



THE INTER-UNIVERSITY COUNCIL FOR EAST AFRICA (IUCEA)

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But the idea of harmonization is easier said than done even when it excludes harmonization of curricula. As a start, there is growing delivery of higher education through distance learning and e-learning. These forms of delivery open opportunities for unregulated systems as well as unfettered competition especially from private higher learning institutions. Through the Africa Council for Distance Education, some effort is being undertaken to create a continental quality assurance framework and an accreditation body. But it remains a huge challenge.

Secondly, there is the challenge of comparing the performance of universities against a commonly agreed criteria. How do you establish such criteria and benchmarks? As Professor Mary Evans quizzes, is it possible to recognize the relationship between ideas and how to evaluate them?

Third, achieving political commitment on harmonization at national levels could also be a huge challenge even when the Treaty establishing the EAC provides a broad policy architecture.

Fourth, EAC Partner States themselves are yet to develop adequate capacity for undertaking quality assurance and quality accreditation of higher education institutions. This challenge is made more onerous when you consider the present state of low funding of public universities and lack of state funding for private universities. There is thus an overall inadequacy in infrastructure supportive of quality teaching and research in most universities both public and private. As such the question, when is a University “a University” is a huge paradox.

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Amb. Dr. Juma V. Mwapachu



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The Editorial Team

Editorial Advisor	Prof. Chacha Nyaigotti-Chacha
Editor	Wilhelmina Balyagati
Member	Lilian David Amri
Member	Phillip Ayoo
Member	Mildred Warugaba
Member	Aristarik Maro
Designer	Isma Musoke
Printer	Intercool Design Limited



Publisher

**The Inter-University Council for East Africa,
Plot 4 Nile Avenue, EADB Building,
P.O.Box 7110, Kampala, UGANDA
Tel: +256 414 256251/2, Fax: +256 414 342007
Email: info@iucea.org
Website: www.iucea.org**

EDITORIAL

‘BONA BASOME’

During the opening ceremony of the Faculty of Computing and Information Technology Building, at Makerere University on 28th January, 2009, the President of the Republic of Uganda, President Yoweri Kaguta Museveni said that his government advocated for the policy of “BONA BASOME”- education for all. He further urged that a 21st century university must be flexible enough to cater for those who want to study during the day and at night as well as those who want to study from home or office or those who want to come to campus. He added further that a university should be flexible enough to ensure that studying can take place independent of time and that it caters for both the poor and the peasants.

In a similar vein, the President of the Republic of Rwanda, President Paul Kagame, when delivering a speech at the National University of Rwanda in August 23, 2009 challenged the owners and heads of educational institutions by asking them to how much do they concern themselves with the quality of what they deliver to their students - beyond the numbers of learners they seek to attract?

The two Leaders touched upon issues which are among the many concerns being raised by higher education stakeholders at most fora.

Recently, the Vice-President of the United Republic of Tanzania Dr. Ali Mohamed Shein, made similar remarks during the ceremony of opening the universities’ symposium organised by the Inter-University Council for East Africa (IUCEA) in October, 2009 - Dar es Salaam, Tanzania, to celebrate the 10th Anniversary of the East African Community. At this symposium, Dr. Shein urged the participants to reshape research so as to respond to market needs.

The main theme of the symposium was “Strategic Development and Management of Higher Education for Socio-Economic Development of the East African Region.” Other themes for discussion included Harmonization of Higher Education for Socio-economic Development of the East African Region, Trends in Science and Engineering Education in the East African Region, Information and Communication Technology and networking of member universities.

Experts from IUCEA member universities and other higher education stakeholders shared experience on institutional dynamics and the quality of higher education internationalization in African Universities. Opportunities for research, engineering and



technology training in the Region were discussed as well as issues pertaining to strategic management of higher education institutions.

In this edition, you will come across the Council’s efforts which are underway to address some of the issues raised in line with the implementation of the Council’s Rolling Strategic Plan (RSP).

This volume also contains a key note paper presented by Amb. Dr. Juma

Mwapachu, the Secretary General of the East African Community on Harmonization of Higher Education for Socio- economic Development in the East African Region, during the IUCEA symposium to mark the 10th Anniversary of the East African Community in October 2009.

According to the Secretary General, harmonization of higher education is a timely thrust in the context of the establishment of the EAC Common Market, which will allow free movement of labour in the region. However the Secretary General predicts a huge challenge to achieve this harmonization. The challenges he poses include unregulated system of delivery of higher education through distance learning and e-learning, comparisons of performance of universities against a common agreed criteria, political commitment on harmonization at national levels and inadequate capacity in the EAC Partner States for undertaking quality assurance and quality accreditation of higher education institutions. Information gathering from institutions, language and communication barriers were mentioned in the paper as further challenges to this harmonization. You will read more in the reproduced key note address.

We have brought to you more about the coordinated activities which include governance meetings and workshops. This Newsletter comes twice a year. We welcome articles from member universities so that we maintain permanent interactions between the higher education institutions and stakeholders. We look forward to receiving your comments and contributions to volume No. 41.

Karibu Sana,

Wilhelmina Balyagati
Corporate and Public Relations Officer

From the Executive Secretary

As you are aware it is tradition of the Inter-University Council for East Africa (IUCEA) to interact with its member universities and other stakeholders every six months through this newsletter.

I therefore, once again welcome all of you to read through with us this 40th issue of the IUCEA Newsletter. As I do so, I want from the onset to wish all of you a happy New Year.

This year the IUCEA will be celebrating 10 years of revitalization. It is therefore, a significant year for those of us who have been associated with the growth and transformation of this institution since the year 2000. We are using this opportunity to take stock of the many miles we have covered in undertaking the activities of the Council as they have been directed by the Governing Board. Since 2006, these activities have been informed by the **Rolling Strategic Plan (RSP)** which was developed in order to transform the IUCEA into an effective regional advocate and catalyst for the strategic development and management of Higher Education in the East African region.

We take note of the fact that rigorous implementation of this Strategic Plan embarked during the last two years. The IUCEA Secretariat supported by member universities has covered and coordinated a full range of activities whose out-puts have had positive results and impact in the livelihoods of the people of East Africa. We cover our mandate having in mind the fact that IUCEA is one of the strategic institutions of the East African Community.

In October 2009 as the EAC was commemorating its 10th Anniversary, the IUCEA held a symposium in which a number of presentations were made by scholars and members of staff at the Secretariat. These presentations focused on how the IUCEA has mainstreamed the Rolling Strategic Plan 2006/2011 through a number of undertakings. We used this opportunity to highlight the role that higher Education has played to support the aspirations of the EAC as it strives to realize an integrated East African region.

It is expected that the information generated during this meeting will continue to guide the theme specific actions as well as impact on policy and strategic matters for the IUCEA, member universities and Partner States.

During this time you will also read about these deliberations including one presentation which was made by the Secretary of the EAC, Ambassador. Juma V. Mwapachu on the **“Harmonization of Higher Education for Socio-economic Development of the East African Region.”**

As stipulated in the Rolling Strategic Plan (Key Results Area No. 13) on Gender Mainstreaming, IUCEA has laid a firm foundation on how to address emerging issues

in this area. The deliberations have touched on the policies universities have put in place regarding gender mainstreaming and in line with EAC Treaty ensuring that there is no discrimination in recruitment and admission processes against female staff and students.

On Quality Assurance, I am pleased to note that the initiative that is supported by the DAAD of Germany is in top gear. We have achieved a number of positive outcomes including the development of Quality Assurance Manuals which are now being used in universities as they work towards the establishment of Quality Assurance Units.

We continue to work with various development partners to achieve our objectives. For example, recently we held a workshop in collaboration with the United Nations Economic Commission for Africa (UNECA) on the theme “Enhancing East African Research Excellence through an ICT – Enabled Network and Observatory”. During this time researchers discussed and launched a network which will promote, coordinate and seek for funding to consolidate a full network of East African researchers who will be expected to work with colleagues locally as well as internationally. The participants identified critical and necessary areas which are pertinent in the formation of the planned network.

They structured the collaboration between researchers, experts and practitioners in the ICT industry for the purpose of formulating a vibrant East African Community of researchers. The same meeting agreed on the role of ICT in enhancing this collaboration. All these achievements which will be highlighted in this newsletter are a point to the fact that the IUCEA, during this 10 years of its revitalized existence, has continued to undertake activities which are geared to maximize the impact of Higher Education institutions and individuals in the developmental aspirations of the East African people in particular and Africans in general.

I wish all of you an enjoyable reading.

Professor C Nyaigotti-Chacha
Executive Secretary



19th Governing Board Meeting takes place

The 19th Meeting of the IUCEA Governing Board took place on 16th September 2009, at Speke Resort Munyonyo, Kampala, Uganda. The meeting was attended by Vice-Chancellors from public and private universities, Permanent Secretaries responsible for higher education, East African Community, Heads of Commissions/Councils for higher education and Science and Technology. The Private Sector and Development partners were also represented in the meeting.

The meeting was chaired by Prof. Lillian Tibatemwa, the then Acting Vice-Chancellor, Makerere University.

The Governing Board which was preceded by the Executive Committee meeting which took place on 15th September received a report of the Secretariat's performance and implementation of the coordinated activities, programmes and projects.

The Governing Board discussed and approved IUCEA new memberships. The University of Burundi, Kampala International University-Uganda were admitted for full membership while the Aga Khan University, Tanzania, Universite Lumiere de Bujumbura-Burundi, Hope Africa University (Universite Espoir D'afrique) –Burundi and KCA University – Kenya for associate membership. The Governing Board also discussed matters related to transition period at the Secretariat in relation to the post of the Executive Secretary and the Deputy Executive Secretary whose contracts are ending in November and October respectively. The Governing Board received the IUCEA Audited Accounts and the progress report for the procurement of the professional firm to undertake the construction of the IUCEA Headquarters at Kyambogo where the IUCEA Headquarters will be constructed.



Participants of the IUCEA Governing Board meeting, September 2009

The IUCEA organizes a workshop on Business Studies

Theme: The Challenges Faced in the Teaching of Business Studies in East Africa



Participants of Business Studies workshop, December 2009

From 1st – 4th December 2009, the IUCEA organized a workshop on Business Studies to look at the current status of Business Studies programmes in the region as established by the on-going regional IUCEA Quality Assurance initiative. The participants shared experiences from the current state of the art of Business Studies programmes and charted out the way forward towards building a harmonized teaching framework of the relevant subject and other related quality indicators.

The focus of the discussion and future development in business studies included:

- Identifying areas of strength that need to be enhanced
- Identifying areas of weaknesses that need improvement
- Identifying benchmarks and best practices for use in the universities
- Suggesting the regional qualification framework for Business studies
- Suggesting the Credit Accumulation and Transfer System for Business Studies

The following papers were presented at the workshop:

- Overview of Current Status of Business Studies Programmes in East Africa
- The indispensable need for a Thematic Quality Assurance System
- Challenges of Curriculum Development in Business Studies in the current era of Globalization and involvement of Stakeholders

The IUCEA conducts a workshop on Gender and Youth

Gender mainstreaming is recognized today as a major issue on international human rights agenda and human centered development agenda. The mandate to mainstream gender into all development agenda is derived from the United Nations policy and programme activities in the 1997 Economic and Social Council (ECOSOC). This was based on the Beijing Declaration and Platform for Action.

The IUCEA adopted the Proceeding of the Beijing Declaration and Platform for Action and is obliged to implement it in all its departments in both public and private universities through gender mainstreaming policies and strategies. It's important that all institutions of higher learning adopt this strategy in their operational terms.

Gender mainstreaming was defined by ECOSOC in the 1997 Agreed Conclusion as; "...the process of assessing the implication for women and men of any planned action, including legislation, policies or programs in all areas at all levels". It is a strategy

for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

In this regard the IUCEA organized a workshop on Gender and Youth from 26th -27th January, 2010 at Kenya School of Monetary Studies, Nairobi.

The objective of the workshop was to create competence and raise consciousness for university delegates in the East African region through a better understanding of how gender perspectives are relevant to their responsibilities and work efforts in a university setting. The workshop was also intended to increase their insights in identifying practical ways those individuals and divisions can act in order to main-stream gender in their operations and by use of Information and



Participants of Gender and Youth workshop, 26th-27th January 2010

Communication Technology.

Several papers were presented from universities where gender mainstreaming has gained roots and where gender mainstreaming has taken off.

The ultimate aim of the training was to create the mandate and know-how for professional responsibilities of particular work units, baring in mind the issues they dealt with and giving them practical skills and insights for strengthening their out puts and impacts through the incorporation of gender perspectives.

In his welcoming remarks, Prof. Moses Golola the Deputy Executive Secretary, IUCEA, told the participants that Gender and Youth is one of the IUCEA Thematic Clusters through which the Council is expected to work with its member universities in developing gender balance and mainstreaming policies in higher learning institutions. He told the participants that the Council is mandated to

mobilize support for member universities to focus on increasing the proportion of female students, and female academic staff. He told the participants that the Council is also charged with enhancing institutional policies to address constraints to gender balance and mainstreaming, improving coordination, planning and implementation of gender programmes and participation of female staff in all decision-making levels.

The participants shared experiences through presented papers on:

- The Role of ICT in addressing issues of Gender and Youth at JKUAT
- Challenges in Gender Mainstreaming at Makerere University
- Status of Gender and Youth Studies in the National University of Rwanda
- Challenge of Gender research in Kenya
- Curriculum Development for Gender Equality at Muslim University of Morogoro (MUM)

“...Gender and Youth is one of the IUCEA Thematic Cluster through which the Council is expected to work with its member universities in developing gender balance and mainstreaming policies in higher learning institutions...”

**Prof. Moses Golola,
Deputy Executive Secretary, IUCEA**

IUCEA organizes a universities' symposium to mark the 10th Anniversary of the EAC

- The Council used the opportunity to reflect on its relevance to the integrated East African Community.



Group photo with the Vice-President of the United Republic of Tanzania, Dr. Ali Mohamed Shein, during the IUCEA Universities' Symposium to mark the 10th Anniversary of the East African Community, October 2009

The Inter-University Council for East Africa held a Universities' Symposium from 28th – 29th October, 2009 to celebrate the 10th Anniversary of the East African Community with the theme “Strategic Development and Management of Higher Education for Socio-Economic Development of the East African Region.”

The symposium took place in Dar es Salaam, Tanzania at the New Africa Hotel.

The Vice-President of the United Republic of Tanzania Dr. Ali Mohamed Shein opened the symposium. The Vice President said that due to education becoming a tradable commodity, there is an imperative need to institute international safeguards that would ensure maintenance if international quality standards in the education being delivered in this region and beyond the regional borders.

“Due to tremendous increase of student’s mobility within East Africa, there is a need to institute mechanism for comparability of the quality of education in universities in East Africa so as to maintain inter-institutional comparability of the quality of the academic programmes being offered”, added the Vice-President.

He said that in respect of Information and Communication Technology (ICT) a tool that drives human life, there was a need to put in place deliberate measures of investigating in and mainstreaming the use of ICT in the day-to-day running of business in order to move tandem with the current world order.

The Secretary General of the EAC, Ambassador Dr. Juma V. Mwapachu presented a Key note paper on “Harmonization of Higher Education for Socio-economic Development of the East African Region” while “Trends in Science and Engineering Education in the East African Region” was presented by Prof. Dunstan Shemwetta, the Deputy Vice-Chancellor - Nelson Mandela African Institute of Science and Technology.

Other papers which were presented include “Institutional Dynamics and the Quality of Higher Education Internationalization in African Universities” by Dr. David Farirai, President of the International Education Association of South Africa (IEASA), ICT and Networking of member universities by Meoli Kashorda, Chief Executive Officer Kenya Education Research Network (KENET).

Meoli kashorda presented a paper which shared some key findings of a 2008 e-readiness survey of

48 E.A universities in the areas of network access (campus networks and Internet availability), adoption of ICT in learning and teaching (networked learning) and institutional ICT strategies.

The Council used the opportunity to assess the achievements made within this sector during this period, especially since the Council's revitalization in 2002.

The symposium sub-themes included Engineering and Technology, Quality Assurance, Resource Mobilization and Outputs, Environmental Management and Information Technology and Communication.

At the end of the symposium participants charted out best ways for future interactions among scholars on the core Higher Education functions of teaching, research and services. Discussions from groups had great potential for policy and strategic initiatives for the IUCEA and Higher Education stakeholders in general.

Dr. Sophia Kaane, University Librarian, United States International University presented a paper on ICT in the East African University Libraries: Implications for Access to Digital Scholarly Materials for Socio-economic Development"

She said that the findings of the study on status of universities' libraries in East Africa, indicate that there was a decrease of budgets and rising purchasing costs at the same time the number of students is increasing. According to Dr. Kaane there is both lack of knowledge about available information resources and necessary telecommunications and hardware. The findings also indicate that the skilled human resource is insufficient in East African universities.

Dr. David Farirai's paper outlined the importance of internationalization of higher education, reasons why Africa would want to internationalize its universities and the appropriate internationalization of African universities.

Mentioning the benefits of Internationalizing African Universities Dr. Farirai said that through

internationalization of African universities students and staff will move easily, researchers will collaborate and standards for academic quality will be set. He added that cooperation and development assistance, curriculum development, international and inter-cultural understanding and Promotion and profiling of an institution were all benefits of universities internationalization. Other benefits mentioned by Farirai included Diversify Faculty and Students, Regional issues and Integration, International Student Recruitment and Diversify income Generation.

- Regarding appropriate internationalization for Africa, Farirai said that African universities need to define or re-define their internationalisation goals. He listed funding, connectivity, infrastructure and mobility as the challenges for African universities.

"Due to tremendous increase of student's mobility within East Africa, there is a need to institute mechanism for comparability of the quality of education in universities in East Africa so as to maintain inter-institutional comparability of the quality of the academic programmes being offered".

He proposed Intra-Africa collaborations, collaboration with the Developmental Organisation, collaboration in addressing the Millennium Development Goals and collaboration with regional bodies that drive the development of Africa as appropriate internationalization for universities in Africa. Farirai believes that research collaboration will contribute to experience sharing, addressing local problems and harmonisation of curriculum.

Farirai is convinced that academics are the core part of the internationalization drive especially in recommending regions, organizations and universities for internationalization. He said the academics should also provide information to facilitate the signing of agreements, support staff and students' internationalization efforts, collaborate with International Students division on student exchanges and collaborate with partner institutions for staff and student exchanges and lastly recommend the termination of inactive agreements.

If internationalization of African universities is done effectively, according to Farirai, the output indicators will be the diversity of staff and student body, International publications (through collaboration), collaborations with Regional and international bodies, joint teaching opportunities, joint degrees, opportunities for staff/ students exchanges and an overall international culture of the university.

10th Anniversary of the EAC

- The EAC Secretary General calls Partner States to develop adequate capacity for undertaking quality assurance and quality accreditation of higher education institutions

The Inter-University Council for East Africa held universities' Symposium from 28th – 29th October 2009 to celebrate the 10th Anniversary of the East African Community with the theme "Strategic Development and Management of Higher Education for Socio-Economic Development of the East African Region." The symposium took place in Dar es Salaam, Tanzania at New Africa Hotel. The Secretary General of the East African Community Ambassador Dr. Juma V. Mwapachu, presented a key note paper on "Harmonization of Higher Education for Socio- Economic Development of the East African Region.

The following is the excerpt of his paper.

"We meet exactly two weeks since the commemoration of Mwalimu Julius Kambarage Nyerere's 10th death anniversary which took place on 14th October. Coincidentally, the East African Community is celebrating 10 years since the signing of the Treaty that established it. These two commemorations have an interesting connection particularly in the context of these Symposia held with the main theme: Strategic Development and Management of Higher Education for Socio- Economic Development of the East African Region. For there cannot be a proper examination of the development of higher education and especially University Education in the East African Community Region which fails to make reference to the role of Mwalimu Nyerere.

Nyerere and the East African Consciousness

Mwalimu was the first Chancellor of the University of East Africa. In that capacity, he presided over the inauguration ceremony of the University of East Africa in Nairobi on 28th June, 1963. It was at that historic ceremony that Mwalimu Nyerere spoke of the imperative for the University of East Africa to develop an "East African consciousness" and to be an active participant in what he referred to as the "social revolution" which the then East African States of Uganda, Kenya and Tanzania were engineering. There is little doubt that the highest attribute of the University of East Africa was indeed the achievement of an East African consciousness. Many of the products of that University remain strong advocates of the East African Federation.



EAC Secretary General, Amb. Dr. Juma V. Mwapachu

But what is of particular interest about Nyerere's speech of 1963 is its focus on the role of the University in its generic sense and not necessarily in specific reference to the University of East Africa. Nyerere underscored that role as being centered on the pursuit of what he termed as "that elusive thing", the truth. Over time, Nyerere may appear to have veered from this central ethos about the University role given the dominance of his thrust that "a University – any University has to be relevant to the society within which it exists, it must relate its thinking and its teaching to the needs, the aspirations, and the problems of that society." This is the thrust that came out powerfully in the last speech Nyerere made at any university before he died. In his address titled, The link between the Economy, the Society and the University delivered during the 25th Anniversary of the University of Dar es Salaam on 1st July, 1995 Nyerere underscored the dominant ethos of the University in a developing society. However, it would be simplistic to think, in the context of this emphasis on the importance of the University to society, that Nyerere departed from his earlier thinking about the core role of the University being the search or the pursuit of truth. Indeed, in the same speech of July 1995, Nyerere postulated that a university could only fulfill its societal role "if it is the hub of, and stimulus for, the kind of scientific thinking which is a necessary preliminary to constructive action". And in that context, he makes reference to the students and staff of the University having "untram-

meled freedom to think and to exchange thoughts even if the thinking leads to some of its members to become unorthodox in their conclusions.”

And whilst orthodoxies change in the light of expansion of knowledge, Nyerere noted that “the understanding of truth develops”.

Harmonisation of Higher Education: Historical Perspective

It is important to examine Mwalimu Nyerere’s views about the role of the University and thus of higher education as we proceed to a discussion on harmonization of higher education for socio-economic development. This is so because Article No. 102 of the Treaty establishing the East African Community calls for the East African Community Partner States to harmonize curricula, examination, certification and accreditation of education and training institutions amongst other areas of cooperation in the field of education and training. This Treaty provision could be more informed by the historical realities that partly ruled in our region during the Community that collapsed in 1977 during the prior cooperation framework under the East African Common Services Organization. Our region not only had a University of East Africa since 1963, but also had an East African Examinations Council which was responsible for issuing Certificates of Education for Form IV and Form VI leavers. In other words, our secondary schools had common curricula.

The University of East Africa, on the other hand, was structured in such a manner that there was no exchange of students as such from the then three East African countries including during the period before

establishment of the first East African Community in 1967. There were three Constituent Colleges of the University of East Africa with a division of academic labour or specialization faculties. A student who wanted to study law had to go to Dar es Salaam University College; you went to Makerere if you wanted to study Medicine, to University of Nairobi if you sought to pursue engineering and so on and so forth.

Moreover, students attending the University of East Africa enjoyed a choice to which University College they wanted to go to pursue general degrees, for example, a degree in Political Science. Thus a student named Yoweri Museveni chose to study political science at the University of Dar es Salaam because of its radicalism fame due to the presence of Marxist academics such as Walter Rodney in contrast to Ali Mazrui who was at Makerere. Such contrast of the constituent colleges speaks volumes about the nature of the University of East Africa.

Challenging the thrust of harmonisation

In the field of general degrees especially in Arts or Humanities the curricula was not harmonized. It was significantly influenced by the teaching faculty. Indeed, even the curriculum of the Faculty of Law at Dar es Salaam was not comparable to the curricula of many other African University Law schools. This situation rules even today, when you examine the curricula, for example of political science and law at the University of Dar es Salaam vis-a-vis that at Makerere and Nairobi. The pursuit of truth in these various fields of intellectual discourse is different because it is informed by varying ideological perspectives even when all the East African Community polities are now



Participants of the IUCEA Symposium to mark the 10th Anniversary of the East African Community, October 2009



Participants of the IUCEA Symposium, October 2009

deemed to enjoy a great deal of convergence in social and economic policies. This is because non-conformism to obtaining national ideological social and economic philosophies by academia is not necessarily of a regional character. It thus begs a fundamental thesis of academic freedom to think of harmonization of curricula. In fact, in his 1995 Address, Nyerere noted that “an understanding of the ‘market’ and indeed usefulness in the ‘market’ may well be aspects of relevance in the determination of University courses or teaching; but I fail to see how the prime purpose of making a profit is consistent with the academic freedom and excellence which is an intrinsic part of being a University”.

Education Harmonisation: The proper focus

In the light of the foregoing analysis, it is important that we are clear about the type of harmonization of higher education we have in mind and whether such harmonization has any impact on socio-economic development. But first of all, let us examine the context of this harmonization idea. It is quite clear that the idea has been inspired by the development of regionalism around the world specifically by the so called Bologna Process born at Bologna, Italy in 1999 when twenty nine European countries signed a joint declaration to move towards increasing the compatibility and comparability of European Higher Education systems. Now integrated within the European Union Framework with over forty European countries signatories of the Bologna Process, its principal aim is to establish a European Higher Education Area by 2010. Key elements of the system are recognition of course structures, mutual recognition of degrees and providing the mobility of academic faculty and students. The driving force of harmonization of higher

education is principally the quest for quality and excellence in research and academic programmes in the light of globalization.

Higher education institutions are viewed as critical factors in the realization of national economic competitiveness and thus of integration of national economies in the global economy. This concept has now being embraced by UNESCO which, in 2005, launched the Global Forum on International Quality Assurance, Accreditation and Recognition of Qualifications. The African Union has also adopted the idea in its Second Decade of Education for Africa Programme. The key mechanism for Africa’s operationalization of the harmonization strategy is the Arusha Convention, a UNESCO initiative for promoting Africa Cooperation of mobility of lecturers and students.

Harmonisation of Higher Education in the EAC

At the level of the East African Community, there are efforts in a similar direction as well. The Inter-University Council for East Africa is now properly constituted by a special law passed by the East African Legislative Assembly in 2008. Under the Act, the Council is mandated to spearhead the harmonization of higher education amongst the member Universities with collaboration of National Regulatory Agencies dealing with Higher Education. Focus of this harmonization is the promotion of comparability of qualifications, setting standards of higher education through quality assurance and promotion of mobility of lecturers and students. The overall aim, as in the Bologna Process, is to establish an East African Higher Education and Research space that fosters mobility and employability of human resources. It is a timely thrust in the context of the establishment of the EAC Common Market next year which will allow free movement of labour in

the region.

But the idea of harmonization is easier said than done even when it excludes harmonization of curricula. As a start, there is growing delivery of higher education through distance learning and e-learning. These forms of delivery open opportunities for unregulated systems as well as unfettered competition especially from private higher learning institutions. Through the Africa Council for Distance Education, some effort is being undertaken to create a continental quality assurance framework and an accreditation body. But it remains a huge challenge.

Secondly, there is the challenge of comparing the performance of universities against commonly agreed criteria. How do you establish such criteria and benchmarks? As Professor Mary Evans quizzes, is it possible to recognize the relationship between ideas and how to evaluate them?

Third, achieving political commitment on harmonization at national levels could also be a huge challenge even when the Treaty establishing the EAC provides broad policy architecture.

Fourth, EAC Partner States themselves are yet to develop adequate capacity for undertaking quality assurance and quality accreditation of higher education institutions. This challenge is made more onerous when you consider the present state of low funding of public universities and lack of state funding for private universities. There is thus an overall inadequacy in infrastructure supportive of quality teaching and research in most universities both public and private. As such the question, when is a University “a University” is a huge paradox.

Fifth, there is the challenge of developing a broad based template for information gathering from institutions of higher learning and at the same time creating the conditions for transparent and undoctored information to be given to higher education regulatory institutions.

Sixth, the EAC region now faces barriers to language and communication which affects mobility of both students and lecturers. Burundi is still predominantly French speaking and the language of teaching at all levels of education remains French.

Finally, as to the question of the relationship between harmonization of higher education and socio-economic development, the jury is not out as yet. There is still much debate around about this relationship. Professor Alison Wolf has opened a wide debate on this subject in her landmark book, *Does Education Matter? Myths about education and economic growth* (Penguin Books, London, 2002). She posits that education has become a mantra of government officials and politicians who see it as the key to economic growth and prosperity. Yet, in her view, there is lack of empirical evidence to support the mantra. If anything, the purported linkage between education and economic performance is what has contributed to marketization of universities, to the transformation of universities from being centres of learning to becoming purveyors of skills. The growth of the private university “as an end in itself” and “self-evidently desirable” is viewed by Professor Alison Wolf as a threat to the “symbiosis between education and economy that currently exists”.

In similar vein, Professor Mary Evans in her book “Killing Thinking:” *the Death of the Universities* (Continuum, London, 2004) argues that “what universities have become is a distortion of the values of academy”. She goes on to point that the university has shifted “from a collective world at which independent and critical thought was valued, to a collective world in which universities are expected to fulfill not their values but those of the marketplace and the economy”. These views have also been advocated in our region by leading academics like the late Professor Chachage, Professors Issa Shivji and Mahmood Mamdani. What emerges from all these critiques is precisely the question whether the products coming out of our universities, indeed even from universities in the West, where both have become production lines that churn out commodities to suit the market, are able to contribute to improved economic performance or economic growth. And as a corollary, it is also questionable how harmonization of higher education in such circumstances could bolster economic development?

Conclusion

It would thus appear that the critical challenges we face in our higher education system centre firstly on re-positioning the universities to play their core role, namely that of promoting learning and knowledge. Secondly, in improving the quality of academic scholarships and the restoration of scholarly integrity. Harmonization of higher education should thus give focus and priority in promoting or assuring achievement of these core objectives.”

The other tasks, within the broader context of the vision encapsulated in the Treaty establishing the East Africa Community and of the Bologna Process, are, in my view, of lesser priority. It also follows that the challenge before the Inter University Council for East Africa, as the EAC proceeds to craft its 4th Development Strategy for the period 2011 – 2016, is to promote a deeper debate about three central themes:

first, the rationale for a University; second, the relationship between the University, class and culture and third, the appropriate form of organizing Universities. It is a rigorous treatment of these themes that would provide a solid and insightful framework for the process of harmonization of higher education in East Africa.”

At the level of the East African Community, there are efforts in a similar direction as well. The Inter-University Council for East Africa is now properly constituted by a special law passed by the East African Legislative Assembly in 2008. Under the Act, the Council is mandated to spearhead the harmonization of higher education amongst the member Universities with collaboration of National Regulatory Agencies dealing with Higher Education. Focus of this harmonization is the promotion of comparability of qualifications, setting standards of higher education through quality assurance and promotion of mobility of lecturers and students. The overall aim, as in the Bologna Process, is to establish an East African Higher Education and Research space that fosters mobility and employability of human resources. It is a timely thrust in the context of the establishment of the EAC Common Market next year which will allow free movement of labour in the region.

Researchers Meet to Discuss and Promote a Network

- Which will coordinate their work locally and internationally



Ms. Aida Opoku-Mensah, the Director, ICT Science and Technology Division UNECA

The Inter-University Council for East Africa (IUCEA) in collaboration with The United Nations Economic Commission for Africa (UNECA) brought together researchers, expertise and practitioners from the East African region (Uganda, Kenya, Tanzania, Rwanda and Burundi) for a two-day workshop on the theme “Enhancing East African Research Excellence through an ICT-Enabled Network and Observatory” to discuss and launch a network which will promote, coordinate, fund, consolidate and represent East African research and researchers both locally and internationally. The workshop took place at Munyonyo Speke Resort on 22nd -23rd February 2010. UNECA funded the workshop.

The objectives of the workshop were to:

- Share experiences on how R&D is promoted, networked, coordinated, funded, consolidate and represented within the East African region
- Propose the EANRE concept and EANREO terms of reference
- Discuss and ratify the EANRE concept and

- EANREO terms of reference
- Bring together East African scientists, researchers, practitioners, policy makers, public and private organizations to discuss pertinent issues on R&D outputs and evidence
- Collect requirements for development of the EANREO
- Get first hand accounts of the operations of the existing research networks in East Africa
- Propose modus operandi of the EANRE and EANREO
- Launch EANRE and EANREO

In his opening remarks Prof. Chacha Nyagotti-Chacha, the Executive Secretary, IUCEA applauded the pride that IUCEA takes in organizing regional deliberations and stressed the need for research as a pillar for any university and organization wishing to innovate. He however pointed that a lot of research was going on within the East African region but little knowledge of it was evident. He thus emphasized the need to share research

findings and evidence within the region. He emphasized the need to share our research efforts before looking outside the region. As such, he justified, the holding of this falls directly within the mandate of the IUCEA arising from the recently enacted Act. He stressed that the current global trends demand a lot of networking in order to gain more from research. For instance, in a network, he said resources and efforts at the disposal of the network partners can be combined and cross-fertilized for the mutual benefit of the partners. Further, he continued, “research collaboration averts intellectual isolation, increases opportunities for research funding, erases individual institutional deficiencies and provides avenues for capacity building.

On the network structure, Prof. Chacha proposed that the network could be composed of individual researchers, institutions or a combination of these. At university level, he emphasized, the network could assist in leveraging resources from well-established universities in the region for purpose of supporting young universities. He said there was country level research networks in existence and the EANRE would build on these experiences so as to find common solutions to research output and evidence sharing within the region.

Outlining the role of the Council, Prof. Chacha said that the IUCEA is now guided by a five year rolling strategic plan (2006/07 – 2010/11) under which strategic alliances have been formed to execute several projects aimed at fostering research and networking among member universities. He mentioned three key areas related to EANRE objectives as:

- i) Coordination of inter-university cooperation geared to encourage collaboration in regional research and thereby assist universities to develop centres of advanced study and research on a rationalized basis;
- ii) Facilitation of the strategic development of member universities focusing on assisting member universities with academic staff development activities, and to collect, classify and disseminate information on higher education and research in East Africa;
- iii) Control and promotion of the quality of higher education for common regional development for promoting the development and application of a harmonized higher education quality assurance framework in order to ensure that teaching and research achieve and maintain international standards.

On her part, Ms. Aida Opoku-Mensah, the Director, ICT Science and Technology Division of UNECA, started by paying tribute to the partnership between ECA and IUCEA. She applauded ECA and IUCEA for spearheading the development of EANRE because R&D is very critical to any country’s development. She said African researchers produce knowledge but do not own it. Research produced in Africa by African is patented in the Western world. She attributed the limited contribution of Africa to the

body of World researchers to the limited visibility of African research output within Africa. To address the issue of visibility of African research outputs and evidence, Ms Opoku-Mensah suggested four major interventions as:

- Increasing support for R&D and making sure that the outputs from this support does not stay on the shelf;
- Devising means of working with technology transfer offices;
- Linking research outputs with entrepreneurship; and
- Supporting knowledge transfer networks. This way research shall address day to day challenges of businesses and hence be relevant to the business community and common man/woman.

To illustrate the appalling state of knowledge inaccessibility, Ms Opoku-Mensah referred to the Webometric University Rankings in which only the University of Cape Town on the African Continent appears in the top 100 universities in the World. She said a network of EANRE’s kind is very critical in bringing East African universities forward. “For the network to distinguish itself in the World, we must be self analytical of what we want to do and we must put in place indicators of what we want to do and how we shall measure and review them”, said Ms. Opoku-Mensah.

She cautioned the workshop against thinking of funding first before undertaking ground work. When the ground work is carefully done, she said, “Donor funding can easily be secured”. However, the problem with donor funded research, Ms Aida Opoku-Mensah cautioned, was inability to have African led research. Donors come with their research agenda which we judiciously execute but at the end of it all, it doesn’t belong to us. In most cases such research doesn’t speak to our needs. It is not African problem oriented. We thus need to re-orient our mindsets and start thinking of African led research. To boost the demand for our research outputs, quality has to be assured. When research quality is ensured in the network, it can register successes.

In a bid to promote African led research, Ms Aida Opoku-Mensah, informed the participants of the forthcoming Science Conference in June, 2010. The conference focuses on the concept of innovation in development work. It answers questions such as, how can Africans innovate in development? How can we support Africa’s patents? How can Africa’s financial institutions support R&D? This conference promises to be an exciting event, she said. She concluded by expressing ECA’s interest in the outcomes of the EANRE.

The a keynote address, titled “The role of collaboration in technological advances”, was presented by Prof. Idris Rai, who represented the acting Vice-Chancellor Makerere University, Prof. Venansius Baryamureeba.

Prof. Rai suggested some steps for establishing a research network. These include: mitigating known challenges, putting in place a well thought out plan, setting ambitious goals particularly in providing regional leadership in research, assembling critical mass of resources and expertise and ensuring that the network is fully owned by all its stakeholders within the region. He suggested the need for partners to have a common belief and commitment to the idea of developing a research network.

Prof. Idris Rai stressed the increasing role of collaboration in research. He said the natural consequence of any network is collaboration and that collaboration fosters multi-disciplinary research that usually leads to better and hybrid solutions. Prof. Idris Rai said that at World class level, research undertaking was increasingly becoming difficult and thus required collaborations amongst academics institutions and between academic institutions and private sector. He thus stressed that the EANRE was a welcome idea towards achieving the World trend in research undertaking.

With a vision of: "Being the leading one stop centre for the formation of research relationship and collaboration among academics, researchers, practitioners, industrialists and organizations with aim of fostering knowledge creation, collaborative information sharing and advancing innovation within East Africa", the network's objectives are:

- a. To provide an avenue for linking up prominent academics, scientists, researchers and technologists within the East African region with the aim of creating and enhancing research relationships and collaboration.
- b. To facilitate East African prominent academics, scientists, researchers and technologists to set up various types of academic and research relationships (e.g. joint research, advice and consultancy, postgraduate supervision, training, etc.) with prominent academics, scientists, researchers and technologists from all over the world.
- c. To enhance interaction between the world of policy research and policy making to contribute to a better informed decision-making process of the East African policy makers – multilateral, regional and national bodies.
- d. To leverage on the expertise and experience of the members of the EANRE so as to enhance the scale and standard of East African academic and research activities, and thus be part of the World-wide Brain Gain initiative.
- e. To assist East African academics and researchers in forming strategic partnerships with other established education and research institutions worldwide.
- f. To provide independent policy analysis on issues of common concern for East Africa, such as peace and security, governance, human rights, democracy, the rule of law, reform of multilateral institutions, climate change, energy, trade and regional integration, pandemic diseases, migration, science and technology, and other key political and development issues.
- g. To encourage co-operation and partnerships between policy research institutes in the East African Region with a view to explore innovative ways of improving joint responses to common problems and to develop the institutional capacities of the network members, so as to reduce asymmetries between East African member country policy research capacities
- h. To seek for funding and research grants from allover the world for East African researchers with the view of encouraging across the boarder research collaborations.
- i. To increase public awareness on issues concerning East Africa's research within the academic world, the broad diversity of NGOs and civil society stake-holders, the private sector and the media.
- j. To consolidate all East African research, researchers, research groups, research centers with the aim of developing cross cutting blended research programs for the entire region hence increasing the research standards and ownership of the research outputs.
- k. To establish regional avenues for undertaking and disseminating East African research without inconveniencing so much the academicians, researchers and practitioners.
- l. Optimize use of resources and to coordinate interregional connections of the researchers, practitioners, industrialists

The areas of research interest shall depend on the academic and R&D interests of East African member states. The participants also discussed issues regarding to publications, EANREO membership and its organization and management. The participants supported the idea of forming an East African Network of Research Excellence (EANRE) and Observatory (EANREO). According to them the networking and collaborations emanating from these collaborative ventures will be instrumental in increasing R&D outputs, evidence and impact within the East African region.

Makerere University: Prof. Baryamureeba recruited as acting Vice-Chancellor

Prof. Venansius Baryamureeba was elected as acting Vice-Chancellor Makerere University on 22nd October 2009.

Professor Baryamureeba is a Professor of Computer Science and the Dean of the Faculty of Computing and IT (CIT) at Makerere University. As a Vice-Chancellor, he is responsible for the academic, administrative and financial affairs of the University. Prof. Baryamureeba is also the current Chairperson of the Inter-University Council for East Africa (IUCEA) Governing Board.

Prof. Baryamureeba is not only a Dean of the Faculty of Computing and IT comprising 6000 students, which is one of the largest computing schools in the world and worth over \$20 million of Investments in Infrastructure and other facilities, but also a member of the Senates of Makerere University, Mbarara University of Science and Technology and Busitema University.

He is a coordinator of (multi million dollar) national and regional projects and research programmes aimed at building specialized computing and ICT Human Resource Capacity in Africa and he has promoted information and communication technology as an enabler for economic growth in Africa.



Prof. Baryamureeba spearheaded the starting of the Annual International Conference on Computing and ICT Research.

He has also highly contributed to building public sector institutions in the region through participating as a top official on several public boards. The boards include Makerere University Council and its committees, member of the Presidential Investors Round Table, a



Prof. Venansius Baryamureeba

top-level Business Advisory Council to the President of the Republic of Uganda; member of the National Board of Advisors for the Pan African Movement; Vice-Chairperson of NetTel@Africa Programme, Academic Board, Director of the Research and Education Network for Uganda; member of the State of the Nation Platform; and member of Uganda Doing Business Reform Task Force among others.

Besides as Chairman and Managing Director of ICT Consults Ltd and as Associate Consultant with Ernest and Young, he has provided ICT services to many scientific institutions, foundations and governments that have enabled them to build their ICT infrastructure and integrate ICT in their core functions.

In addition to his many contributions to scientific institution building, throughout his career Professor Baryamureeba has been an inspirational mentor to young researchers and a leader within the

computing community. Professor Baryamureeba, 40, became a professor of Computer Science at 37, and he has not only excelled in the scientific community but has also made a lasting impact on scientific institutional building the intellectual climate of our times and stands as a guidepost into a better future.

Chairperson of the EAC Council of Ministers and Minister for East African Cooperation, Tanzania visits the IUCEA.

The Chairperson of the EAC Council of Ministers and Minister for East African Cooperation, Tanzania, Dr. Deodorus Kamala visited the IUCEA on 3rd March 2010. The Minister visited the Secretariat to receive some reports on the operation of the Council. On his arrival the Minister was welcomed by the Executive Secretary, Deputy Executive Secretary and other Staff.

Prof. Chacha briefed the Minister about the historical background of the IUCEA and later its revitalization in 2000. He outlined the current vision and mission of the Council, roles and functions. He mentioned the thirteen goals in the IUCEA Rolling Strategic Plan (RSP) 2005/06-12/10/11 and what the Council is expected to achieve from each goal.

Prof. Chacha told the Minister that currently the Secretariat in collaboration with Germany Academic Exchange Service (DAAD) is coordinating the Quality Assurance Programme in the Region which will ensure that member universities are responsive to the needs of the current changing environment in all sectors by addressing the quality of education and service they offer. He also named the current programmes hosted and coordinated at the Secretariat. The programmes include, Lake Victoria Research Initiative (VicRes), Bio-Earn and EAC/AMREF on HIV/AIDS supported

by SIDA-Sweden and CREATING supported by the European Union.

Regarding the Credit Transfer which was the concern of the Minister, Prof. Chacha said that the three countries signed a Memorandum of understanding to recognize Credit Transfer in the three countries (Uganda, Kenya and Tanzania).

In his response, the Minister wanted to know what role plays the Council in regulating the universities in the Region and what the Council is doing in regard to virtual learning.

In conclusion, Prof. Chacha requested the Minister to assist the IUCEA and the Region in general to ensure that terms of services and privileges of staff in the East African institutions are harmonized and aligned with those of the East African Community Headquarters. He also requested the Minister to convince the 4 Partner States (Burundi, Rwanda, Uganda and Tanzania) to contribute US Dollars 500,000, the amount which each country promised to contribute for the construction of the IUCEA Headquarters. Kenya is the only Partner State which has contributed the whole amount of US Dollars 500,000. Prof. Chacha promised the Secretariat's full support to the Minister during his one year tenure.



IUCEA Staff with the Chairman EAC Council of Ministers, Dr. Deodorus Kamala on 3rd March 2009

East African General Purpose Committee visits the IUCEA



IUCEA Staff with members of the General Purpose Committee (EALA)

On 17th February, 2010 the General Purpose Committee of the East African Legislative Assembly (EALA) visited the IUCEA. The purpose of the visit was to familiarize themselves with the progress of the Council's coordinated activities and to find out how the Council will implement its activities in regard to the Inter-University Council Act December 2009.

Welcoming the members, the Executive Secretary Prof. Chacha Nyagotti-Chacha told the delegates that the IUCEA has been undertaking a number of its activities including meetings and workshops through various units that make up the Secretariat.

He also told the members that other universities in the Region will start benefiting from the IUCEA activities as per the directives in the IUCEA Act December 2009.

He proposed that it would be viable for the IUCEA to have regular briefings with members of the EAC Legislative Assembly to enable them understand the roles and responsibilities of the IUCEA in the higher education sector.

Briefing the members about the challenges facing the Council, the Executive Secretary said that the Exchange of students Programme in the member universities in the Region has been involving two countries only (Uganda and Tanzania) while discussions are going on to include other countries. He requested the members to speed up the discussions which are going on so that other countries enjoy the programme which is the right of every Partner State. Prof. Chacha requested also the Members to assist in making sure that rules governing fees paid by local and Regional students in the Partner States are put in place.

Prof. Chacha added that the IUCEA is faced with a challenge of financial support. He said that some Partner States are not disbursing their dues on time, which is affecting the Secretariat's performance since the planned activities can not be coordinated on time.

Regarding Staff capacity in member universities, Prof. said that the Secretariat is also challenged with inadequate funds to train more staff for Masters and PhD levels.

Universities and Higher Education stakeholders from Somalia visit the IUCEA

A Team of 12 high powered academicians from the Republic of Somalia visited the IUCEA Secretariat on 17th November, 2009. The major objective of the visit was to interact with institutions and National Councils for Higher Education and the IUCEA and learn how to coordinate their activities within member universities in the Region.

Accompanied by Prof. E Standa, Commissioner for Higher Education Kenya, the visitors were received by the Deputy Executive Secretary Prof. Moses Golola and the IUCEA Management Committee. The team comprised of Presidential Advisor, Vice-Chancellors and Presidents from Mogadishu University, East African University, Amoud University, University of Burar, Golhs

University, CFBT Education Trust, Somali Institute of Management and Administration Development, Director for Higher Education and other Programmes and administration Officers.

The visitors were updated on the:

- Academic Collaboration with higher learning institutions in East Africa
- Quality Assurance in higher education with particular focus on academic programmes
- Benchmarking
- Best Practices
- Funding
- Other programmes coordinated at the IUCEA (VicRes, BioEarn)



Somalia delegates and IUCEA Staff 17th November 2009

VicRes

Lake Victoria Research Initiative



VicRes holds RBM workshop

The Lake Victoria Research Initiative VicRes in collaboration with Sida organized a Results-Based Management workshop from 22nd-26th November, 2009 at Jinja Nile Resort, Uganda. 30 participants attended the workshop. They include staff from IU-CEA, VicRes Secretariat, Cluster leaders, selected senior researchers and consultants from Business Synergies. The workshop was facilitated by Mr. Frederick (Rick) Williams, an Associate of AIMS, USA. Mr. Rick highlighted the genesis and purpose of the RBM workshop – which was meant to introduce the concept of Results-Based Management and its application in the development of a logical framework that was deemed so essential for VicRes Phase III.

Both drafts of VicRes Research Audit report and Strategic Plan prepared by Business Synergies consultants were presented and discussed at the workshop for feedback from participants.

Closing the workshop the Executive Secretary, IU-CEA Prof. Chacha Nyaigotti-Chacha said that the VicRes Initiative is a worthwhile investment in Lake Victoria Basin. He mentioned that the Lake Victoria Basin Commission is interested in knowing and following what VicRes is doing in the Lake Victoria Basin and wishes to share the draft strategic plan for their inputs.



Illegal Fishing at Moi River in Musoma

Development of Low-Cost Technology for Processing Fish Waste from Lake Victoria

Development of low cost technology for waste processing for fish waste processing from Lake Victoria is one of the research project funded by the Lake Victoria Research Initiative (VicRes). The research is lead by Dr. E. Elisante from University of Dar es Salaam. Other researchers include Ms. L Okotto, Victoria Institute for Research on Development, Mr. C. Mchunguzi, Mbarara University of Science and Technology and Environment Project Dr. Dr. B. Chore from Sokoine University of Agriculture.

The researchers presented their initial findings during the Aquaculture Cluster meeting which took place on 5th – 7th July 2009, at Impala Hotel, Arusha, Tanzania.

Report of the research proceedings

The idea of this research is based on 1993 statistics (LVFO, 2004); the total annual fish catch from Lake Victoria is estimated at 527,000 tons. This has given rise to establishment of fish processing plants along the shores of Lake Victoria as follows: Kenya (12), Uganda (10) and Tanzania (12). Uganda and Tanzania alone export about 40,000 tons of Nile perch fillet per annum to markets in Europe and Asia. The Nile perch fillet constitutes roughly 35% of the total fish weight (Bykowski and Dutkiewicz, 1996) hence about 75,000 tons of fish skeletons and heads are obtained as by-product from the fish processing plants.

Because the quantity of fish waste (heads, offal and skeletons) from processing factories is small per factory, economies of scale do not justify installation of fish-waste processing facilities within the fish plants. The resultant fish waste is thus disposed in municipal dump sites or collected by artisanal processors who dry and sell it to fishmeal processors.

The main objective of this research is to carry out R&D work aimed at innovating a low-cost, labour-intensive, and environmental friendly technology for fish waste processing that combines indigenous milling techniques with simplified industrial drying processes. Prior to technology development, two surveys shall be carried out in order to: (i) assess the quantity, quality and current use of fish waste generated in LVB; and (ii) determine pertinent factors that influence diffusion and adoption of the proposed technology. The prototype equipment shall be manufactured at the University of Dar es Salaam

(UDSM) and shall be demonstrated and disseminated in selected locations around Lake Victoria.

The project involves researchers from four East African institutions, namely, University of Dar es Salaam (UDSM), Victoria Institute for Research on Environment and Development (VIRED), Mbarara University of Science and Technology (MUST), and Sokoine University of Agriculture (SUA). The multi-disciplinary research team is gender balanced and comprises of an environmentalist, process engineer, food technologist, and a sociologist/development expert.

The main output of this research is a technology (equipment and know-how) for processing fish waste. It is expected that successful completion of this work shall have many benefits to society and research institutions, such as: (i) adding value and boosting productivity of small-scale fish waste processors (ii) employment creation; (iii) reducing drudgery and improving (iii) technology transfer to manufacturing SMEs; and (iv) environmental benefits through reduction of fouling smells by good housekeeping of processing sites.

Why low cost technology in processing fish waste in Lake Victoria Basin?

This question was answered in the research hypothesis as follows: One of the key factors that contribute to poverty and environmental degradation is the general lack of technology or low-level application of technologies which add value to products from grass-root societies. In many cases, foreign technologies have been sought but seldom succeeded due to high price tags and/or lack of local resources (materials, expertise, services, energy and transport) to support their smooth adoption.

In view of this, the main hypothesis of this research is: "Local development and dissemination of low-cost fish waste processing technology will improve livelihood and conserve the environment in selected grass-root societies in the LVB"

What are the Goals and Objectives of this research? This research contributes to VicRes' overall goal of sustainable utilization of resources in the LVB.

The specific objectives of the research are as follows:

- To conduct a baseline survey to characterize the quantity and quality of fish waste and its current use in selected towns and cities surrounding Lake Victoria;
- To establish socio-economic and environmental factors that will influence technology choice, adoption and impact on the target group;
- To develop and transfer to relevant stakeholders, a low-cost technology (equipment and know-how) for processing fish waste.

What is the Progress Made So Far?

As per plan of action, a baseline survey was conducted by the research team from 12 March to 19 March 2006 covering three East Africa towns, namely, Mwanza, Kisumu and Jinja. The research findings are summarized below. The joint trip was carried out to establish several things including: (i) determining exact research location, (ii) target group set-up/organization, and (iii) current processing techniques employed by the target group so far.

Choice of Technology

The table below summarizes the main utilization of the by-products as found during the socio-economic survey carried from Jinja, Kisumu and Mwanza.

	Head	Offals	Skeleton	Skin
Mwanza, Tanzania	Smoke-dried by saw dust and sold for human consumption (HC) locally and DRC	Dumped	Sun-dried and sold locally and in Uganda and Kenya as animal feed (AF)	Boiled, de-fatted, and sun-dried and sold in Bukoba, Uganda and Kenya as AF
Kisumu, Kenya	Deep-fried and sold locally for human consumption	Dumped	Fried and sold for human consumption	Deep-fried and sold as 'chips' to local communities
Jinja, Uganda	Salted, sun-dried and sold to DRC for HC	De-fatted and Dumped	Salted, sun-dried and sold to DRC for HC	Dumped

After the socio-economic survey, an evaluation of technologies suitable for the processors was done. Based on the survey, the main points considered in the evaluation included:

1. The technology should aim the same products, i.e., human food and animal feed from skeleton and bones;
2. Affordable compared to the entrepreneurs operating capital of 50 - 500 US\$;
3. The technology should be simple to be run by semi-skilled operators and repairable within local towns; and

4. The technology should be efficient but should not result in labor or gender displacement.

These salient features were taken into consideration in developing the technology. From the baseline survey, the input-output matrix shown in Table below could be deduced. Depending on the desired product, three types of technology were deployed in the three sites visited.

Raw-material/product Matrix for Fish Waste Processors in Tanzania, Kenya and Uganda

Material	Skeletons		Skin	Fish heads	
Process	Sun-drying	Dripping	Dripping	Sun-Drying	Dripping
		Frying	Saw-dust drying	De-fatting	Smoking/ Fried/ Salting
	Baling	Packaging		Baling	
Product	Animal Feed	Human Food			

A part from preparations such as, sorting, trimming and dripping, the main process from the above matrix is moisture removal, i.e., sun-drying, smoking or frying, to stop the action of micro-organisms that may spoil the fish remains. In view of this during the first phase, the researchers aimed at developing a process heating device that can be flexibly used for the various heating requirements above. The possible alternatives are compared in Table below:

Evaluation of Alternative Processing Technologies

Process	De-merits	Merits
Improved sun-drying	<ul style="list-style-type: none"> ○ Takes long time 20-10 hrs, ○ Unsuitable during rainy days ○ Inefficient bacteria action continues 	<ul style="list-style-type: none"> ○ Natural and free
Solar drier	<ul style="list-style-type: none"> ○ Handling problems in cabinets due to sharp fish bones ○ Long time/problems in cloudy days 	<ul style="list-style-type: none"> ○ Suitable for small batches up to 100kg per batch
Biomass fired driers, e.g., charcoal, firewood, sawdust or rice husks	<ul style="list-style-type: none"> ○ Both firewood and charcoal are scarce in LBV- also environmental un-friendly means 	<ul style="list-style-type: none"> ○ Rice husks are suitable but in short supply in Kisumu and Jinja
Electric driers	<ul style="list-style-type: none"> ○ High capital costs to commission electricity on the sites ○ Economically not feasible given high power tariffs and low product price 	<ul style="list-style-type: none"> ○ Easy to use
Heavy Furnace Oil (HFO) Burners	<ul style="list-style-type: none"> ○ Requires care to avoid soil contamination by oil. 	<ul style="list-style-type: none"> ○ Reasonable capital cost to procure the equipment ○ Oil can be sold to different users depending on needs.



Technology Development

The heat exchanger prototype is shown in Figure below. The heat exchanger provide a simple way of transferring heat from hot flue gases that pass inside the tubes to the boiling water outside the tubes that will be used to generate steam for de-fatting Nile perch skins or skeletons.

Photo showing HFO Burner with Fuel Tank



The project has already implemented objective one and two and is currently undertaking objective three. Project funds were received in late 2005 and activities for objectives one and two started in March 2006. The implementation objective three, i.e., technology development commenced during long vacation of 2006. Satisfactory testing of the HFO burner has been undertaken under no-load conditions, full tests shall be done when the heat exchanger is ready in the next two months. During implementation several challenges have been faced by researchers, which include:

1. Lack of research assistants (RA) to assist on follow-up on manufacturing, testing and analysis. Due to lack of RAs one 4th year student project was formulated to assist preparation of engineering drawings. However the speed of execution of student project is rather slow with most effort concentrated towards the end of semester.
2. Poor facilities and non-repair of research infrastructure like laboratory and workshops equipment means that simple jobs take long time than necessary. In some cases it was inevitable to sub-contract manufacture burner components outside the University hence adding unnecessary delays and difficulty on follow-up.

Conclusion

The prototype manufacture took longer than anticipated due to trying different alternatives of the heating technology. The prototype equipment has been installed, commissioned and tested at the Ferry fish market Kivukoni Dar es Salaam with good preliminary in-house tests. After satisfactory field tests in Dar es Salaam, in due time it is planned to do field tests in Mwanza.

More pictures from the processing house in ferry Dar es Salaam



C.R.E.A.T.I.N.G to hold a conference

- To establish a European–African Cooperation among scholars in the selected themes for Development of Research, Teaching and Technology



CREATING Research findings presentation at the IUCEA Secretariat

The Inter-University Council for East Africa (IUCEA) in collaboration with French Institute for African Research (IFRA) is organizing a final conference for the Cooperative Research for Eastern Africa Territorial Integration under Globalization Project (CREATING). The Conference will take place in Arusha Tanzania on 23rd – 25th March, 2010.

The objective of the conference is to revisit the status of expected outputs of the project and trends in terms of information sharing platforms and resources, students' research outputs, receipt of papers on trends in the CREATING themes and other European Union and Eastern Africa academic and research networks, as well as future CREATING activities

The project was launched in 11th – 13th March 2008 in Brussels, Belgium. The partners in this project are:

- French Institute for African Research (IFRA)
- British Institute in East Africa (BIEA)
- Royal Museum of Central Africa (IUCEA)
- Inter-University Council for East Africa (IUCEA)
- Stockholm University (SU)
- Centre for Modern Oriental Studies (ZMO)
- Trinity College in Dublin

25 students are registered for Master and PhD from both Europe and Eastern Africa including Ethiopia.

The objective of the project is to establish a European–African Cooperation among scholars in the selected themes for development of research, teaching and technology in the themes of resources management and livelihood sustainability, human dimensions of environmental change, mobility and identities and urban linkages and developments.

The generated information shall be shared and documented through a multi-media information resource network, with two main hubs at the MRAC (Tervuren Belgium) and at the IUCEA headquarters in Kampala.

It expected that:

- Initial results of the programme and a special publishing project, didactic and scientific, on the East African region will be integrated into institute's general publication programme.
- Articles will be published in international journals
- Mechanism for follow-up of the evolution of research capacities of the local institutions so will be developed to review research policies, resources and programmes within the East African institutions.
- Development of information and communication centre will be exploited by IUCEA at its Headquarters as one of the first step towards development of an enabling infrastructure for information systems including data bases for various themes.

Quality Assurance

HRK German Rectors' Conference



Participants of the conference

A delegation of selected decision makers in Higher Education comprised of 30 Vice-Chancellors from the five East African Community Partner States universities and four Chief Executive Officers of National Regulatory Agencies visited the University of Oldenburg in Germany, the University of Groningen in The Netherlands and the Headquarters of the European Union Commission in Brussels, Belgium.

The purpose of the visit was to facilitate the delegates and their European colleagues to share their experiences on best practices on quality assurance, management of higher learning institutions and creation of networks for further North-South and South-South cooperation. The delegation was also exposed to a number of potential European funding agencies that support development and management of higher education.

Minister of Higher Education of Lower Saxony, Lutz Stratmann opened the Seminar.

The following is his excerpt of his welcoming speech

“Ladies and gentlemen,
I have the honour to bid you all a very warm welcome

on behalf of the German, Rectors' Conference, the association of the German universities and Higher Education Institutions. I hope that you have rested a bit from your journey and that you are now looking forward to some ten days in Germany, the Netherlands, and Belgium.

“No man is an island”, never have these words of the poet John Donne (1572 – 1631) been truer than in our times of globalization and world-wide communication systems. But they were true in the times of Donne, in the 16th and 17th century, too, because all of us, as human beings, are woven into a net of “social interaction”, as we would call it today.

When we are young, we need our family, friends and teachers to bring us up to be self-confident individuals, ready to face the world on our own. As grown-ups, we still rely on the ties to our partners, families, extended families and friends to provide us with a steady background to come home to after our daily work.

But what about this our work? The lonely scientist, sitting in his ivory tower, thinking great thoughts on his own, putting them on paper to present them to the overawed fellow scientists, this is not a concept that ever worked or that ever was true – not even in John

Donne's time.

Within our universities, we all need our colleagues to share our thoughts, to reflect on them in an atmosphere of academic open-mindedness. We need others to join a fruitful discussion of their ideas in return, for the benefit of all the members of the scientific community. Some scientific discoveries would not have been possible without the creative discourse of researchers in a team.

And in a bigger context, modern technology has enabled us to communicate with fellow scientists around the globe and has provided us with the means to exchange information, theories and the outcome of our work in virtually no time. They can read our messages right after we have clicked the "send"-button on our computers. This way, we all can share our knowledge and can work together on relevant topics quite easily, may they concern research or, as in this initiative, Quality Assurance.

But nevertheless, although we seem to be connected quite closely by technology, there is something that is missing. There is a limit in human relationships, beyond which "emoticons" in our e-mail messages cannot reach.

Beneath all the layers of professionalism in our work, we all are human beings in the need of face-to-face and eye-to-eye contact. That is why we are so glad to have been to East Africa to meet the Quality Assurance Coordinators working in your universities. That is why it is so important that some of the German group have traveled around your countries to visit the Higher Education Institutions. That is why you are here in Germany.

Luckily, your travel to Oldenburg has not been the month-long journey it would have been in John Donne's time. Planes whisk us around the world and we are happy to make good use of that fact. Now that we can welcome you here, we can share the experiences and challenges we all face when introducing

internationally recognized Quality Assurance criteria and procedures, procedures that are comparable within Germany, within the European Higher Education Area, within East Africa, and hopefully – some time in the future – all over the world. They will enable students and researchers to move around the globe, trusting the Quality of the programmes offered and trusting the Quality of the degrees awarded.

But we all have the wonderful opportunity to do much more than working on the foundations of a mutual system of Quality Assurance: this time next week for hosts and alike guests "University of B-Town" will no longer be an institution's name or a dot on a map. The institution's name will conjure up faces and the memories of talks about work and about private matters, the memories of an experience or a joke shared, of an enriching and fruitful time spent together.

I hope that this will be a wonderful "added value" to your information visit and seminar. You will see a lot of day-to-day work in German universities, you will see

- Where and how we work,
- Why we do things exactly the way we do them,
- Why Quality Assurance is so important for universities all around the world and
- Why it is essential for the efforts of internationalization and exchange,
- And why Quality Assurance is a challenge for us, the same challenge it is for you.

You will meet people. Only people can connect. Only people can build up a network between universities – afterwards, it is up to the institution to keep that net intact and improves on it.

Again, I welcome you on the behalf of the German Rectors' Conference, that is: on behalf of the universities in Germany. I hope that when you return home, your wallets will be full of the business cards of people you met here, people that you want to keep in contact with."



A group photo of the Conference Participants

News and Events in brief

The East African Universities' Yearbook:

In September 2009 the Secretariat printed the first edition of the East African Universities' Year Book and distributed it to stakeholders. The Secretariat has been receiving updates that will be used to produce the second edition. The purpose of producing the yearbook is to create a database of member universities of IUCEA that can be shared by the universities, identify expertise and capacities in the universities, help students to choose universities for placement and provide information for student and staff exchanges. The year book will be updated every year.

Quality Assurance Programme in East Africa

Training Course for East African Quality Assurance Coordinators, Group B, Part III: During June 21st to 26th 2009, a regional workshop, Part III of the training course for the second cohort quality assurance coordinators was held in Dar es Salaam, Tanzania. The workshop brought together about 70 participants comprising Quality Assurance Coordinators and the Chairs of Departments/Self Assessment Teams. The aim of the workshop was to discuss experiences from the pilot self-assessment process, train the coordinators as well as chairpersons of the self-assessment teams on issues emanating from the self-assessment process, and prepare the university for external program evaluation. Other issues covered during the workshop focused on discussion and sharing of experiences on Expected Learning Outcomes and involvement of stakeholders in curriculum design.

Quality Assurance Standing Committee

Following the enactment of the IUCEA Act 2008, the QA Standing Committee has noted that the IUCEA has been mandated among others to "advise Partner States on matters related to higher education, in particular establishment of Quality Assurance through a number of activities (Article 6.(c) (i) – (v)). Pursuant to this new development, the Standing Committee held a meeting on September 14th 2009 in Kampala during which it was agreed to evaluate the IUCEA regional quality assurance initiative since its inception in early 2006, and to develop a strategic plan that will address the quality assurance challenges as stipulated in the IUCEA Act 2008. The Committee proposed the formation of a regional Technical Team of 5 people with representation from the five EAC Partner States and the IUCEA Quality Assurance Officer as the Secretary. The Committee will be expected to produce an analysis report from the SWOT analysis/stock taking, and draft short- and long-term plans for the next 5 years, clearly stipulating the strategic objectives and milestones to be achieved in view of harmonization of higher education in the region. Following the completion of

the pilot activities of the 1st Cohort which included Programme Self Assessment and Peer Review, the Committee also deliberated on the need to conduct an analysis on the whole process which shall include the following:

- (i) Analyze the Self Assessment Reports (SARs) from the IUCEA/DAAD Quality Assurance pilot project with a view to establish commonalities, differences, strength, weaknesses, trends and best practices.
- (ii) Review of Peer Review reports in order to establish areas that need improvement and also gather recommendations in order to put plans in order to ensure that the recommendations are implemented by establishing an IUCEA regional quality assurance monitoring and evaluation system, as a response to the stipulations in the Act.

Training of Peers for Pilot Programme Evaluation

About 30 East African peers were trained in Kampala in November 16 – 18 2009. This was followed by the 1st round pilot peer review of 10 programmes to various universities in November 19 – 25 2009: 7 in Uganda, 2 in Tanzania and 1 in Kenya, with the participation of 4 German experts. The second round of peers visit for the remaining 12 programmes took place in February 1 – 9 2010. The programmes being piloted for the second cohort include medicine, business studies, computer science/informatics, and education with English language.

The scheduled second round peer review will accomplish the circle of training for the 2nd Cohort. This will eventually lead into development of benchmarks of specific subjects for selected East African programmes, starting with business studies, a programme commonly offered in many universities in the region. The benchmarking workshop is scheduled in June 2010 which will ultimately provide a framework of comparability and compatibility of study programmes in the region to towards realization of the IUCEA goal to build East Africa as a credible Higher Education area internationally. The universities in Course B are 8 each from Tanzania and Uganda, 7 from Kenya, and one each from Rwanda and Burundi.

Quality Assurance Regional Workshop

The workshop was held in Nairobi February 1 – 5 2010 as part of the scheduled activities to implement the IUCEA/DAAD Master Plan for 2010. The workshop brought together Quality Assurance Coordinators and the chairs of department (Self Assessment Team). The objectives of the meeting were to:

- To receive feedback on Peer Visits
- Reflection/Share experiences from the 1st round of peer visits on External Programme Evaluation
- Preparation of the 2nd Round of peer visits
- Develop improvement plans

Quality Assurance sensitization workshop in Bujumbura Burundi

During February 11 – 12 2010, the IUCEA participated in a national sensitization workshop on higher education quality assurance organized by the University of Burundi in Bujumbura. The workshop drew about 100 participants from various public and private institutions. The main objective of the workshop was to sensitize lecturers and managers of universities on the need of embracing quality assurance. The workshop is in line with the initiative being carried out by IUCEA to bring-in higher education institutions from Burundi and Rwanda to the on-going regional quality assurance initiative.

AfriQ' Units EDULINK Quality Assurance Workshop Part IV

The fourth workshop of the joint project between, IUCEA, Alicante University of Spain and the AfriQ'Units universities (i.e. Moi, Makerere and Mzumbe) through the European Commission EDULINK initiative was held in Zanzibar Tanzania during January 21 – 22 2010. The main objective of the workshop was on comprehending the overall goal of the project on building “Sustainable Quality Culture in East African Institutions through Centralized Units”. The main focus was on institutional self-assessment and external evaluation. The following were the main recommendations that emanated from the workshop:

- (i) Sustainable creation and/or consolidation of the Quality Assurance Units within partners institutions
- (ii) Strengthening the cooperation between East African accreditation agencies and the AfriQ'Units consortium.
- (iii) Sharing experience and interchanging of peers and experts among East African region.
- (iv) Creating new experts in the field of unit and program evaluation through the AfriQ'Units assessment process.
- (v) Creating benchmarking activities to share lessons learned from the self- and external institutional assessment exercises.

Participation of the IUCEA in the EAC initiative on recognition of Medical and Dental Schools 10-13 January 2010

The IUCEA participated in the initiative that is coordinated by the EAC Secretariat and executed by Medical and Dental Board/Council of the region to implement the decision of EAC Council of Ministers responsible for Health to develop regulations of recognition of Medical and Dental Schools. The ultimate goal of the initiative was to facilitate reciprocal recognition of EAC medical and dental practitioners in the region,

especially within the provisions of the EAC Common Market Protocol. During the reporting period, the team visited Ugandan Medical and Dental Schools at Mbarara University of Science and Technology, Kampala International University and Gulu University. The forthcoming visit scheduled for March 2010 will cover Makerere University and health institutions in Rwanda and Burundi. The initial visits were carried out in Tanzania and Kenya in September and November 2009, respectively.

RUFORUM initiative on development of a Quality Assurance Framework on regional Agricultural programmes 8-9 February 2010

The IUCEA is participating in an initiative coordinated by the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) comprising 23 universities in the East Central and Southern (ECSA). During February 8 – 9 2010, RUFORUM organized a regional workshop in Entebbe Uganda to develop a Regional Quality Assurance Framework for agricultural postgraduate programmes at Master and Ph.D. The IUCEA played a leading role in contributing and sharing the existing quality assurance experience in developing the framework. The draft framework that was developed is due for submission to various RUFORUM stakeholders and finally the Vice Chancellors Annual General Meeting scheduled in November 2010.

Partners' Forum on HIV/AIDS in higher learning institutions in the Lake Victoria Basin

A forum involving heads of partner institutions in the EALP and stakeholders in HIV and AIDS and related matters was held on January 15, 2010 in Kisumu, Kenya. The agenda included receipt of a SIDA commissioned mid-term M&E of the EALP project, now that it has been there for about 3 years, and way forward on the pending activities of the EALP. The report's recommendations were adopted, including modification of the project's administrative and governance system. The partners will soon be facilitated to effectively adapt the deliberations. A no-cost extension was granted following appreciation of the real challenges faced by the baseline survey teams in preparing and implementing the studies.

African Caribbean and Pacific Group (ACP) – EU Cooperation Programme in Higher Education (EDULINK) – Primary Healthcare/Family Medicine (PRIMAFAMED)

This project partners the IUCEA with Ghent University (Belgium), FaMEC (RSA), Wonca (Africa Region, RSA-based), GHETS (USA), Towards Unity for Health (Netherlands), and ded (German Development Services). The overall objective is to contribute to the health of communities through accessible and quality healthcare systems through the family medicine specialists.

Primafamed and WONCA organised a training-of-trainers workshop on October 25–31 2009 at Rustenburg, South Africa. The IUCEA presented a paper on Academic Quality Assurance whereby harmonization strategies were discussed for application in developing the Family Medicine teaching programmes in the regional medical schools. The project period has been extended to June 2010. The IUCEA will seek for more effective partnership arrangement with the PRIMAFAMMED partners to develop new programmes or projects in the Primary Health Care and related subjects for the EAC medical schools.

Harmonization of East African Education Systems

The East African Community (EAC) through the Sectoral Council for Education, Culture and Sports commissioned a study on the harmonization of the East African education systems and training, and assigned this task to the IUCEA on March 13 2009. The IUCEA engaged experts from member universities to undertake a regional comparative study in the five EAC Partner States with a view to harmonizing the national goals and philosophies of education, curriculum content, education structures, policies and legal frameworks.

A regional harmonized report on the study was presented to the Technical Committees of the five East African Partner States in Arusha on 12th October 2009, and a final report was presented to the EAC Secretary General on 9th November, 2009 in Arusha Tanzania.

Meeting with Aga Khan Development Network

The IUCEA Staff participated in a meeting with a delegation from the Aga Khan Development Network (AKDN) and the General Purpose Committee of the East African Legislative Assembly (EALA). The purpose of the visit was to discuss issues related to improvement of higher education opportunities, regional benchmarks and standards for higher education, collaboration between regional and foreign higher education institutions and strengthening IUCEA in its role of harmonization of higher education in the region. The Committee further visited the IUCEA Secretariat to familiarize themselves with the roles and implementation of activities in relation to the IUCEA Act 2008.

From Universities

Ultra modern multi-billion complex for TUDARCO (Re-printed with corrections)

Brief History

Tumaini University - Dar Es Salaam College (Tudarco) was established in April 2003 as a result of an agreement between the Leadership of the Eastern and Coastal Diocese of the Evangelical Lutheran Church of Tanzania (ELCT) and the defunct Waldorf College.

At the time, a US based Waldorf College was winding up business in Tanzania and was relocating back to the US. ELCT approached the institution seeking to take over some of the College properties.

TUDARCO was therefore borne out of this wedlock, and as purposely established to complement the Government efforts in poverty reduction, eradication of illiteracy and diseases and providing higher education to Tanzanians who possess the necessary qualifications

Initially, the college operated under Tumaini University- Iringa College (IUCo). The first and second batches graduated in Iringa 2004, 2005, and 2006 respectively. In due course however, TUDARCO secured its Certificate of Full Registration (CFR) in March 2007 after it had fulfilled all requirements set forth by the Tanzania Commission for Universities (TCU).

Thereafter the college became an autonomous college of Tumaini University, and henceforth is offering education without tribal gender, color or religious discrimination.

Space Problems

"...Starting up a new University College is not so easy..." says professor Mmari. He notes that when the college started in 2003, it was bogged around a myriad of problems one of which was shortage of space.

With over 500 plus students on board, the problem of shortage of space became quite

clear. The college operated on campus basis in a clear bid to beat this problem of shortage of space.

The campuses included Kinondoni which is also the head office and center of administration. It also houses the Bachelor of Business Administration (BBA) classes as well as the Mass com Classes.

Kurasini campus on the other hand houses almost exclusively the Bachelor of Law Classes as well as offices of the Dean of the faculty of Law, a Library and a few offices for use by the Law Lecturers.

The other campus is named African Evangelical Enterprises (AEE). This campus houses the Bachelor of Library and Information Services (BALIS) classes and a few offices for the Lecturers.

Despite the existence of these three campuses, the college still lacks play grounds, the offices for its lecturers are still inadequate, the Library growth is stunted and so are the other problems, like soaring house rent etc.

The pending problems have continued to choke up the colleges' efforts to grow and excel. The Deputy Provost for Administration, Mrs. Kambaini says, the existence of these campuses have complicated the administrative machinery of the college, in that administrators are sometimes forced to rely on written reports because they cannot be at all places at the same time.

On the other hand, an Assistant Lecturer who preferred anonymity, said he sees how a colleague of his, who teach cross cutting subjects (e.g. Communications Skill and Development Studies) are forced to travel long distances within

the three campuses, and occasionally, when the traffic is heavy on the way, they delay the classes or record no show altogether. This may carry negative impact during their evaluation

Professor Mmari says, space limitation has seriously constrained the recruitment of additional students and increasing numbers of additional course programmes at the College. He says this denies the college extra income.

The Tanzania Commission for Universities (TCU) had observed this problem and served the College with an ultimatum to acquire its own plot as a condition for securing permanent registration from TCU.

New College Complex

After a long and protracted struggle, the College finally secured its own plot at Mikocheni–Mwenge area. The plot was initially being owned by Tanganyika Christian Refugee Service (TCRS)

Another plot in Kiluvya area is (over 40 acres) on the outskirts of the city. The plot was purchased from the late Edward Barongo in 2001.

Efforts to construct the new college premises therefore have started at Mikocheni area. According to the college's five years (i.e. 2008/9 -2013/14) strategic plan, the college will construct a multi-billion complex whose cost is plugged at 21 billion shillings.

"This will be one of the biggest projects the college has ever undertaken," says Professor Mmari. He says the complex will have a range of facilities, including the administration block, offices, Lecture rooms

and Theatres, Seminar Rooms, Library building, a dispensary and a Chapel.

The Provost said funds for the construction work will be obtained from donations, grants, friends and loans from both local and international institutions.

Fund Raising Dinner

Through its fund raising committee and working with collaboration of the Tanzania Educational Authority, TUDARCo has agreed to jointly organize a fund-raising dinner, with a view to raise over 2 billion shillings, for the first phase of the construction work on this complex.

Mr. Kileo who is a Chair of the Fund raising Committee says, the dinner, which will be presided by the Head of State, Dr. Jakaya Mrisho Kikwete is expected to be held sometime in June in Dar es Salaam.

The Professor appealed to all interested parties to make a kind donation to this project. He said you can channel all your Cash donations and choose to the project account number 01J 1021002200 at CRDB Bank- Holland House Branch Dar Es salaam.

Professor Mmari has noted that donors who will contribute to the construction work will be awarded a certificate of recognition as per Act No. 8 of 2001 of the Tanzania Educational Authority, saying they will also qualify for tax relief as per Taxation Act no 11 of 2004.



Moi University was established in 1984 as a second public University in Kenya with only one faculty of 83 students.

Since then it has witnessed phenomenal growth in terms of students' numbers, staff, academic programmes and physical infrastructure. Currently we have over 23,000 students enrolled in fifteen (15) schools which offer diversified academic programmes for undergraduate, Masters and Doctorate levels.

The University has been at the forefront in expansion of university education by rolling out more academic programmes which are tailored to suit the market needs and the establishment of satellite campuses in various parts of the country to ensure university education is accessible to more Kenyans.

Currently the University operates at Main, Chepkoleil, Town, Eldoret West campuses and satellite campuses in Central Kenya, Nairobi, Mombasa, Kitale, Kericho, Rongo, Odera Akang'o, Garissa and Tambach. We also have two Constituent Colleges namely: Narok University College and Kabianga University College. The expansion programme is guided by our strategic plan which has been revised to incorporate Kenya Development blue print- Vision 2030 and focused towards the Millennium Development Goals. The Strategic Plan sets our objectives and a roadmap for future developments.

Our vision to be a University of choice in nurturing innovation and talent in science, technology and development is on course as we continue to offer relevant, unique and market driven academic programmes and introducing new ones to our portfolios especially on disciplines which still lack manpower. For instance, we recently launched degree programmes in aerospace science for aviation industry which has now taken off.

Among other programmes we offer include: Medicine, Law, Education, Tourism, Aquatic Science, Kiswahili, Wildlife Management, Forestry, Development Studies, Refugee Studies, Biotechnology and Bio safety,

French, Cultural Studies which continue to attract local and international students and researchers. We have continued to improve quality of our services and last year our institution was granted ISO 9001:2008 certification.

Our commitment to produce graduates who are practical oriented in information science led to the establishment of a radio station for use by students and Staff for training purposes and outreach programmes.

Moi University recognizes the role of research in effective teaching and in transforming the institution into a global centre for research and academic excellence. To advance its research commitment the University staff continues to participate in academic conferences and workshops.

In addition, we have expanded our collaborations with institutions of international repute in research, staff and students exchange programmes. This has benefited the institution to achieve globalization in our teaching and research and also contributed in making higher education the centrepiece of a new era of global change, cooperation and cultural exchange.

We also encourage entrepreneurship for technology transfer; we have proved this strength by establishing Rivatex East Africa Ltd, which is one of the major textile factories in East Africa. The factory assists in providing practical training to students and for research activities.

It also enhances outreach programme by promoting cotton industry which had earlier collapsed. This initiative provides direct and indirect employment opportunities to the youths thereby minimising youths' involvement in undesirable social tendencies and conflicts.

Prof. Richard K. Mibey, FWIF, EBS
Vice-Chancellor

Makerere University Business School

Makerere Business Journal (MBJ) calls for papers

The Makerere Business Journal (MBJ), is a fully peer reviewed journal that publishes scholarly work in the functional areas of business and is published annually. The editorial board is currently accepting submissions in the functional areas of business and may include reviews of literature, research papers, short communications, letters to the Editor, conference presentations (with clearance from conference organizers), commentaries and replies to articles and other topics of interest to a business audience and prospective authors are reminded of the important dates to be adhered to. The deadline for submission of papers for the 2010 Journal is open. Submissions are welcomed throughout the year. A timely review will provide authors with feedback within two months. Manuscripts should be sent as an email attachment to the editor, at mbjeditor@mubs.ac.ug .

Manuscripts must not have been published or be under consideration for publication for another journal. Papers should be no longer than 30 A4 typed pages double-spaced, font 12, including references, tables, and figures. It should include an abstract. References are to be included at the end of the document. The manuscript format must follow APA guidelines. For questions regarding the Journal, please contact one of the editors at mbjeditor@mubs.ac.ug



Important Dates

Submission of papers is OPEN.

A notification of acceptance for the next issue will be sent on the 20th of May 2010.

Submission guidelines can be found here:

<http://www.mubs.ac.ug/guidelines2.htm>

Manuscripts should be sent via e-mail to:

manuscripts@mubs.ac.ug

Website: <http://www.mubs.ac.ug/guidelines.htm>

University of Nairobi

Egyptian Embassy donates computers



Above: Egyptian Deputy Ambassador, Mr. Ahmed Hares (R) hands over a computer to Prof. Simeon Mitema Director, CIPL and Dr. Andrew Mbatia Chairman, Department of Linguistics and African Languages.

The Egyptian Embassy donated computers and books to the University of Nairobi. The donation was made to the Department of Linguistics and Languages to aid the teaching of Arabic Language in the Department.

The donation of two computers and reading materials was made by the Deputy Ambassador to Kenya Mr. Ahmed Hares who represented the Ambassador. The University was represented by the Director of Centre for International Programmes and Links, Prof. Simeon Mitema. In his brief remarks, Mr. Ahmed said “the donation marks the strengthening of cooperation between Egypt and the University of Nairobi and will strengthen the teaching of Arabic Language.

Prof. Mitema who received the donations on behalf of the University thanked the Embassy for their donation. The Department of Linguistics and Languages runs both postgraduate and undergraduate programmes in Arabic. Currently, 80 students have enrolled for the Language course according to the Chairman, Dr. Andrew Mbatia. The Department admitted its first batch of M.A. Students this academic year.

Fun & Humour

Actual call centre conversations !!!

Customer: *'I've been ringing 0800 2100 for two days and can't get through to enquiries, can you help?'*

Operator: *'Where did you get that number from, sir?'*

Customer: *'It was on the door to the Travel Centre.'*

Operator: *'Sir, they are our opening hours.'*



"THE COMPUTER SAYS I NEED TO UPGRADE MY BRAIN TO BE COMPATIBLE WITH ITS NEW SOFTWARE."

Samsung Electronics

Caller: *'Can you give me the telephone number for Jack?'*

Operator: *'I'm sorry, sir, I don't understand who you are talking about.'*

Caller: *'On page 1, section 5, of the user guide it clearly states that I need to unplug the fax machine from the AC wall socket and telephone Jack before cleaning. Now, can you give me the number for Jack?'*

Operator: *'I think you mean the telephone point on the wall.'*

RAC Motoring Services

Caller: *'Does your European Breakdown Policy cover me when I am travelling in Australia?'*

Operator: *'Doesn't the product name give you a clue?'*

Caller: (enquiring about legal requirements while travelling in France): *'If I register my car in France, do I have to change the steering wheel to the other side of the car?'*

Directory Enquiries

Caller: *'I'd like the number of the Argoed Fish Bar in Cardiff please.'*

Operator: *'I'm sorry, there's no listing. Is the spelling correct?'*

Caller: *'Well, it used to be called the Bargoed Fish Bar but the 'B' fell off'.*

Then there was the caller who asked for a knitwear company in Woven.

Operator: *'Woven? Are you sure?'*

Caller: *'Yes. That's what it says on the label; Woven in Scotland'.*

On another occasion, a man making heavy breathing sounds from a phone box told a worried operator:

'I haven't got a pen, so I'm steaming up the window to write the number on'.

Tech Support: *'I need you to right-click on the Open Desktop'.*

Customer: *'OK'.*

Tech Support: *'Did you get a pop-up menu?'*

Customer: *'No'.*

Tech Support: *'OK. Right-Click again. Do you see a pop-up menu?'*

Customer: *'No'.*

Tech Support: *'OK, sir. Can you tell me what you have done up until this point?'*

Customer: *'Sure. You told me to write 'click' and I wrote 'click'.*

Tech Support: *'OK. In the bottom left hand side of the screen, can you see the 'OK' button displayed?'*

Customer: *'Wow. How can you see my screen from there?'*

Caller: *'I deleted a file from my PC last week and I have just realised that I need it. If I turn my system clock back two weeks will I have my file back again?'*



Vision

IUCEA Becomes an Effective Regional Advocate and Catalyst for the Strategic Development and Management of Higher Education in East Africa.



Mission

IUCEA Shall Coordinate, Facilitate Stakeholders to Promote Strategic, Sustainable and Competitive Development of the Higher Education Sector in East Africa



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The Inter-University Council for East Africa,

**Plot 4 Nile Avenue, EADB Building,
P.O.Box 7110, Kampala, UGANDA**

Tel: +256 414 256251/2, Fax: +256 414 342007

Email: info@iucea.org

Website: www.iucea.org