According to Prof. King’oriah, it becomes sometimes difficult to manage the research ethics and to coordinate research activities effectively due to petty ministerial and departmental vested interests.

Referring the period after the Rio U.N Earth Conference on Environment in 1992, when Technology Transfer was introduced, Professor King’oriah said African countries enthusiastically accepted the United Nations Framework Convention on Climate Change which offered an opportunity of acquiring new technology.

Over fifteen years down the lane according to Prof. King’oriah, free technology transfer has never been realized. Technology belongs to its investors and developers and can’t be transferred without some costs to the transferee, points out the paper.

“There is therefore a pressing need for determined action to develop basic science and to allow our scientists exercise their creativity, in response to the needs of our society. We also need to establish our indigenous capacity to develop science and technology, and also for assessing, selecting and adopting foreign technologies”.

Prof. King'oriah emphasizes the need for African countries to review countries' human resource development strategies in order to ensure adequate capacity in the traditional areas of Science and Technology, and in order to develop capacity from new and emerging areas that will support current and future requirements for innovation.

In order to afford some of the expensive undertakings of science and technology Prof. King'oriah recommends cooperation and collaboration of all scientists in areas of energy supply improvement, bio-technology, Nano-technology and all the emerging areas of research, for the benefit of the communities.

Speaking on the role of innovation in African countries, Prof. King'oriah said that today's winners in the global market place are those firms that invest and capture the benefits of technological innovation. According to him, Innovation has been missing in all developments efforts, citing an example of

Science and Technology Act in Kenya in the absence of Technology Research and Innovation Act.

In his assessment Prof. King'oriah observed that, the countries ignored the development of innovation incubation system within their countries while the newly established countries (even underdeveloped) were working hard to do so.

"Academics and other high caliber researchers have been carrying out research for a long time in our institutions of higher learning and in national laboratories. The results of most of these efforts have ended up stored within the dingy bookshelves of our libraries. This has made our scientists and researchers the laughing stock of careless demagogues. These acquisitive-oriented bigwigs have often asked scientist when they (scientists) expect to finish their research – since; to them the scientists have made such research their preoccupation. The same people have never understood the nature of scientific and research end-product," he stated.

## • Benchmarking Science, Technology and Innovation

**The paper proposes that the countries should:**

- Look at the best practices and assess their achievements using those attained by the NICs who followed different roots of economic planning.
- Adequately fund nation researches, scientific and technological programmes, and for the improvement of research and scientific infrastructure.
- Perfection and standardization of the products of the "Jua Kali" sector and making them attribute to specific inventors.
- Adequate human resources for facing all the necessary challenges (focused education for that matter).
- Put emphasis in the development of science and mathematics, which are keys to all scientific understanding
- Develop Information Communication and Technology with gender consideration.
- Adequately fund science and technology innovation to provide the scientist with enough resources for research, scientific and technological innovation.

**"Our Scientific and Technological activities have been largely donor driven for a long time. Now we have all understood that no donor can sponsor research and development in areas that transfer cutting edge technologies to competitors – and least of all to fledgling developing countries like ours – that have traditionally acted as markets of products of metropolitan countries during the colonial and the current new world order . There is, therefore, an urgent need to change our course drastically, and to devote more of our national fiscal and monetary resources to research and product development."**

Commenting on donor support to research and development he says "Our Scientific and Technological activities have been largely donor driven for a long time. Now we have all understood that no donor can sponsor research and development in areas that transfer cutting edge technologies to competitors – and least of all to fledgling developing countries like ours – that have traditionally acted as markets of products of metropolitan countries

during the colonial and the current new world order . There is, therefore, an urgent need to change our course drastically, and to devote more of our national fiscal and monetary resources to research and product development."

The meeting was attended by Vice-Chancellor from member universities, Development Partners, Councils/Commissions for Science and Technology and Accreditation Bodies.

## THE IUCEA GOVERNING BOARD MEMBERS VISIT THE UN - ICTR, ARUSHA

### • ICTR IN SEARCH FOR-Collaboration Between Higher Learning Institutions and the International Criminal Tribunal for Rwanda

On the 12<sup>th</sup> March, 2008 the IUCEA Governing Board members who were attending the IUCEA March Governance Meetings were invited by the Leadership of the International Criminal Tribunal for Rwanda, (ICTR), Arusha. The then Chairman of the IUCEA Governing Board, Prof. Tolly Mbwette, his 2 deputies Prof. Frederick Onyango and Prof. Livingstone Luboobi who is currently the Chairman of the IUCEA Governing Board and the Executive Secretary Prof. Chacha Nyaigotti-Chacha were among the delegates who visited the Tribunal.

The ICTR extended their invitation to the delegates for the purpose of:

- Introducing the Vice-Chancellors and other Higher Education stakeholders the activities of the Tribunal.
- Sharing with the delegates some developments in the area of Laws (of conflict and humanity) that lead to the adoption of other Laws.
- Explaining to the delegates the importance of preserving the result of the International Criminal Tribunal for Rwanda's work.
- Requesting institutions to think of future collaboration so that what the Tribunal achieved during its existence does not perish, instead benefit African countries and abroad.

Introducing the work of the Tribunal to the delegates, Mr. Roland Amoussouga, ICTR Spokesperson and Chief of External Relations and Strategic Planning Section, said that the African continent has been privileged to host the Court which has reached its maturity without political influence.

Amoussouga informed the Team that since the inception of the Tribunal, a lot of development has been reached in the areas of International Criminal Law, International Humanitarian Law and documentation of the Tribunal resources. He sited Umusanzo Documentation Center in Rwanda as the Biggest Documentation Center in Africa and referred the current UN-ICTR Library in Arusha as the Best Library in Africa.

The following were mentioned as the most impor-

tant areas which academicians, the Tribunal and other stakeholders could work together and come up with recommendations:

- Using the Tribunal's experience and results in guiding African politicians in the prevention of further violation of international humanitarian law, promoting peaceful problems' resolution in the countries and avoiding civil wars and ethnic conflicts.
- Setting up the residual of the Tribunal
- Ensuring the ownership of the Tribunal's work
- Assisting African scholars learn, research and make recommendation in the curriculum development
- Building the capacity of Africans in the areas of Criminal and International Humanitarian Law
- Preserving the Legacy of the Court
- Strategies to disseminate the jurisprudence of the Tribunal to other African countries.

The proposal for collaborative efforts was welcomed by both the Tribunal staff and the IUCEA. Both sides agreed to initiate joint projects which could contribute to:

- Crafting ways of how institutions can establish a system/ studies that can address the issues that appeared in the Tribunal proceedings.
- Piece and conflict Resolutions in African countries
- Development of Criminal Law, International Law and Human Rights on the African continent.
- Modern ways of documenting of local courts' proceedings and archives.
- Information and Technology management of countries' local courts.

The delegates had also an opportunity to attend the Court Session before the presentation.

The International Criminal Tribunal for Rwanda (ICTR) was established by the United Nations Security Council to prosecute individuals responsible for genocide, crimes against humanity and serious violations of international humanitarian law committed in Rwanda during 1994. The Head Quarters of the Tribunal is located in Arusha, Tanzania. The ICTR is in the exit period of finalizing its work by 2010.

“The expectations of stakeholders on the research are enormous, especially in our region which is afflicted with endemic poverty, HIV/AIDS pandemic and erratic climatic conditions. Communities expect researchers to give them solutions to their daily problems including complex issues that they cannot comprehend. They need more farm output, more fish from their ponds and high income from the farm output. These expectations underpin the urgency for the scientific solutions,” Prof. Peter Msolla, Minister for Communication, Science and Technology, Tanzania.



## 5<sup>th</sup> VicRes ANNUAL FORUM

### • VicRes urged to embark on a Comprehensive Dissemination Strategy!

From 28<sup>th</sup>-30<sup>th</sup> May 2008, the Lake Victoria Research Initiative (VicRes) organised the 5<sup>th</sup> Annual Forum in Arusha, Tanzania at Ngurdoto Mountain Lodge. Prof. Peter Msolla Minister for Communication Science and Technology, Tanzania, officiated the Forum.

The Minister urged Lake Victoria Research Initiative (VicRes) to embark on a comprehensive dissemination strategy as part of its long-term pathway towards narrowing the gap between research and end users.

The Forum was attended by the then Chairman of the IUCEA Governing Board, Prof. Tolly Mbwette, his Deputy who is the current Chairperson Prof. Livingstone Luboobi, representatives of universities, research institutions and other stakeholders.

The theme of the Forum was **“Walk the Talk and Talk the Walk”** which called upon the researchers to reflect on their commitments with VicRes.

The Minister challenged the researchers to whether they have been able to talk about solutions to problems of poverty and environmental degradation and to what extent have their research findings contributed to socio-economic transformation of the local communities in the Lake Victoria Basin, governance frameworks and the general policy environment, when he says, “The expectations of stakeholders on the research are enormous, especially in our region which is afflicted with endemic poverty, HIV/AIDS pandemic and erratic climatic conditions. Communities expect researchers to give them solution to their daily problems including complex issues that they cannot comprehend. They need more farm output, more fish from their ponds and high income from the farm output. These expectations underpin the urgency for the scientific solutions.”

He told Researchers that the local governance

structures expect research to advise them on how to manage best natural resources and/ or distribute respective benefits. He emphasized that the Government Agencies expect research to provide them with evidence-based best practices, while resource users expect innovations that will lead to value addition and better exploitation of the natural resources in the region. “Unless you researchers meet these challenges, you cannot claim relevance,” the Minister said.

As more innovations are emerging, amidst a research community that is dominated by academic culture and poor scientific infrastructure, moving from research to action has become a challenge that researchers need to reflect on, the Minister alerted the researchers, calling upon VicRes to ensure that different results and products in the pipeline, that have attracted initial attention of end-users are developed to positively impact on wealth creation and environmental restoration.

Lack of a functional partnership between researchers and the private sector was another challenge which the Minister mentioned. To make a real change in the social-economic landscape of East Africa, the Minister recommends serious governments’ commitment and collective efforts from active potential players.

The Minister thanked the Swedish International Development Agency, SIDA for the support in natural and human resource development in East African Region, especially in supporting soil conservation and agro-forestry initiatives in the basic and applied research, civil societies and local authorities in the Lake Victoria Basin through East African Communities’ Organization for Management of Lake Victoria Resources (ECOVIC) and Lake Victoria Region Local Authorities Co-operation (LVRAC).

## IUCEA HOLDS ARTS/ HUMANITIES CLUSTER WORKSHOP

The Inter-University Council for East Africa held a Workshop for Arts/ Humanities cluster on 1<sup>st</sup> – 4<sup>th</sup> September 2008, at the Kenya School of Monetary Studies, Nairobi. The workshop attracted 57 Lecturers and Deans in Humanity Faculties, from Uganda, Kenya, Tanzania and Burundi, representing 20 universities in East Africa.

### The objectives of the workshop were:

- (a) Getting to know each other: encouraging networking and collaboration among East African universities.
- (b) Share experiences and know what is taught in different subjects.
- (c) Compare notes on the question of relevance of the humanities, and to work out ways to make the teaching of humanities better.
- (d) Focus on what is needed to be done in Arts subjects in order to contribute to the creation of new knowledge.

(e) Finding out how Arts can fit into the technological changes that are taking place and how technology works for Humanity Subjects.

(f) Working out a joint strategy in solving the challenges facing the Humanity disciplines

### The following were the Keynote Addresses presented during the Workshop:

- Humanities and the Challenge of Gender Mainstreaming (Prof. Ruth Mukama, Makerere University)
- The Value of the Humanities in the Creation of Knowledge (Prof. Peter O. Ndege, Moi University)
- The Role of the Humanities in Providing a Clear Understanding of Society (Dr. Edward Wamala, Makerere University)
- The Humanities and the Crisis of Relevance (Prof. Rwaitama, University of Dar-es-Salaam)

The workshop was one of the series of subject area meetings that will be held from time to time with interdisciplinary focus.



Arts/Humanities Cluster Workshop Sept. 2008

## From member universities

### • Kenya Gets Second Woman Vice-Chancellor in Public Universities

By Hindzano Ngonyo



Prof. Mabel Imbuga

**G**ender seems to be taking its toll in Kenya with women in the country occupying very influential positions. Besides an increase in the number of females in Parliament, Public Universities equally seem to be embracing the trend with open arms.

This was evident early August (Thursday August 7<sup>th</sup>, 2008) when Prof. Mabel Imbuga was confirmed Vice-Chancellor of Jomo Kenyatta University of Agriculture and Technology. Prof. Imbuga's appointment by the President Mwai Kibaki came five months after the term of Prof. Nick Gatheru Wanjohi came to an end on March 26<sup>th</sup>, 2008.

A message conveyed to a packed University Council and Senate by the JKUAT Council Chairman Mr. Adan Mohamed, said "The JKUAT Council is pleased to announce that his Excellency Mwai Kibaki, the President and Commander in Chief of the Armed Forces of the Republic of Kenya in exercise of the powers conferred by section 12(1) of JKUAT Act, has appointed Prof. Mabel Imbuga as the new Vice-Chancellor of JKUAT effective August 1<sup>st</sup>, 2008 for a period of 5 years."

He said he was delighted that the position was now filled by a senior member of JKUAT family following a long period of search that saw many candidates expressing interest.

The new Vice-Chancellor who is a professor of Biochemistry is remembered for steering successfully among other responsibilities, the Faculty of Science where she served for two terms as Dean between 1999-2003. She also served in the same faculty as Chairperson, department of Biochemistry between 1998 to 1999.

She was later appointed Director in charge of Academic Programmes in the Institute of Tropical Medicine and Infectious Diseases (ITROMID), JKUAT. In May 2005, prof. Imbuga was appointed Deputy Vice-Chancellor, Academic Affairs.

Confirming the appointment, the University Chancellor Prof. Ali Al'Amin said: "Prof. Imbuga is a renowned scientist who has published widely in peer reviewed scientific journals, and is a successful family person."

Prof. Mazrui described Imbuga's confirmation as wonderful news when he says "Kenya now has two strong women as Vice-Chancellors of Public Universities. It is a new dawn. As Interim Vice-chancellor you had already demonstrated your firm qualities of leadership. We shall expect no less in the years ahead".

## News from Mbarara

### • Mbarara University Wins Commonwealth Award!

Mbarara University of Science and Technology (MUST) emerged winner of the 2007-2008 Association of Commonwealth Universities (ACU), Public Relations, (PR) Marketing and Communications Awards for best practice in Outreach and Community Relations.

The Award was presented to the University in Durban, South Africa in July 2008 during the second conference of the Association of Commonwealth Universities PR, Marketing and Communications Network.

The ACU's Deputy General Secretary, Dr. John Kirkland commended Mbarara University for establishing a strong working relationship with the local communities. He said, Healthy Child Uganda project meets the universities core mission to provide quality and relevant education with an emphasis on science and technology and its application to community development.

The ACU awards recognise best practice amongst higher education institutions in countries of the Commonwealth.

## From member universities

### About Healthy Child Uganda

Healthy Child Uganda also locally known as Omwana N' Amagara marungi is a community partnership project working to reduce child mortality rates. Mbarara University along side with other partners provide training to local health-care providers and community volunteers with the overall aim of improving child survival through a comprehensive community based child health education. For more information about Healthy child Uganda Visit:

[www.healthygenerations.ca/interest/uganda.htm](http://www.healthygenerations.ca/interest/uganda.htm)

### About the ACU Awards

The ACU launched its PR, Marketing and Communications Awards to share, encourage and

reward good practice. This is the only program of its kind amongst higher education institutions in medium and low income countries of the Commonwealth.

The Awards provide a chance for universities to promote their institutions and have their PR, marketing and communications activities assessed by an international panel of judges. The Awards recognise, encourage and celebrate the achievements of higher education institutions and the professionals who work in them, and draw attention to models of good practice.

For more information the ACU PR Awards visit [www.acu.ac.uk/prnetwork](http://www.acu.ac.uk/prnetwork)

More links go to [www.Educationguardian.co.uk](http://www.Educationguardian.co.uk)

## JKUAT in new pay pact with Council

By Hindzano Nkonyo

Jomo Kenyatta University of Agriculture and Technology has become the first public University in Kenya to sign a Collective Bargaining Agreement (CBA) with two of its staff unions aimed at increasing their allowances without a hitch. The Unions that signed the agreement late last month are the Non Teaching Staff (UNTESU), and the University Academic Staff Union (UASU).

The agreement does not include basic salaries and house allowances which were already determined by the Industrial court recently. A similar agreement was signed mid May this year between the University management and KUDHEIHA. The agreement covers all the terms and conditions of service of the university.

Following this agreement, leave traveling allowance has been increased by 50%, house to office allowance, and demise service which will now cover the spouse and five own or legally adopted children up to the age of 25 have also been increased by 100% each.

The agreement also sets out disciplinary processes to be followed, probation for permanent and pensionable staff which has been reduced from two to one year. It has also introduced maternity leave which will now be ninety (90) calendar days (they do not forfeit their annual leave), and gives men paternity

leave for ten (10) days in line with the recently introduced Labour Laws. Also introduced are special leave and compassionate leave and relocation allowances for staff.

Addressing the union officials and senior managers of the university, the Acting Vice-Chancellor Prof. Mabel Imbuga said her university recognized the role played by all its staff and their Unions, which was why it was determined to ensure that everyone was rewarded based on their efforts.

She said that the success of every University was as a result of the collective effort of its workers and it was a high time that the managements of such institutions dialogued in order to get lasting solutions.

The agreement she noted, "is in accordance with the new Labour Laws Act 2007 and the rule of law, which entails fairness between the employer and employees as well as mutual understanding and better terms of service for employees", said the Acting Vice-Chancellor.

Prof. Imbuga assured all University members and officials that her management would do everything possible to ensure that peace and harmony, a recipe for hard work, prevailed in the institution.

In his remarks, the National Secretary

## • JKUAT in new pay pact with Council

General of UNTESU, Dr Charles Mukhwaya commended JKUAT for the speedy role it played in the realization of the CBA signing and urged other universities to follow suit. He said unlike JKUAT, managements of other universities were driven by their ego and did not appreciate the fruits of labour provided by his Union staff members who happen to be the majority in such institutions. This, he noted, was why such managements were dragging their feet.

Said Dr. Mukhwaya, “We are proud of JKUAT because it appreciates human capital. There is no way an institution can aspire to become a world class institution without motivated manpower.”

He commended Prof. Imbuga for her dedication and seriousness in improving the lives of her staff in the shortest time she has been the acting Vice-Chancellor.

Dr. Mukhwaya dispelled views held by some Vice-Chancellors that the Union’s aim is to remove them from office, a reason why most of them did not feel comfortable to recognize such unions. Our role as unions, he said, is to ensure that universities run smoothly.

Similar sentiments were raised by the UASU chairman, Mr. Mutura Mberia who said the signing of the CBA with the University Council would now handle academic affairs in union besides setting forth the terms and conditions of employment.

“With the CBA, there are no more summary dismissals from office as there is a well defined disciplinary process in case of a mistake. One is given five warnings unlike before when there were only three. Also, after six months after the offence, the punishment is revoked,” revealed Mr. Mberia.

On his part Prof. Francis Njeru, the Deputy Vice-Chancellor in charge of Administration, Planning and Development who was the University’s chief negotiator said the Unions and the management were partners and not adversaries as was viewed by others, and therefore needed to work together and dialogue where necessary.

*The writer is the University’s Public Relations Officer*



*JKUAT MoU with Nissin Co. Ltd*

## • JKUAT launch Service Charter

*By Hindzano Ngonyo*

The Jomo Kenyatta University of Agriculture has launched a Service Charter which aims to be used to steer the university to greater heights in its bid to providing satisfactory services to all its stakeholders.

Launching the Charter, Kenya’s Minister for Higher Education, Science and Technology, Dr. Sally Kosgei said despite the central role of the universities in training, research and innovations, the launch of the Charter was a clear demonstration of the responsibility to stakeholders by the University.

The Charter, among other things, captures the provision of facilities for the University education, participation in the discovery and

transmission of knowledge and stimulates the intellectual participation of students in the economic and technological development of the country.

The University, the Minister noted, was expected to constantly interact with its various stakeholders to promote Kenya’s overall Higher Education programme. Dr. Kosgei who is also a former Permanent Secretary in the Office of the President, and Secretary to the Cabinet said her Ministry would continue reviewing its budgetary allocations to the public universities. She said JKUAT was of special interest to the government since it was expected to be at the forefront of Kenya’s industrialization dream now espoused in Vision



*JKUAT Service Charter Launch*

2030. She commended the institution in the progress it had made in boosting the country's industrialization programme despite its financial constraints.

Dr Kosgei hailed the University in the development of various innovations, inventions and technologies that could readily be commercialized and drastically industrialize the country and lead to wealth creation for the people.

She urged the university researchers to ensure that their innovations were accessible for market consumption throughout the country but hastened to add that the products required that they were taken up by industrialists for mass production. She promised to market the university's activities to the relevant ministries, and especially the Ministries of Industrialization, and that of Trade and Industry whose dockets included technology transfer and commercialization. Her ministry, she further added, was seeking additional funding to support increased innovative research initiatives such as those carried out by the university.

Her ministry she stressed was holding consultations with the treasury with the aim of seeking more funding for universities. This, she said, would ensure unit costs are factored in line with the type and cost of programme unlike the current situation which is not commensurate with the fundamentals of the various programmes. On research in universities, Dr. Kosgei said it would work well in the broader framework of the implementation of Vision 2030 which she pointed out had a research component.

She challenged universities to adopt high standards of service, pursue clients' expectations and observe set values. She said the Charter acted as a covenant JKUAT had made to stakeholders about the services they expected to get from the

university. The Charter, she said, was meant to create awareness on the role of the university and to give insight on JKUAT's core activities. This is expected to facilitate better understanding of JKUAT services to all clients.

Dr. Kosgei equally challenged scholars, as their national duty, to generate debate that could eventually guide government in the formulation of public policy. She urged them to realize the immense obligations that the country had bestowed on them.

In her address, Acting Vice-Chancellor, Prof. Mabel Imbuga said the Charter was a sustained effort by the university staff in response to the government's new demand for public institutions to provide services in order to serve public interest in the most professional and efficient manner, and most transparent.

She said the plan process of the Service Charter was designed to be participatory in approach, which she said should enhance scholarship collegiality to boost national development.

She said the University senate had established successful quality control tools for its customers including the lecturer evaluation focusing on customer satisfaction and feedback. The evaluation process is customized to address all the parameters touching on teaching and learning efficiency at JKUAT.

Prof. Imbuga further noted that the University was also in its second year since the launch of the Quality Assurance Bulletin which highlights the completed and ongoing research projects and publications by the staff of the university and their collaborators. In 2006/2007 academic year, she said, a total of 94 research projects were completed while 261 papers were published.

The acting Vice-Chancellor informed the Minister that her University had vigorously been pursuing to achieve the ISO 9000:2001 Quality Management Certification system which she pointed out, was almost at its final stages of implementation.

Prof Imbuga said the Charter would help attain the stand the university had on quality.

Prof. Francis Njeru, the Deputy Vice-Chancellor, Administration, Planning and Development, and his counterpart in Research, Production and Extension Prof. Esther Murugi Kahangi noted that the University was committed to ensuring that quality was attained at the institution.

**The writer is the University's Public Relations Officer**

**Contact: hindzano @yahoo.com**



## Historical background

Kenyatta University is located about 16 Kms from Nairobi Central Business Center along the Nairobi-Thika Road. It is set on approximately 1100 acres of land providing a quiet and serene environment conducive to learning and research.

The history of Kenyatta University dates back to 1965 when the British Government handed over the Templer Barracks to the Government of Kenya. The Barracks were converted to a college known as Kenyatta College. It offered Secondary and Teacher Training Education leading to the award of Secondary Teacher 1 (S1) and Secondary Teacher Advanced Level (SA) certificates.

Following an Act of Parliament in 1970, Kenyatta College became a constituent college of the University of Nairobi (UoN) and its name changed to Kenyatta University College (KUC). The institution admitted its first batch of 200 students in 1972 to pursue studies leading to the award of Bachelor of Education (BEd) degree of the University of Nairobi. By 1975, the Teacher Training Education Programmes, S1 and SA, were phased out to give way to the Bachelor of Education degree programme and a two-year Undergraduate Diploma in Education.

In July 1978, the Faculty of Education of the University of Nairobi was transferred to Kenyatta University College. This made the institution the only one in the country training teachers at both the undergraduate and postgraduate levels at the time. Kenyatta University College achieved full-scale University status on August 23, 1985, when its Act received Presidential approval. The Act became operational on September 1, 1985. Kenyatta University was inaugurated in December 1985 with three faculties namely; Education, Science and Arts.

Kenyatta University is the University of Choice for those seeking opportunities for a quality education,

career progression, broadening of horizons as well as accelerating ones growth potential. We are a university that stands for academic and professional excellence. We are a welcoming, diverse community, accessible to everyone, providing exceptional support for students in high-quality learning environments across the country.

Our students, staff, alumni and partners are working together to create a better future for all our students, graduates and the society at large.

## Academic Calendar

### The university has two regular academic semesters

a) 1<sup>st</sup> Semester - Late August to early December

b) 2<sup>nd</sup> Semester - January to early April

The regular semesters are supplemented by holiday sessions in the months of April, August and December for students in the School based degree programmes. Admission of Regular students is done in late May and June.

## Academic Programmes

The academic programmes offered at the University are regularly reviewed and re-focused to make them relevant and responsive to the changing needs of society.

The wide range of programmes, which number over one hundred, are market-driven and are geared towards producing innovative and creative thinkers who are not only generators of knowledge but key problem-solvers. This empowers our graduates to become competitive in the job market and to be creative and self-reliant. Majority of these are offered at the Main Campus and at its other campuses namely: Parklands Campus, Ruiru Campus, Mombasa Campus, Kitui Campus and the Pwani University College which is a Constituent College of the University.

The Programmes are offered in various departments, which are housed in thirteen (13) schools namely.

- i) School of Education
- ii) School of Humanities and Social Sciences
- iii) School of Pure and Applied Sciences
- iv) School of Environmental Studies
- v) School of Business
- vi) School of Health Sciences
- vii) Graduate School

- viii) School of Applied Human Sciences
- ix) School of Visual and Performing Arts
- x) School of Agriculture and Enterprise Development
- xi) School of Engineering & Technology
- xii) School of Economics
- xiii) School of Law

#### • Modes of Delivery

The University has adopted five platforms for delivery of programmes in order to address the growing need for higher education in Kenya and the region and particularly to enhance access to education based on the principle of affirmative action. These modes of delivery include:-

- The full-time residential mode for both Government and self-sponsored students.
- Open and Learning mode which offers off-campus modular programmes at nine regional centers spread all over the country namely: Mombasa, Kakamega, Kisumu, Nakuru, Nairobi, Nyeri, Embu, Garissa and Marsabit, which is a newly established center.
- Institutional-based mode that involves face-to-face interactive tutorial sessions offered during

the school vacations i.e. the months of April, August and December.

- The E-learning delivery mode,
- Part-Time/Evening Programmes

#### • Our Vision

To become a dynamic, inclusive and competitive centre of excellence in teaching, learning, research and service to humanity.

#### • Our Mission

To provide quality education and training, promote scholarship, service, innovation and creativity and inculcate moral values for sustainable individual and societal development.

#### • Our Identity

A community of scholars committed to the generation and dissemination of knowledge and cultivation of wisdom for the welfare of society.

#### • Our Philosophy

Sensitivity and responsiveness to societal needs and the right of every person to knowledge.

## • Kenyatta University Gets 1st Position Performance Rating

Kenyatta University, in May 2008, scooped the first position out of 124 State Corporations in Kenya who were evaluated for achieving Performance Contract targets set in the 2006/2007 financial year.

The University met and exceeded all the set targets in the contract signed between the Government and the University Council. These targets were in the area of financial management, specialized skills development, curriculum review, mainstreaming affirmative action, improvement of admission and registration of students, staff publications and Conference participation, among other indicators.

The process of Performance Contracting (PCs) was first introduced in Kenya under a pilot phase in 2004 targeting 16 state corporations. The effect of the PC system has been remarkable and unprecedented. The Performance Contracts system has resulted in enhanced transparency, accountability, responsiveness and has positively

transformed public administration and provision of services among public institutions in Kenya.

The contracts prioritize success indicators that clearly convey the institution's priorities and hold the managers of these institutions accountable. At the end of each year, the performance of all government agencies is assessed against the commitment made by them in their respective PCs. The use of Performance Contracts has been acclaimed as an effective and promising means of improving the performance of public enterprises as well as government departments.

Speaking during an occasion to celebrate this great achievement, Kenyan Assistant Minister for Higher Education, Science and Technology, Dr Kilemi Mwiria, commended the KU for the very significant strides and vigorous efforts made by the University during the year. He noted that this would not have been possible if it were not for the selfless contribution from each member of the University Community. "Being the best in the public

sector among other 124 State Corporations in the country is no mean achievement considering the challenges that our institutions of higher learning continue to face,” he reiterated. “You must not stop

there! Your customers and key service providers will expect to obtain improved services as well as see increased transparency in operations and utilization of resources”, he added.



Vice-Chancellor, Prof. Olive Mugenda (left) and the Chairman, University Council Prof. Onesmo ole-MoiYoi (right) receive the first position trophy from H.E. President Mwai Kibaki (Center) and the Right Honorable Prime Minister Raila Odinga (2nd Left).



Senior Management Staff and students of Kenyatta University pose for a group Photograph after receiving the coveted Performance Contract Winner's Trophy from the President.

## • Kenyatta University Now ISO Certified

Kenyatta University now joins the league of international institutions of higher learning which have met the International Organization for Standardization (ISO) requirements for international quality management systems certification i.e. ISO 9001:2000. The University was awarded the ISO certificate on 25th May, 2008 thus becoming the first public University in Kenya to get ISO 9001:2000.

The University was audited under the ISO 9001:2000 standard, a globally-recognized quality standard established by the International Organization for Standardization (ISO) in Geneva, Switzerland, and adopted by more than 90 countries worldwide. ISO evaluation certifies an organization's overall quality of systems, products and management effectiveness. The ISO certification process involved the continuous assessment and the periodic surveillance audits of the University quality systems by external expert auditors from SGS Kenya Ltd.

The certification of the Kenyatta University Quality Management System is a milestone in the University's continued endeavor to achieve a world-class status. Being an ISO certified institution means that our customers and partners can expect improved quality services and an efficient operational system.

### Our Strengths

#### • Research and Knowledge Transfer

The University has established partnerships with a range of organizations in the public and private sectors to achieve its mission of teaching, research and service to society. Such collaborations and linkages help to enhance learning and performance and ensure that the University is able to address industry needs adequately. Our Center for Research and Development (CRD) coordinates research programmes and knowledge transfer activities. Research is carried out in all schools and Departments as well as range of other specialized centres like the Bureau for Education Research (BER) among others. The Center for Linkages and International Programmes (CLIP) ensures that the University moves at par with other renowned research and academic institutions. The Center coordinates many active linkages with institutions in countries around the world to allow the exchange of students and staff in collaborative research, and also facilitates other mutually beneficial projects and knowledge transfer.

#### • Professional development

Kenyatta University works closely with a number of professional bodies to ensure that students

are kept up to date with the latest developments in the industries, resulting in our graduates leaving with the requisite professional and academic knowledge. Recently, in May 2008, the University in conjunction with a leading bank in Kenya, launched the Students' Community Outreach Programme which has an objective of enabling the students to offer their knowledge and skills to the society. The students are attached to industry and their community and this increases their understanding of societal dynamics as well as gaining practical experience in many fields.

Nearly three thousand professionals in diverse fields graduate from Kenyatta University every year and join the labour force with the necessary skills to make a difference in the communities where they live and work.

#### • **Investment**

During the last few years the University has invested heavily in the development of infrastructure and a wide range of new state-of-the-art facilities, including high quality, market-driven programmes at undergraduate and postgraduate level. Kenyatta University boasts of an excellent, well-equipped academic teaching and learning environment, with additional delivery methods such as the Open Learning Mode, e-learning, Institutional based programmes among others.

#### • **Growth**

Kenyatta University's reputation for quality education, innovation and student support has led to an increase in undergraduate enrolments over the last three years, with student numbers increasing by more than 100% in the last five years. Our portfolio continues to diversify and grow, with new degrees in Medicine and Public Health, Pharmacy, Law, Economics and Agriculture courses among others

Kenyatta University trains over 20,000 students every year, with a quarter of this being postgraduate students. We are the largest provider of Teachers for secondary education in the Kenya and our graduates are now in demand in many countries around the world.

#### • **Student Support**

Kenyatta University has a strong track record in student support. Our Center for Careers and Placement is well established to handle all matters related to student support. Responsive



*VC Prof. Olive Mugenda receives the ISO 9001:2000 from Officials of SGS Kenya Ltd.*

support systems include trained counsellors, a health centre and inclusive support services for students with learning and personal support needs as well as. Our extensive IT network and internet connectivity running on a fibre-optic backbone provides fast access to online information from the internet for research purposes.

Our library services are superior with over 300,000 volumes of books, over 20 electronic databases and video-graphic databases with full text articles and documents available through subscriptions to major international scholarly journals and magazines. A computer lab complete with internet connection provides access to the information superhighway. As a result of the increase in students, Plans are underway to develop an ultra-modern library at the main campus and also increase the library capacities of the campuses and our Constituent College in Kilifi at the Coast.

#### • **Widening Access**

Being the leading higher education institution in the region, Kenyatta University pursues an active widening access policy and continues to expand opportunities for education in its network of campuses, a college, regional centers in all the eight provinces, consultancies and wider community partners. In line with our affirmative action policy, The University attracts working class undergraduate and postgraduate students from under-represented groups, the challenged and also the special needs students.

#### • **Vocational Focus**

We prepare our graduates for future careers

by working in partnership with over 300 employers from all sectors and through the vocational training incorporated into study programmes. The School of Education collaborates with over 2000 secondary schools countrywide to provide practical teaching assessment for its student teacher and is the Kenya's largest provider of continuing professional development for teachers mainly transmitted under the School based programme.

• **Economic Impact**

Kenyatta University is one of the largest employers in Kenya with over 3000 workers both on permanent or short term jobs. It has also injected into the local community economy through institutional, staff and student spending.

• **Realizing the Vision**

For more than two decades Kenyatta University has enabled people to achieve their dreams, today Kenyatta University is a thriving and growing university, recognized nationally, regionally and internationally as a vibrant

learning community. The University's vision is to join the ranks of top world class universities and to be a dynamic, inclusive and competitive centre of excellence in teaching, learning, research and service to humanity.

**TEN REASONS MAKING KENYATTA UNIVERSITY YOUR UNIVERSITY OF CHOICE**

1. A First-class Education
2. Excellent Career Opportunities
3. Superb Environment for learning and research
4. An International setting for a world class education
5. Friendly Atmosphere
6. Advanced Information Technology
7. Excellent student Support Network
8. Wonderful Sporting and recreation facilities
9. Flexible semester-based programmes – one is able to accelerate their studies with the trimester arrangement.
10. The only University which admits students with special needs

**ST. PAUL'S UNIVERSITY**



**E-RESOURCES: ACADEMIC VALUE /BENEFITS**

*By Rosemary Ndegwa  
University Librarian*

The Internet has revolutionized the way we live, the way we interact and our approach to searching for information. Many people are now part of online communities, either through participation in education delivered online (e-learning) or cyber communities.

Higher education institutions are also fast developing virtual learning environments by providing online learning opportunities. Some of the participants in this virtual environment may not un-

derstand the dynamics of cyberspace in general, or the mechanics of online learning in particular.

Today, an interesting dynamic exists. The rapid increase in electronic resources and on-line services has undeniably increased access to content. New content and new projects are being developed all the time; new books are also being published online all the time. The Internet has made possible to have e-books, e-journals, e-content, e-services, e-libraries; name it and it is available in the Internet. This is a boon to learning and education.

If we look back to the 1970s and 1980s when the librarian was very much the gatekeeper carrying out manual searches, then we must conclude that this rapid expansion has indeed made access much easier, like a shift from closed to open access.

The array of digital resources can now seem vast and unmanageable to many people. To some users it is like being sent into a traditional hardcopy library that has neither catalogue nor classification scheme, but a bewildering amorphous collection of resources.

Those who do not understand the differences between databases, portals, gateways, e-books, e-content or e-services can feel threatened, being more accustomed to using traditional hard-copy sources. The different user interfaces and search techniques can also be confusing. This can create lack of enthusiasm for e-resources.

Academic libraries are increasingly spending a sizable percentage of their budgets on e-resources, especially online journals and soon moving on to e-books. And because they do not take up shelf space, but form the virtual library, e-resources may not be the most obvious part of the library collection. This may create the impression that the library does not have sufficient information resources (books, journals, multimedia). E-resources, nevertheless, form a significant part of the library's collection.

For this reason, Information Literacy in the digital library needs greater attention than it has received. This is not simply a question of instruction for digital library use or database search instruction, but about imparting search techniques and skills, inculcating critical appraisal and evaluation skills to benefit from a wide range of e-resources available to the users. It is about understanding the

value and impact of the information that is now available and accessible for academic success. Ultimately it is about engaging users in "the currency of democracy" which happens to be Information.

A number of users in public and academic sectors underestimate the complexity of e-resource searches because of the vastness of the available resources. The general assumption is that searching for academic information from the e-resources is an easy and straight forward task, much like using Google. This is not the case. Searching for academic information contained in the e-resources requires determination, discipline and interest for academic achievement and excellence. It is only through the use of the e-resources that users can find their value and worth in their academic life. It is only then that academic benefits will be accrued.

Bishop Okullu Memorial library is very much aware of the value and worth of these online information resources (e-resources). To equip and facilitate library users to effectively tap this information, the library organizes training workshops to both academic users as well as student users. This is one of the core services users' benefits from by being members of St. Paul's Community.

## MUHAS ACCREDITED FULL MEMBERSHIP OF THE IUCEA

On the 11<sup>th</sup> of March 2008, Muhimbili University of Health and Allied Sciences (MUHAS) was granted full membership of the Inter University Council of East Africa (IUCEA) following the separation of MUHAS formerly known as Muhimbili University College of Health Sciences (MUCHS) from the University of Dar es Salaam (UDSM).

As a constituent College of the University of Dar es salaam, Muhimbili University College of Health Sciences was an associate member of IUCEA before the Government of United Republic of Tanzania upgraded it into a full fledged University effectively from September 11, 2007. Following this move, the former President Ali Hassan Mwinyi and the former MUCHS Principal Prof. Kisali Palangyo were appointed by President Jakaya Mrisho Kikwete as Chancellor and Vice-Chancellor respectively.

Speaking on different occasions with the MUHAS Newsletter, students and staff were enthu-

siastic about the university becoming a full member of IUCEA. It is strongly felt that this new status will enhance the university recognition internationally as well as provide an opportunity for promoting quality training, research and consultancy in health sciences throughout East Africa

Historically, the University has evolved through a series of milestones, from the Dar es Salaam School of Medicine in 1963 to a Faculty of Medicine of the Dar es Salaam University College of the University of East Africa in 1968 to MUCHS, a constituent College of the University of Dar es Salaam in 1991. Finally MUHAS was established in 2007 after getting accreditation by the Tanzania Commission of Universities (TCU). The move to upgrade MUCHS into MUHAS is a major achievement for the College since it is a realization of its vision of becoming a full fledged University.

MUHAS plans for expansion to increase Health Professionals.

## • MUHAS ACCREDITED FULL MEMBERSHIP OF IUCEA

In responding to the national needs for human resources in the health sector, Muhimbili University of Health and Allied Sciences (MUHAS) will construct another bigger campus on 3800 acres of land at Mloganzila area on the outskirts of Dar es Salaam.

Speaking recently to the MUHAS Newsletter the MUHAS Vice-Chancellor, Prof. Kisali Palangyo said currently the nation is facing an acute shortage of personnel in the health sector and therefore expansion of MUHAS is of national in-

terest in the sense that it will enable the nation to train more people in health services delivery. "As the largest and long standing public institution in Tanzania that offers training leading to degrees in the field of health sciences, MUHAS has to take a leading role in responding to the national needs for human resource for health" he added.

To begin with, the university plans to construct an ultra modern teaching hospital and a modern pharmaceutical manufacturing plant at the new campus.

# UNITED STATES INTERNATIONAL UNIVERSITY

## Education to take you place

### THE CHANGING FACE OF MANAGEMENT EDUCATION

By J. H. Kimura

In the last three years or so, a subtle change has been taking place in management education and training in Africa and in Kenya. The first of these and probably the catalyst to some of the developments was "an experiment" by an IFC economist called Guy Pfeffermann based in New York. Guy thought that African management education needed a kickstart to put it on the same pedestal as the great western business schools. So he got IFC to fund a small project on writing business cases which could be used in teaching graduate students, entrepreneurs and managers. To get the project going, he picked on three business schools in Africa – Lagos Business School in Nigeria (entrepreneurship), USIU in Kenya (cases) and Gordon Institute of Business Science (Teaching the Practice of Management).

His business model was quite simple. He argued that teaching business using cases or methods developed for Harvard, Stanford and Columbia business schools was okay for Americans but did not make sense for Africa where the environment is vastly different. So he got these schools to identify several success stories in their countries on which to write cases. To assist them, he picked three professors from business schools in the West (Murray Low from Columbia, John Mullins from London and Bar-

bara Jamieson from Edinburgh) to mentor young lecturers to write world class cases based on local experiences. He had, as an IFC expert, realized the rich context that Africa provides. Among the first eight cases were well known companies: Safaricom, Kenya Airways, Bidco Industries, Mabati Rolling Mills, Firestone, Commercial Bank of Africa. The rest, to use a cliché, is virtually history.

The most unique aspect of the new case training approach was getting high energy executives like Michael Joseph, Titus Naikuni, Vimal Shah, Manu Chandaria and Isaac Awuondo to actually sit in a class where their respective cases were being discussed and to answer any awkward questions that might arise in the course of the heated debate between the students and the mwalimu! To-date, some 26 cases have been written at USIU and they are hosted at the European Case Clearing House (EECH) in Paris for the world to read. The target is to do a total of 100 cases in the next few years so as to enrich the selection.

Global Business Schools Network (GBSN)  
The second initiative that Guy started was a global network of business schools that had the interests of the developing world at heart. So far, this network has attracted a crop of over 32 schools among whom are the best known business schools

in the world. In Africa, four business schools are members – GIBS and University of Cape Town (S. Africa), Lagos Business School and USIU in Kenya. These four schools were expected to provide the much required transformational leadership in management education in Africa and, to their credit, were the founders of the African Association of Business Schools (AABS) which now boasts 17 African business schools. They have held their four annual workshops on the Teaching of the Practice of Management the last being at USIU in May this year in which over 70 lecturers from Africa were trained by renowned professors.

By a unique coincidence, GBSN based in New York had decided that they were going to have their annual meeting in Nairobi in July 2008. Their high profile meeting will be held at the USIU campus and will be attended by dons from over 30 universities in the world. During the same function, Guy's Management Education and Research Consortium (MERC) has invited some 40 or so business leaders in the country to come and exchange ideas, share expectations and ideals with business school dons.

And this, to me, is the crux of the matter: that western universities are no longer turning up their noses at Africa but are, in fact, actively seeking partnerships that were unthinkable several

years ago. Indeed, some of them such as Columbia and MIT in the US and IMD in France, are actively seeking collaborating institutions in Africa. And they are not coming alone. For instance, Goldman Sachs International, the well known global investment bank, has committed itself to spending \$100 million dollars in the next five years to train 10,000 women leaders in the developing world using a combination of local and international talent.

So what does all this interest in African management education harbingers? To my mind, it is a rather belated acceptance that Africa, in spite of its myriad problems, has something to offer – by way of business, resources and even professionals. As The Economist recently editorialized while praising Safaricom's Michael Joseph: "Since 70% of (Kenya's) economy is informal and government services are ragged, there is probably some truth in his claim that Safaricom has done more to help Kenya than decades of aid. At the very least, it offers a powerful lesson for would be investors in Africa: it can pay to bet on the poor". This is a welcome change.

***Prof. J. H. Kimura teaches finance at United States International University.***

## TUMAINI UNIVERSITY

### Message from the Vice-Chancellor



*Prof. John Shao,  
Vice-Chancellor  
Tumaini University*

**T**umaini University was established by the Evangelical Lutheran Church in Tanzania in 1997. It is a community of students and staff dedicated to bringing out the best in all of its members. Tumaini is a multi Campus University. We have Six Constituent University Colleges.

Our record of success for the past ten years of operation is remarkable. So far we have 2348 graduates of the University whose performance in the employment sector is highly commendable. More Faculties, departments and programmes have been established. We have made deliberate efforts to develop infrastructure in the University Campuses to create vibrant, stimulating environment in which staff and students live, work, and play. The success made by Tumaini University so far has led to its being awarded a Certificate of Accreditation by the Higher Education Accreditation Council of Tanzania in 2001.

# TUMAINI UNIVERSITY

Tumaini University guarantees welfare of students and staff. We have student's and staff organizations in each Constituent College, which pursue issues of diverse interests to students ranging from entertainment, advice, representation etc. Our expectation is that our staff and students at Tumaini University will live to the Vision and Mission of the University, which states:

"Tumaini University is a Christ-centered university focusing all its programmes through the guidance of and obedience to the word of God and by conducting and promoting higher education learning and research through scientific fact-finding and

enquiries to all students without any form of discrimination"

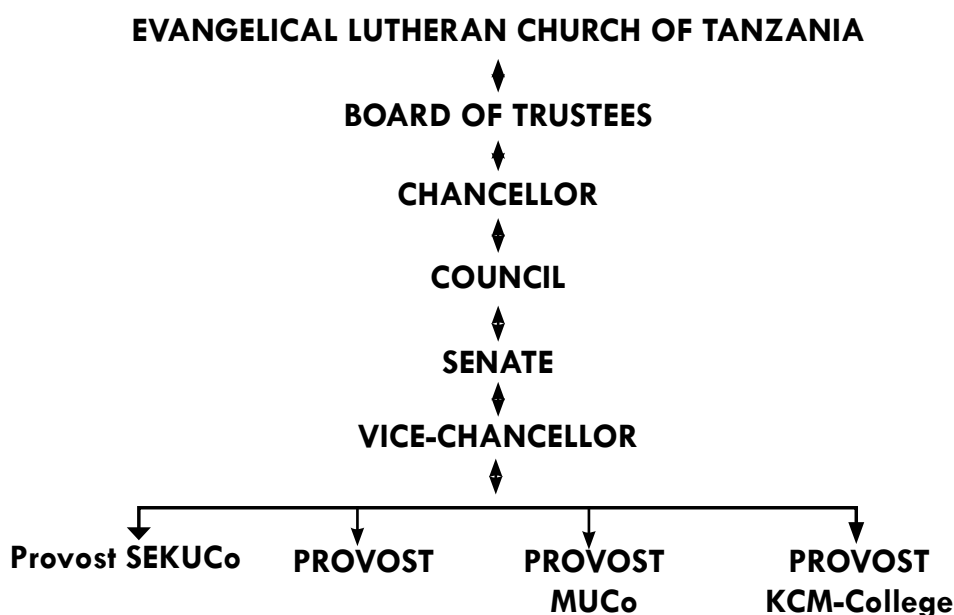
We have brought you the information about courses offered so far by Constituent Colleges.

I hope that this piece of information will convey a summary about the vibrant and dynamic character of this Institution.

We work for the best education pursuit.

**Prof. John F. Shao**  
**VICE-CHANCELLOR**

## TUMAINI UNIVERSITY ORGANOGRAM



### History of Tumaini University

The idea of establishing a Church university goes back to 1961, the year Tanganyika gained its political independence, when a twelve person delegation from the Lutheran World Federation visited the country to have discussions on the idea with leaders of the then seven local Lutheran Churches. The meeting took place in Moshi Town. A smaller delegation of the visitors and local representatives journeyed to Dar es Salaam to discuss the idea with leading local politicians. After these discussions, it was felt that the time was not ripe for the establishment of a private university. Thirty years

later, the General Assembly of the ELCT met at Morogoro Junior Seminary and directed the Executive Council of the Church to start a process of establishing a university.

A small committee was established to work out a strategy for the establishment of a university. The strategy report of the committee was presented at a meeting of the Executive Council in August, 1996 and was adopted. It was resolved that Tumaini University should be established and that it should be made up of constituent colleges. Tumaini University started operating in 1997. The first

three Constituent Colleges to be established are: Makumira University College (MUCo), Iringa University College (IUCo), and Kilimanjaro Christian Medical College (KCM-College). Dar es salaam College was added in 2002. Sebastian Kolowa University College (SEKUCo) and Stefano Moshi Memorial University College was added 2007.

Tumaini University is accredited under the Higher Education Accreditation Act of 1995. It has its headquarters in Moshi town off the junction of Sokoine and Kilimanjaro roads, opposite J.K. Nyerere Primary School.

#### • **Vision and Mission of Tumaini University**

Tumaini University is a Christ-centered university focusing all its programmes through the guidance of and obedience to the word of God and by conducting and promoting higher education, learning, research, through scientific fact-finding and enquiries, to all students and staff without discrimination.

Tumaini University will, in the best traditions of a professionally oriented university, provide the kind of education, which will serve the development of freedom from diseases, ignorance and poverty for all people in society. The assurance of freedom includes the removal of hampering influences, which tend to block honest research and studies. Some of the University's educational programmes will be progressively harnessed to focus as best as possible on the economic and social development of the people. At the university and its constituent colleges, new ideas, models and alternatives for the development and promotion of a viable and just human society will be initiated, explored and tested. The hope and expectation of the Evangelical Lutheran church of Tanzania (ELCT) is that Tumaini University and its Constituent Colleges will develop into resources centres from which fresh intellectual and spiritual breezes will spring up and spread out far and wide for the renewal of the Church and Society.

#### • **Administration of Tumaini University**

Administration of Tumaini University activities is done at two levels – the Constituent College level and the Main Administrative at Head Office University level. Specific administrative matters in relation to the College are handled at the Con-

stituent College Governing Board (Board of Governors). Academic matters are submitted to the Constituent College Academic Board of each College.

A Provost assisted by two Deputies – responsible for Academic and Administration, heads each Constituent College.

At the University head office level, there is a Vice-Chancellor, assisted by three Deputy Vice-Chancellors, who are also Provosts of Constituent Colleges.

The University has a Body Trustees representing the owners (ELCT), a Council as the policy making body, the Senate dealing mainly with students admissions, examinations, students and staff welfare, University dealing with academic matters submitted to it from the Constituent College Academic Boards. The University has a Constitution and each College has Constituent College Governing Constitutions.

#### • **Admission of Students**

There is a common policy for admission of students to various academic programmes for all constituent colleges of Tumaini University. The entry qualifications or equivalent qualifications, which are detailed in each Constituent College's Admission Regulations, are those, which are approved by the Higher Education Accreditation Council and Tumaini University Council. Tumaini University admits students from within and outside Tanzania. The Students are admitted without regard to religion, political inclination, race, ethnic origin, nationality or sex.

#### **Accreditation status (up to February, 2008)**

##### **(A) University Head Office**

The University Head Office has a Certificate of Accreditation issued by the Higher Education Accreditation Council (HEAC).

##### **(B) Constituent Colleges**

IUCo has the Certificate of Accreditation issued by HEAC.

KCM-College and MUCo have the Certificates of Full Registration issued by the HEAC.

TU-DARCo has the Certificate of Full Registration issued by the TCU.

SEKUCo and SMMUCo have the Certificates of Provisional Registration issued by the TCU.

### Officers of the University

Management of the University includes:

- (i) Chancellor; Rt. Rev. Bishop Alex G. Malasusa
- (ii) Vice-Chancellor; Prof. John F. Shao
- (iii) Deputy Vice-Chancellor (Academics) and Provost - KCM-College; Prof. Egbert M. Kessi
- (iv) Deputy Vice-Chancellor (Finance, Planning and Administration) and Provost— MUCo; Rev. Prof. Joseph Parsalaw
- (v) Deputy Vice-Chancellor (Research and Consultancy) and Provost IUCo; Prof. Nicholas T. Bangu
- (vi) Provost of the Tumaini University Dar es salaam College; Prof. Geoffrey Mmari
- (vii) Provost Sebastian Kolowa University College; Rev. Dr. Anneth Munga
- (viii) Provost Stephano Moshi Memorial College; Mr. Stanley E. Mmbaga
- (ix) Tumaini University Academic Coordination Officer; Rev. Prof. Festo Bahendwa.
- (x) Secretary to Council; Mrs. Emmeline Kleruu (TU Head Office)
- (ii) Human Resource Officer Administration; Miss Hedwiga Mchaki (TU Head Office)
- (iii) Bursar; Mrs. Eustack Moshi (TU Head Office)
- (iv) Assistant Executive Secretary; Mrs. Martha Kessy (TU Head Office)
- (v) Typist; Neema Kimaro (TU Head Office)
- (vi) Office Assistant; Miss Happy Linus (TU Head Office)

### Number of Students as of 2007/2008 Academic year

- (i) Iringa University College (IUCo): 2,549(male 1,471 & female 1,078) students.
- (ii) Kilimanjaro Christian Medical College (KCM College): 662 (male 393 & female 269) students.
- (iii) Makumira University College (MUCo): 931 (male 562 & female 369) students.
- (iv) Tumaini University, Dar es Salaam College: TUDARCo): 1,325 (male 778 & female 547) students.

- (v) Sebastian Kolowa University College (SEKUCo): 137 (male 81 & female 56) students
- (vi) Stefano Moshi Memorial University College (SMMUCo): 155 (male 116 & female 39) students.

**Total Number = 5,759 (male 3401 & female 2358) students.**

As on 31st November, 2007 a total of 1437 students have graduated from Tumaini University.

### COURSES TAUGHT IN THE COLLEGES

(a) Iringa University College (IUCo)

Certificate level

- (i) Certificate in Business Administration
- Diploma level
- (i) Theology

#### Degree level

- (i) Bachelor of Business Administration
- (ii) Bachelor of Arts in Journalism
- (iii) Bachelor of Laws
- (iv) Bachelor of Divinity
- (v) Bachelor of Education in Mathematics
- (vi) Bachelor of Cultural Anthropology and Tourism
- (vii) Bachelor of Counseling
- (viii) Bachelor of Arts in Community Development.

#### Postgraduate

- (i) Diploma in Management
- (ii) Diploma in Church Leadership and Management
- (iii) Master of Business Administration

(b) Makumira University College (MUCo)

#### • Diploma level

- (i) Theology conducted at the Training Centre of Mwika.

#### • Degree level

- (i) Bachelor of Divinity
- (ii) Bachelor of Arts in Languages
- (iii) Bachelor of Arts in Music
- (iv) Bachelor of Laws
- (v) Bachelor of Education in Languages
- (vi) Master of Theology
- (vii) Doctor of Philosophy in Theology

### (c) KCM-College

#### Diploma Level:

- i) Diploma in Occupational Therapy
- ii) Diploma in Health Laboratory Sciences

#### Degree Level:

- i) Bachelor of Science in Prosthetics and Orthotics
- ii) Bachelor of Science in Nursing
- iii) Bachelor of Science in Physiotherapy
- iv) Bachelor of Science in Health Laboratory Sciences
- v) Doctor of Medicine
- (vi) Masters of Medicine:  
Surgery, Obstetric & Gynaecology, Paediatrics & Child Health, Ophthalmology, Diagnostic Radiology, Otorhino-Laryngology, Dermato-Venereology, Anaesthesiology, Internal Medicine and Orthopaedic.
- (vii) Master of Science:  
Biochemistry, Clinical Pharmacology, Urology, Anatomy and Histology, Medical Entomology, Clinical Parasitology and Physiology.
- (viii) Master of Public Health (MPH)
- (ix) Doctor of Philosophy (PhD)

### (d) TU Dar-es-Salaam College

#### Degree Level

- (i) Bachelor of Business Administration
- (ii) Bachelor of Library and Information Studies
- (iii) Bachelor of Laws
- (iv) Bachelor of Arts in Mass Communication

### (e) TU Sebastian Kolowa University College

#### Degree Level

- (i) Bachelor of Special Needs Education
- (ii) Bachelor of Laws

### (f) TU Stefano Moshi Memorial University College Diploma Level

- (i) Diploma in Theology
- (ii) Diploma in Education

#### Degree Level

- (i) Bachelor of Education
- (ii) Bachelor of Accountancy
- (iii) Bachelor of Science in Information Technology

### Graduates for the past Ten years at the University

Up to November, 2007 Tumaini University had the following number of Graduates in the following

#### Colleges

(a) Iringa University College	1330
(b) Makumira University College-	457
(c) KCM College	409
(d) TUDARCo	142

### University Teaching and Learning Improvement Programme (UTLIP)

The University has a Special Unit called the University Teaching and Learning Improvement Programme (UTLIP). The Unit is responsible to co-ordinate teaching and learning Programmes in the Constituent Colleges, through the Constituent College UTLIP Coordinators.

### Involvement of Students and Staff in the activities of the University

#### Staff involvement

- In accordance with the Constitution of the Tumaini University, the Staff of the University are organized in Staff Association, known as the College Academic Staff Association (CASA).
- The Staff Association are the Forums through which the University Staff have the opportunity to meet and deliberate on the various issues of mutual interest to the Staff.

#### Students involvement

- As with the Staff, the Students are organized by Students Organisation in accordance with the Constitutions of The Colleges and the University.
- Through the Tumaini University Students Organisation (TUSO), the Students have the mandate to participate in the College and University Forums of:-
  - (i) College Governing Boards, Academic Boards and Committees.
  - (ii) University Senate
  - (iii) University Council
- Through the Students organization in collaboration with the College/ University leadership, the Students have been able to conduct an annual event-involving gathering of Students from Constituent Colleges.
- Through the Students gathering, the Students are able to meet and conduct: Sports activities, debates, discussions, cultural events, etc. This is also the forum in which the Students are able to be briefed on the operations of the University.

## Funding

- As with the other newly established Universities in the Country, the University is having the challenge to have the financial base to facilitate its smooth conduct of its operations.
- The University, as an Institution of the ELCT, has been receiving funding support from the ELCT through strategies prepared by the ELCT in collaboration with the University. The University receives contributions from the Dioceses of the ELCT as well as special contributions from individuals or Institutions who have accepted to become “Friends of Tumaini University”. Friends of Tumaini University contribute a minimum amount of Twenty Thousand (T.Shs 20,000/-) per year.
- The University also receives support from the Church through its membership to the Lutheran Mission Co-operation (LMC)
- The Government Support to the University is through the sponsorship of Students and support for equipments through the Tanzania Education Authority (TEA).

## CONTACTS

Tumaini University Head Office  
[www.tumaini.co.tz](http://www.tumaini.co.tz)

Iringa University College.  
[www.tumaini.ac.tz](http://www.tumaini.ac.tz)

Kilimanjaro Christian Medical College  
[www.kcmc.ac.tz](http://www.kcmc.ac.tz)

Makumira University College  
[www.makumira.ac.tz](http://www.makumira.ac.tz)

Tumaini University Dar es Salaam College  
[www.tumainidsm.ac.tz](http://www.tumainidsm.ac.tz)

Sebastian Kolowa University College  
[www.sekuco.org](http://www.sekuco.org)

Stefano Moshi Memorial University College  
[www.smmuco.ac.tz](http://www.smmuco.ac.tz)



*IUCEA Executive Committee members when they visited the Genocide Memorial site in Rwanda, June 2008*



# IUCEA MEMBER UNIVERSITIES

## Kenya Public Universities

1. Egerton University
2. Jomo Kenyatta University of Agriculture and Technology
3. Kenyatta University
4. Maseno University
5. Masinde Muliro University of Science and Technology
6. Moi University
7. University of Nairobi

## Kenya Private Universities

1. Africa Nazarene University
2. Daystar University
3. Kabarak University
4. Kenya Methodist University
5. Kiriri Women's University of Science and Technology
6. Scott Theological College
7. Strathmore University
8. St Paul's University
9. The Catholic University of Eastern Africa
10. United States International University
11. University of Eastern Africa, Baraton

## Tanzania Public Universities

1. Ardhi University
2. Dar es Salaam University College of Education
3. Mkwawa University College of Education
4. Moshi University College of Cooperative and Business Studies
5. Muhimbili University of Health and Allied Sciences
6. Mzumbe University
7. Sokoine University of Agriculture
8. The Open University of Tanzania

9. The State University of Zanzibar.
10. University of Dar es Salaam
11. University of Dodoma

## Tanzania Private Universities

1. International Medical and Technological University
2. St. Augustine University of Tanzania
3. St. John's University of Tanzania
4. Muslim University of Morogoro
5. Ruaha University College
6. The Hubert Kairuki Memorial University
7. The University of Arusha
8. Tumaini University, Dar es Salaam College
9. Tumaini University
10. Zanzibar University

## Uganda Public Universities

1. Busitema University
2. Gulu University
3. Kyambogo University
4. Mbarara University of Science & Technology
5. Makerere University Business School
6. Makerere University

## Uganda Private Universities

1. Bugema University
2. Busoga University
3. Islamic University in Uganda
4. Lugazi University
5. Ndejje University
6. Nkumba University
7. Kampala International University
8. Kampala University
9. Uganda Christian University
10. Uganda Martyrs University



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