

# REPORT OF THE 11<sup>TH</sup> ANNUAL EAST AFRICAN HIGHER EDUCATION QUALITY ASSURANCE FORUM

## Theme:

Promoting Sustainable Development Through  
Quality Assurance Of Higher Education

**20<sup>TH</sup> – 23<sup>RD</sup> September 2022**  
**Dar es Salaam, Tanzania**





## **REPORT OF THE 11<sup>TH</sup> ANNUAL EAST AFRICAN HIGHER EDUCATION QUALITY ASSURANCE FORUM:**

**HELD FROM 20<sup>TH</sup> TO 23<sup>RD</sup> OF SEPTEMBER 2022 AT  
GIRAFFE BEACH HOTEL IN DAR ES SALAAM, TANZANIA**

**Theme:**

**Promoting Sustainable Development Through  
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# List of Acronyms and Abbreviations

<b>AAU</b>	Association of African Universities
<b>ACQF</b>	African Continental Qualifications Framework
<b>ACTS</b>	African Credit Transfer System
<b>AfriQAN</b>	African Quality Assurance Network
<b>AMAQ</b>	d'Assurance Qualité de l'Enseignement Supérieur (The national agency that regulates higher education in Mauritania and Mali)
<b>ANAQ</b>	L'Autorité Nationale d'Assurance Qualité de l'enseignement (The national agency that regulates higher education in Guinea, Niger, Senegal, DRC) Democratic Republic of Congo
<b>ANEAQ</b>	National Agency for Assessment and Quality Assurance in Higher Education and Scientific Research in Morocco
<b>ANQAHE</b>	Arab Network for Quality Assurance in Higher Education
<b>AQAS</b>	Agency for Quality Assurance through Accreditation of Study Programmes
<b>AQRM</b>	African Quality Rating Mechanism
<b>ASG</b>	African Standards and Guidelines
<b>AUF</b>	Agence Universitaire de la Francophonie
<b>FOBAQ</b>	Burundian Quality Assurance Forum
<b>CAT</b>	Continuous Assessment Test
<b>CNAQ</b>	Conselho Nacional de Avaliação e Garantia de Qualidade do Ensino Superior (The national agency that regulates higher education in Mauritania)
<b>CNES</b>	National Commission of Higher Education in Burundi
<b>COVID</b>	Coronavirus Disease
<b>CUE</b>	Commission for University Education in Kenya
<b>DAAD</b>	German Academic Exchange Service
<b>DIES</b>	Dialogue on Innovative Higher Education Strategies

<b>DRC</b>	Democratic Republic of Congo
<b>DVC</b>	Deputy Vice Chancellor
<b>EAC</b>	East African Community
<b>EAQAN</b>	East African Higher Education Quality Assurance Network
<b>EAQF</b>	East African Qualifications Framework
<b>EHEA</b>	European Higher Education Area
<b>ENQA</b>	European Association for Quality Assurance in Higher Education (ENQA)
<b>ESG</b>	European Standards and Guidelines
<b>ExCOM</b>	Executive Committee
<b>HAQAA 2</b>	Harmonisation, Accreditation and Quality Assurance in African Higher Education (2) initiative.
<b>HEC</b>	Higher Education Council
<b>HEET</b>	Higher Education for Economic Transformation
<b>HoD</b>	Head of Department
<b>HRK</b>	German Rectors' Conference
<b>ICT</b>	Information and Communications Technology
<b>IUCEA</b>	Inter-University Council for East Africa
<b>KCB</b>	Kenya Commercial Bank
<b>KuQAn</b>	Kenya Universities Quality Assurance Network
<b>LTA</b>	Learning, Teaching and Assessment
<b>MoU</b>	Memorandum of Understanding
<b>MSc HI</b>	Master of Science in Health Informatics
<b>ODeL</b>	Open Distance and e-Learning
<b>PAQAF</b>	Pan-African Quality Assurance and Accreditation Agency QA Quality Assurance
<b>RAFANAQ</b>	Le Réseau Africain Francophone des Agences Nationales d'Assurance Qualité (Quality Assurance Network in Francophone)
<b>RGB</b>	Rwanda Governance Board
<b>RWAQAN</b>	Rwanda Higher Education Quality Assurance Network
<b>SAMR</b>	Substitution, Augmentation, Modification and Redefinition
<b>SAQAN</b>	Southern African Quality Assurance Network

<b>TCU</b>	Tanzania Commission for Universities
<b>TUQAF</b>	Tanzanian Universities Quality Assurance Forum
<b>UNSDG</b>	United Nations Sustainable Development Goal
<b>URSB</b>	Uganda Registration Services Bureau
<b>URT</b>	United Republic of Tanzania
<b>USD</b>	United State Dollar
<b>USA</b>	United States of America
<b>USAID</b>	United States Agency International Development
<b>UUQAF</b>	Ugandan Universities Quality Assurance Forum
<b>VC</b>	Vice Chancellor

# Executive Summary

Conference proceedings cover events/activities pertaining to ten (10) sessions for Day 1, Day 2, and Day 3 of the 11th Annual Forum of the East African Higher Education Quality Assurance Network. These sessions largely involved quality assurance practitioners, encompassing quality assurance managers/directors/officers, from institutions of higher education in the East African Community. Besides, the proceedings cover events/activities pertaining to five (5) sessions for Day 4 of the annual forum, the high-level quality assurance dialogue, which largely involved the Vice Chancellors, Deputy Vice Chancellors and Heads of Commissions regulating higher education in the East African Community. Importantly, selected quality assurance experts either physically or virtually presented their papers with recommendations and other conference participants, including panelists, had opportunities to discuss them through asking questions and making comments.

Specifically, nineteen (19) presentations were made during the first three days of the forum and three (3) of those presentations were also made during the fourth day of the forum. To begin with, Professor David Some made a presentation on development of benchmarks for harmonizing programmes of Masters of Science in Health Informatics within the East African Community. Furthermore, Professor Achim Hopbach made a presentation on nexuses between national quality assurance systems of Europe and the regional European Standards and Guidelines for higher education within the framework of the Bologna Process. Moreover, Professor Mike Kuria made a presentation on milestones during a journey towards the regional accreditation system of academic programmes in the East African Community. Also, Professor Philipp Pohlenz made a presentation on the need to enhance the quality of teaching, learning and assessment during disruptive times while Professor Raphael Nyonje made a presentation on approaches to enhance the quality of e-learning pertaining to asynchronous programme design and delivery in order to contribute to achievement of the United Nations Sustainable Development Goal 4. In addition, Dr. Leon Mugabo made a presentation on the experience of Rwanda with respect to quality assurance in teaching, learning and assessment while Sr. Dr. Jacklyne Okello Alari and Dr. Joan Wakasa Murumba presented students' perspectives with respect to the gravity of different forms of academic misconduct in institutions of higher

education in Kenya and suggestions on how the vices should be addressed.

Furthermore, Professor Jude Lubega made a presentation on key aspects for administering online assessment in institutions of higher education while Mr. Alex Ndibwami made a presentation on institutional resilience and sustainability of blended learning, teaching and assessment during the pandemic of Coronavirus Disease-19 in Rwanda. Moreover, Dr. Petra Pistor made a presentation on commitments, action lines and instruments for harmonizing quality assurance and accreditation systems for institutions of higher education in Africa. In addition, Dr. Julius Tweve and Dr. Telemu Kassile proposed programmes for enhancing professionalism of quality assurance practitioners in institutions of higher education while Dr. Pablo Beneitone made a presentation on the need of harmonizing different types of credit systems between institutions and countries in Africa through the establishment of the African Credit Transfer System and Students' Workload.

Besides, Sr. Dr. Jacklyne Okello Alari and Dr. Joan Wakasa Murumba made a presentation on the purpose, benefits, and challenges of Credit Accumulation and Transfer Systems using the experience of Kenya while Professor Maurice Okoth made a presentation on preliminary findings pertaining to an online survey of institutional quality assurance systems in the East African Community. Furthermore, Mr. Abdou Cisse/Dr. Baguma Abdallah presented preliminary findings on levels of mainstreaming the ASGs in Burkina Fasso, Burundi, Madagascar and Senegal in order to facilitate mobility of students and staff and enhance accountability and competitiveness in Africa. Moreover, Ms. Juru Marie Englantine made a presentation on the continental African Quality Assurance Network by focusing on its mission statement, forms of membership, functions of key organs, challenges and synergies between the continental network and regional networks in Africa.

Besides, Mr. Jumanne Mtambalike made a presentation that focused on a mismatch between graduates' knowledge, skills as coupled with competencies and ones that are demanded by the highly dynamic labour market and the expectations of the industry. Dr Doris Herrmann made a presentation on the role, mission statement, membership, governance and management structure and activities of the European Association for Quality Assurance in Higher Education in order to promote the Bologna process. Similarly, Mr. Abdou Lahate Cissé made a presentation about RAFANAQ (Le

Réseau Africain Francophone des Agences Nationales d'Assurance Qualité)' role, mission statement, membership, governance and management structure and activities of the regional network for the Francophone Africa.

During the Annual General Meeting on Day 3 of the forum, the Secretariat for the East African Higher Education Quality Assurance Network and representatives for National Chapters of Burundi, Kenya, Rwanda, Tanzania and Uganda made presentations covering, inter alia, activities that were undertaken during the last one year, achievements and challenges. In this regard, conference participants had opportunities to ask questions, make comments and make decisions. Lastly, the Secretariat presented the resolutions of the Annual General Meeting.



**Prof. Gaspard Banyankimbona,  
Executive Secretary**

Kampala, August 2023 IUCEA

# Acknowledgement

This event could not be successful as it was without support and cooperation of different stakeholders and sponsors. The President of EAQAN Dr. Abdallah Baguma on behalf of the EAQAN Executive Committee and all members wish to thank all people facilitated this event in different ways to happen successful.

First; many thanks should be forwarded to the Executive Secretary of Inter University Council of East Africa (IUCEA) Prof. Gaspard Banyankimbona for the leadership coordination, financial support and forming a committed organizing committee which was led by Prof. Michal Mawa. Second; thanks to the Executive Secretary of Tanzania Commission for Universities (TCU) Prof. Charles Kihampa for being ready to host the event and forming a very strong organizing committee which was led by Dr. Talemu Kassile the Director of Accreditation of TCU.

Third, different sponsors such as Global OBREAL, DAA, all East African Quality Assurance Commissions, all University leadership who attended the Forum, and individual members from higher learning institutions and industries. Fourth, all invited Quality Assurance Agency from different part of Africa such as RAFANAQ represented by Mr. Abdou Lahate Cisse and CNAQ represented by Dr. Jeff Mukora. Sixth, Quality Assurance Country Chapters namely from Burundi, Kenya, Rwanda, Tanzania and Uganda. Lastly, all paper presenters, institutions, industries, and individual attended the Forum.

Dr. Abdallah Baguma

**President EAQAN**

## **DAY 1: TUESDAY - SEPTEMBER 20, 2022**

### **1.1 Registration of Participants**

From 0800 to 0900 hours, participants registered (Appendix A) in a designated conference hall at Giraffe Beach Hotel and were issued with requisite conference materials and password for accessing internet freely. Additionally, other quality assurance (QA) practitioners virtually participated during the conference.

### **1.2 Session 1: The Official Opening Ceremony**

During the official opening ceremony for the 11th Annual Forum of the East African Higher Education Quality Assurance Network (EAQAN), Masters of Ceremonies were Professor Mawa Michael and Dr. Cosam Joseph. To begin with, participants sang anthems for the United Republic of Tanzania (URT) and the East African Community (EAC) and Dr. Sr. Jacklyne Okello Alari read a prayer for the Inter-University Council for East Africa (IUCEA). Furthermore, the President of EAQAN, Dr. Baguma Abdallah, welcomed participants, explained the significance of EAQAN, and introduced presenters, panelists, keynote speakers and members constituting the Secretariat of EAQAN. Additionally, he stressed the need to assist South Sudan and the Democratic Republic of Congo (DRC) to establish country chapters under EAQAN. Thereafter, the project manager of Africa at the headquarters of OBREAL Global in Spain, Ms. Apiyo Okwiri, made a virtual presentation from Spain. With respect to functions being undertaken by OBREAL Global, she explained opportunities for enhancing QA in institutions of higher education in Africa through the South-South-North collaborative projects under phase 2 of Harmonisation, Accreditation and Quality Assurance in African Higher Education (HAQAA 2) initiative.

Furthermore, Ms. Berit Stoppa who is the Senior Desk Manager of the German Academic Exchange Service (abbreviated as DAAD) made a virtual presentation from the headquarters in Bonn, Germany. Specifically, she explained the significance of the partnership between DAAD, EAQAN, IUCEA, and the German Rectors' Conference (HRK) in facilitating a Dialogue on Innovative Higher Education Strategies (DIES), trainings for QA practitioners and sharing experiences of teaching and learning. Additionally, she explained the significance of a new Memorandum of Understanding (MoU) between DAAD

and IUCEA that was to be signed on Wednesday September 21, 2022 and the High-level QA dialogue, involving the Deputy Vice Chancellors (DVCs), Vice Chancellors (VCs) and Heads of Commissions regulating higher education in the EAC, on Friday September 23, 2022. Also, the Executive Secretary of Tanzania Commission for Universities (TCU), Professor Charles Kihampa, welcomed participants and explained the need for enhancing synergies for national development and key functions being undertaken by TCU. Additionally, he advised participants to visit outstanding tourist destinations in the URT during spare time. Furthermore, the Executive Secretary of IUCEA, Professor Gaspard Banyankimbona, welcomed participants and thanked partners for their commitments in enhancing QA in institutions of higher education in the EAC and the milestones for IUCEA. Additionally, he explained the need for addressing issues of QA for programmes being delivered online for sustainable development and welcomed the Guest of Honour to deliver the official opening speech.



*ES IUCEA, Prof. Gaspard Banyankimbona, Addressing during the Forum*

Professor William Anangisye, who is the VC of the University of Dar es Salaam, delivered the official opening speech on behalf of Professor Adolf Mkenda who is the Minister for Education, Science and Technology in the URT. It is worth noting that Professor Mkenda was involved in official duties outside the country. Specifically, Professor Anangisye commended IUCEA, EAQAN and TCU for organizing the conference being attended by about 100 participants. Furthermore, he looked forward to seeing presentation of conference papers and keynote presentations leading to fruitful discussions and sustainable conference resolutions for enhancing quality of key functions being undertaken by institutions of higher education in the EAC. Moreover, the Guest of Honour explained the need of ensuring that online programmes lead to quality graduates and the need of ensuring quality dissertations/theses that contribute to economic development in the EAC. In this regard, he underscored benchmarking and internationalization in ensuring that institutions of higher education have functional depositories for disseminating quality research output. Specifically, he underscored the need for developing a resolution to ensure that postgraduate programmes significantly contribute to realization of Agenda 2063 for a prosperous Africa based on inclusive growth and sustainable development. Lastly, the Guest of Honour encouraged participants to visit some tourist destinations in URT and officially opened the conference.



*Professor William Anangisye, VC, University of Dar es Salaam*



*From left President EAQAN Dr. Baguma, ES TCU Prof. Kihampa, VC UDSM Prof. Anangisye, ES IUCEA Prof. Gasper and MS Apiyo from OBREAL*

### **1.3 Session 2: Keynote Presentation**

During Session 2 that was chaired by Professor Mike Kuria, Professor David Some, who is the former Executive Secretary of the Commission for University Education in Kenya, made a presentation entitled 'Leveraging region-wide accreditation bodies to harmonize degree programmes: Case of benchmark development for Masters of Science in Health Informatics for the East African Community'. Specifically, Professor David explained that a comparative analysis of Master of Science in Health Informatics (MSc HI) programmes across seven (7) universities in the EAC revealed significant differences in the 73 competencies. Also, the total number of courses for MSc HI programmes varied between 8 and 22 and total credit hours varied between 35 and 180. Also, Professor David noted that only four (4) university pairs (equating to 19%) out of 21 university pairs met a cutoff of over 70% in terms of shared competencies. Moreover, he explained processes of harmonizing designated programmes through IUCEA's Credit Accumulation and Transfer Mechanism for international recognition.

## 1.4 Session 3: Presentations on Programme Accreditation

During Session 3 that was chaired by Professor Masoud Muruke, two (2) presentations on national and regional accreditation of programmes were made by Professor Achim Hopbach who is the former Head of the Austrian QA Agency and Professor Mike Kuria who is the Deputy Executive Secretary of IUCEA and the Secretary of the Commission for University Education in Kenya. Professor Achim made a virtual presentation from Europe and specifically explained the classic framework of 49 national systems in Europe. Additionally, he explained the European Standards and Guidelines (ESG) for QA in the European Higher Education Area (EHEA) that were developed by the European Association for Quality Assurance in Higher Education (ENQA) and partners and adopted in 2005 by Ministers responsible for higher education within the framework of the Bologna Process. In this regard, the Bologna process relies on close and voluntary cooperation between higher education systems encompassing public authorities, institutions of higher education, international institutions, academic staff members and students. Specifically, Professor Achim made reference to principles, values, criteria and provisions in the ESG that are relevant to internal and external processes of accrediting academic programmes and attendant elements of convergence and divergence.

Professor Kuria made a presentation on the journey towards the regional accreditation system of academic programmes in the EAC. He cited some reasons for resistance towards the establishment of a designated system, such as existence of the national accreditation systems and the fear of national sovereignty loss. Besides, he mentioned some milestones, since 2006, towards the establishment of the regional accreditation system in the EAC. These include publication of five (5) volumes of the IUCEA's handbook for QA in higher education (A roadmap to quality), capacity-building trainings for QA practitioners, development of the East African Qualifications Framework (EAQF) for higher education, the development of selected subject benchmarks and the declaration of EAC as a common higher education area in 2017. Professor Kuria provided highlights with respect to the EAQF for higher education. Additionally, he explained potential complementarity between

national accreditation systems and the implementation of the regional accreditation system for the EAC. Lastly, he pointed out some achievements towards the implementation of the regional accreditation system in the EAC.



**Prof. Mike Kuria**

### **1.5 Discussions on a keynote and presentations of Session 3**

Several questions were asked and several comments were made with respect to a keynote presentation during Session 2 and presentations during Session 3 and presenters provided attendant responses. For instance, one of the participants asked a question on ways of addressing a challenge whereby a student who pursued an accredited programme and graduated with 'flying colours' in a given university within EAC and has requisite qualifications to pursue a postgraduate programme in another university within the same region is denied admission. One of the presenters responded by explaining that any institution of higher education should seek to control quality since it is a good thing. Additionally, there is a need to use law in order to deal with institutions of higher education that violate designated minimum standards and guidelines, hence issue certificates to incompetent graduates. By

extension, a participant asked a question on what can be done for graduates who have poor academic results but have high potential to excel in further studies at institutions of higher education within EAC?

One of the key presenters explained the need for institutions of higher education to shift from 'papers' to 'what students can demonstrate to do'. Furthermore, institutions of higher education can learn from experiences of open universities in Mexico and India that admitted many students by recognizing prior learning without imposing strict elimination criteria. With respect to the nexus between national and regional QA systems, another participant asked a question about which system supersedes the other one? In this regard, one of the presenters explained that both systems should constitute a joint process. Also, there is a need to prioritize some areas pertaining to regional accreditation system. Furthermore, another participant asked a question on cost implication of implementing regional accreditation system to virtual programmes. Part of the answer to the question was that IUCEA will compute designated cost and that IUCEA promotes peer review and there is a need to develop requisite minimum standards. Besides, there is a need for countries in the EAC to invest more in research.



*Dr. Sessabo made her contributions during discussion*

## 1.6 Session 4: Presentations on Quality Assurance in Teaching, Learning and Assessment

With respect to Session 4 that was chaired by Dr. Julius Tweve, three (3) presentations were made by Professor Philipp Pohlenz who specializes in higher studies and professionalization of academic teaching at the Otto-von-Guericke University in Magdeburg, German, Professor Raphael Nyonje who is the President of QA Forum for Kenya Universities and is based at the University of Nairobi, and Dr. Leon Mugabo who is the Senior Lecturer at the College of Education within the University of Rwanda. In addition, the fourth presentation was made by Sr. Dr. Jacklyne Okello Alari and Dr. Joan Wakasa Murumba who are based at Karatina University, Kenya.

To begin with, Professor Philipp made a virtual presentation from German entitled 'Enhancing the quality of teaching, learning and assessment in disruptive times'. Specifically, he explained the nexus between QA, disruptive situations, including Coronavirus Disease (COVID)-19 and climate change, and sustainable development in the context of teaching, learning and assessment. Pegged on the linear growth model, he stressed the need to enhance collegiality and trust between academics and QA officers in institutions of higher education and ensure a broader scope of QA. Using a case of European ESG 2005, Professor Philipp explained four (4) dominant paradigms (control, legitimation, development and research), predominant perspective (procedural quality of teaching and learning) and instruments for QA in early days. Moreover, he used a case of European ESG 2015 to explain the focus on student centeredness and new tasks for QA (including availability of robust quantitative and qualitative data) in the future which will be characterized with continuous change and uncertainties. Therefore, the future will demand the use of agile and flexible management paradigms.

Professor Raphael Nyonje made a presentation entitled 'Enhancing quality in e-learning: A focus on asynchronous teaching and learning (Campus less)'. His presentation explored approaches for enhancing quality of e-learning pertaining to asynchronous programme design and delivery in order to contribute to achievement of the United Nations Sustainable Development Goal (UNSDG) 4 (To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all). In this regard, Professor Nyonje provided pedagogical rationale for shifting to asynchronous

programme design and delivery that provide opportunities for students to engage in problem-solving and critical-thinking activities. Importantly, his presentation provided theoretical underpinnings (Vygotsky's zone of proximal development, Gardner's multiple intelligence theory, Biggs model of constructive alignment) and model (Course Management System) for designing and implementing online asynchronous teaching and learning of programmes. Also, his presentation identified key variables for maximum levels of students' achievement.

Dr. Leon Mugabo made a presentation entitled 'Quality assurance in teaching, learning and assessment: Focus on Rwanda'. Specifically, Dr Leon presented different conceptualizations for QA. Additionally, he explained two (2) levels of QA in Rwanda: 1) Internal QA as undertaken within institutions of higher education and 2) External QA as undertaken by a national agency known as the Higher Education Council (HEC) and the non-national agency from German known as Agency for Quality Assurance through Accreditation of Study Programmes (abbreviated as AQAS). Thereafter, Dr. Leon explained the importance of QA in institutions of higher education within Rwanda. Besides, he presented some reflective questions pertaining to national QA systems. Lastly, he expressed areas of concern pertaining to the use of four (4) volumes of the IUCEA's handbook for QA in higher education (A roadmap to quality) by institutions of higher education within EAC.

Sr. Dr. Jacklyne Okello Alari and Dr. Joan Wakasa Murumba made a presentation entitled 'Academic integrity and sustainable quality education in HLIs in Kenya: Students' perspectives'. To begin with, presenters explained how quality education and academic integrity contribute to achievement of targets for UNSDG 4. Furthermore, presenters explained the challenge of addressing different forms of academic misconduct in institutions of higher education and the four (4) research questions that guided their study: 1) What academic integrity violations are rampant among students? 2) Why do students commit academic integrity violations? 3) How do universities punish students who violate academic integrity? 4) What preventive strategies can be used to reduce academic integrity violations among students? In this regard, 550 respondents participated in the online study equating to a response rate of 74.3%. Among other things, the findings revealed that majority of students (presenters cited several percentages) had a good understanding of academic integrity and what is expected of them. Furthermore, majority

of students, 95.5%, 78.2% and 69.1%, cheated when doing Continuous Assessment Tests (CATs), plagiarized, and helped others do assignments/examinations, respectively. These findings raise questions on the quality of teaching, learning and assessments.

Moreover, respondents gave reasons for cheating. These include fear of failing examinations, laziness, inadequate preparations, inadequate coverage of the syllabi, inadequate staff commitment and setting difficult assignments, CATs and examinations. Such findings call for effective and efficient internal and external quality checks. In addition, majority of respondents (78.2%) reported that universities punish students who commit academic misconduct by suspending them from studies. Besides, 44.5%, 31.8%, 24.5% of respondents reported that universities cancel examination results, expel and issue warning to students who commit academic misconduct, respectively. Lastly, respondents suggested some strategies to address the challenge of students who engage in academic misconduct. For instance, there is a need for staff members to make close follow-up of students, use multiple assessment strategies, and enhance commitment of staff.

## **1.7 Discussions by Panelists on Experiences from QA Practitioners/Regulatory Bodies in the EAC**

Panelists presented experiences of addressing QA issues in their countries. For instance, Dr. Telemu Kassile who is the Director of Accreditation at TCU explained that QA is a complex matter, hence a need to consider a myriad of variables in order to assess it. Furthermore, he explained that accredited institutions in URT have to undertake core functions of teaching, research and community service by ensuring that they do not violate minimum standards and guidelines contained in the third edition of the handbook for Standards and Guidelines for University Education in Tanzania that was issued in 2019. He also explained how 55 staff members of TCU regulate higher education in URT to ensure compliance. Furthermore, Ms. Jane Wambui Mugo who is based at Strathmore University, Kenya, explained the experience of QA at her institution. Specifically, she explained that her university considers the total human development (Input-process-output model) as guided by institutional strategic plan. For instance, class size is relatively small (With about 80 students) and all students are given laptops. Also, the university undertakes capacity-building trainings on e-teaching and learning for students and staff members.

Moreover, Dr. Bisore Simon of ENS (Ecole Normale Superieure/Institution of higher education explained the experience of QA in Burundi. Specifically, he explained several challenges that stakeholders of higher education in Burundi face including insufficient computers and unreliable internet. He also explained the formative assessment that constitutes 40% and the summative assessment that constitutes 60%. Furthermore, Dr. Theoneste Ndikubwimana of HEC in Rwanda presented the experience of QA in Rwanda. Specifically, he explained the investment in Information and Communications Technology (ICT) infrastructure in terms of ICT hub and ecosystem for supporting ICT hub and capacity-building as a game-changer that transform assessment. However, he raised a concern pertaining to the issue of academic misconduct in institutions of higher education. Lastly, Dr. Hajati Amaal Kinene Nsereko who is based at the Islamic University in Uganda presented the experience of QA at her university. Specifically, she explained about the programme of postgraduate diploma in education being offered freely to academic staff members within set timeframes and staff members who refuse to attend classes within designated timeframes have to do so at their own cost. It is worth pointing out that other participants were requested to reserve questions and comments pertaining to Session 4 and discussions made by panelists till the morning of Wednesday September 21, 2022 due to time constraints for Day 1 of the conference.



*Discussion from the members*

## **DAY 2: WEDNESDAY - SEPTEMBER 21, 2022**

### **2.1 Registration of Participants**

From 0730 to 0830 hours, participants for the 11th EAQAN Forum registered in a designated hall at Giraffe Beach Hotel (Appendix A).

### **2.2 Responses to Questions and Comments Pertaining to Session 4 on September 20, 2022**

Presenters during Session 4, which focused on QA in Teaching, Learning and Assessment, responded to questions and comments from participants. With respect to a question on research design for a study entitled 'Academic integrity and sustainable quality education in HLIs in Kenya: Students' perspectives', one of the presenters explained that researchers deployed a mixed methods research design. Pertaining to the question 'How far do universities subject assessment to external evaluation?' - one of the presenters drew on the experience of TCU in Tanzania by explaining that examinations have to be subjected to both internal and external moderation as per minimum standards and guidelines contained in the third edition of the Handbook for Standards and Guidelines for University Education in Tanzania that was issued in 2019. Additionally, the presenters reported that TCU banned admission of students to some Universities within Tanzania that did not comply with designated standards and guidelines in the handbook.

### **2.3 Session 5: Presentations on Enhancing Quality in e-learning: Systems, Approaches and New Technological Trends**

During Session 5 that was chaired by Professor Julius Maiyo, two (2) presentations were made by

Professor Jude Lubega who specializes in Information Technology and is the VC of Nkumba University, Uganda, and Mr. Alex Ndibwami who is based at the College of Science and Technology within the University of Rwanda. To begin with, Professor Jude made a presentation entitled 'Necessary Aspects of Quality During e-learning Adoption in Higher Institutions of Learning: A Case of Online Assessment'. Specifically, Professor Jude explained the inappropriateness of the 'factory model of education' for students during

the 21st Century. Additionally, he explained a tremendous growth in terms of demand for secondary and tertiary education in Africa during the past 10 years and delved on differences between 'traditional educational characteristic' and 'the current state of Education' as coupled with the paradigm-shift.

Furthermore, Professor Jude provided current trends that reveal increasing demand for e-Learning globally but noted that Africa lags behind. Moreover, he explained attributes of e-learning and factors that should be considered in order to effectively enhance adoption of e-learning in Africa. Furthermore, he explained the need to empower teachers with e-pedagogy in order to effectively teach students for the 21st Century. Importantly, he explained the need to undertake effective QA monitoring and evaluation mechanisms for e-learning both at institutional and Governmental levels. With respect to capacity-building for teachers, he explained the Substitution, Augmentation, Modification and Redefinition (SAMR) Model and provided questions as food for thought.



***Professor Jude Lubega***

Considering academic integrity checklist and the Bloom's Taxonomy, he explained online assessment methods including online open book examinations for students during the 21st Century. Additionally, he explained how to conduct secure online exams through Learning Management Systems and both merits and demerits of online assessment.

Mr. Alex Ndibwami made a presentation entitled 'Experiences with Emergency (Online) and Blended Learning, Teaching and Assessment: Institutional Resilience versus Sustainability'. The presentation constituted of six (6) areas, namely, motivation, mobilization, negotiation, improvisation/re(assurance), resilience/sustainability, and legacy. Specifically, the presenter shared experiences/lessons of implementing 'Emergency (Online) and Blended Learning, Teaching and Assessment (LTA) with respect to the programme of Bachelor of Architecture at the University of Rwanda during the pandemic of COVID-19. Importantly, the presenter noted high level of resiliency in carrying out LTA and the challenge of enhancing collective efforts for academic units to invest more on innovative LTA methods/activities. In addition, he explained the need for stakeholders to clearly disentangle resilience from sustainability with respect to core functions being undertaken by institutions of higher education and the need to address areas where stakeholders were dissatisfied with implementation of online and/or blended LTA.

## **2.4 Discussions on Papers that were Presented During Session 5**

Several questions were asked and several comments were made with respect to papers that were presented during Session 5. With respect to a question on the link between multiple-choice questions that can be deployed by instructors as one of the online assessment methods and Blooms Taxonomy, one of the presenters stressed that multiple-choice questions can be structured in order to assess higher levels of Bloom's Taxonomy. In addition, he stressed the need to avoid asking general questions for which students can easily access answers through online search engines. Instead, they should focus more on open-book questions that demand students to apply knowledge in order to assess levels of their problem-solving and critical-thinks skills. Alternatively, instructors should use some of several efficient anti-plagiarism software when assessing students' work including essays.

## **2.5 Session 6: Presentations on Rethinking of Professionalization and Employability in Quality Assurance Work**

During Session 6, the first presentation was made by Dr. Petra Pistor who is a Quality Manager at the Muenster University of Applied Sciences. The second presentation was made by Dr. Telemu Kassile who is the Director of Accreditation at TCU and Dr. Julius Tweve, who is the Senior Lecturer at Tumaini University Dar es Salaam and is the Secretary General of EAQAN. To begin with, Dr. Petra made a presentation that largely focused on commitments, action lines and instruments for harmonizing QA and accreditation systems for institutions of higher education in Africa. Besides, she focused on aspects pertaining to establishment of the African Standards and Guidelines for Quality Assurance (ASG-QA), African Quality Rating Mechanism (AQRM), African Continental Qualifications Framework (ACQF), African Credit Accumulation and Transfer System and the Pan-African Quality Assurance and Accreditation Agency (PAQAF).

Effective implementation of above-mentioned instruments will facilitate recognition of qualifications pertaining to higher education in Africa and facilitate mobility of academic staff and students. Furthermore, Dr. Petra explained the need to revitalize research and innovation, build capacities of staff to collect reliable data, accurately analyze both quantitative and qualitative data, and present findings in appealing manner. In this regard, Dr. Petra explained the need to enhance communication and negotiation skills of staff as coupled with financial management skills. Lastly, she stressed on the need to strengthen networking, benchmarking and partnership between the European Union and the African Union particularly with respect to higher education.

Dr. Julius Tweve and Dr. Telemu Kassile presented a paper entitled 'The need for professionalization of quality assurance practitioners in higher education institutions. Specifically, they provided the conceptualization of 'professionalisation' and the nature of tasks of coordinating, planning, leading and controlling that should be carried by QA practitioners as professionals in order to maintain standards in institutions of higher education. Furthermore, he explained objectives of QA in institutions of higher education that demand QA professionals to possess requisite leadership skills. Specifically, they delved

on key attributes for QA practitioners to be effective and efficient including ethical aspects. Importantly, he proposed a Bachelor degree programme and a postgraduate diploma programme for creating professional QA practitioners. These programmes can be developed at regional or country level with contents focusing on the basics of QA, the basics of audit, management and leadership as coupled with other relevant contents. Lastly, they explained the expected programme outcomes with regard to the need of developing professional QA practitioners.



*Dr. Julius Tweve*

## **2.6 Session 7: Presentations on Reflections for the African Credit Transfer System**

During Session 7, the first presentation was made by Dr. Pablo Beneitone who works with HAQAA 2 Project and the second presentation was made by Sr. Dr. Jacklyne Okello Alari and Dr. Joan Wakasa Murumba who are based at Karatina University, Kenya. To begin with, Dr. Pablo explained the need to harmonize different types of credit systems between institutions and countries in Africa through the establishment of the African Credit Transfer System (ACTS) and Student Workload. Specifically, he made a recommendation for Africa to

adopt the norm of 60 credits per year as practiced in Europe and beyond. Drawing reference on contact hours, independent hours, teaching hours, practical hours, tutorial hours and student's hours for independent work, Dr. Pablo provided examples on what constitutes a credit load in different parts of Africa. Similarly, annual student's workload in Africa varied between 1,350 and 1,850 hours within Anglophone and Francophone. In this regard, harmonization of credits and student workload per annum will enhance mobility of students and staff and comparability of programmes being taught in Africa.

Sr. Dr. Jacklyne Okello Alari and Dr. Joan Wakasa Murumba made a presentation entitled 'Credit accumulation and transfer systems'. To begin with, presenters mentioned key milestones pertaining to evolution of the Credit Accumulation and Transfer Systems (CATS) since 1872 at the Harvard University till 2020 when Kenya developed the national policy of CATS (Kenya National Qualification Authority). Then, presenters delved on the purpose, goal and benefits of CATS while referring to Standard 10 on Credit Transfer as contained in University Standards and Guidelines that were issued in 2014 to regulate higher education. Besides, presenters cited challenges being faced by stakeholders in implementing CATS.



*Dr. Joan Wakasa Murumba*

## **2.7 Discussions on Papers that were Presented During Session 7**

Several questions were asked and several comments were made with respect to papers that were presented during Session 7. Pertaining to a question on how practitioners can ensure quality during processes of transferring students between institutions of higher education? – one of the respondents explained the need to reliably establish reasons why students want to transfer between designated institutions. In this regard, there is a need to establish the uniqueness of one institution against the other one in terms of, for instance, institutional philosophies and approaches. Otherwise, efforts should be undertaken to avoid situations where CATS lead to the transfer of weak students between institutions of higher education. Also, one of the participants asked a question on how to address a challenge whereby institutions of higher education deny issuance of results to students who want to transfer between given institutions but such students have alternative ways of accessing their results. One of the respondents insisted that efforts should be undertaken by institutions to access authentic results for given students from registry offices of institutions where students want to transfer from.

## **2.8 Session 8: Presentations on Dissemination of Information on Harmonization of Quality Assurance in African Higher Initiatives: Role of QA Networks**

Professor Maurice Okoth, who is the Vice President of EAQAN, made a presentation of preliminary findings pertaining to an online 'Survey on Internal Quality Assurance Systems of East African Community Higher Education Institutions (Universities)'. Among other things, preliminary findings revealed that the total number of students in institutions of higher education in the EAC that had participated in the survey ranged between 5,000 and 15,000. However, majority of staff in institutions of higher education that had participated in the survey were less aware of IUCEA's work in the region and did not make explicit reference to IUCEA's modules/tools on QA when developing/reviewing institutional policy documents.

Furthermore, majority of those institutions did not undertake robust analyses of data emanating from students' evaluation of Courses and Course Instructors. In this regard, some participants were disappointed to learn that that several

institutions of higher education had not responded to the survey that was administered through VCs/Rectors/Provosts/Other QA practitioners. Other participants recommended efforts to be undertaken to remind designated institutions to complete an online survey in order to have adequate sample size, hence justify actions as per findings. Also, other participants recommended additional questions in the survey for respondents to provide reasons as to why institutions of higher education did not use IUCEA's modules/tool when developing/reviewing institutional policies.



***Prof. Maurice Okoth***

Besides, Mr. Abdou Cisse/Dr. Baguma Abdallah presented in French, as accompanied with English translation, preliminary findings on levels of mainstreaming the ASGs in Burkina Fasso, Burundi, Madagascar and Senegal. The presenter stressed that effective mainstreaming of ASGs will facilitate mobility of students and staff and enhance accountability and competitiveness in Africa. Furthermore, the presenters provided an overview with regard to Parts A, B and C of ASGs and explained the scale of 1 – 5 that was used to quantify levels of mainstreaming ASGs (1 = less alignment and 5 = more alignment) in studied institutions without naming them. Additionally, he also explained limitations of the study including absence of robust instruments to verify answers from respondents during the study and inadequate professional QA practitioners to effectively undertake evaluation pertaining to mainstreaming of ASGs.

One of the conference participants wanted to know if the report for a designated study will be translated into English. In response, presenters promised that the designated report will be translated into three (3) languages including English. Another conference participant explained that it was unclear with respect to what presenters wanted conference participants to do. In this respect, one of the panelists explained that stakeholders wanted to establish whether efforts being undertaken are leading to harmonization of QA systems in Africa or whether ASGs and national standards and guidelines are complementing each other? In this regard, the presenter explained that ASGs should inform processes of filling out gaps in national standards and guidelines as per HAQAA Initiatives.

Besides, Ms. Juru Marie Englantine, who works with the continental African Quality Assurance Network (AfriQAN), made a presentation about her organization and appreciated significant contributions from its founding fathers, including Professor Sissie and the Late Professor Mayunga Nkunya. Furthermore, she explained that AfriQAN traces its roots during a conference of UNESCO that was held in 2007 in Dar es Salaam, URT, and is headquartered in Accra, Ghana. Additionally, she invited conference participants to AfriQAN's conference in October 2022 that will be held in Mozambique through three (3) languages of Portuguese, English and French. Furthermore, she presented the mission statement and attributes for both full members and associate members, including co-opted members. Also, she described functions of AfriQAN's organs, including the Executive Board and the Secretariat. Moreover, Ms. Juru mentioned key challenges being faced by AfriQAN's stakeholders, including limited visibility, language barrier and governance failure. With respect to the need of revitalizing the continental network, the presenter explained a study on QA trends in Africa and beyond, hence a need to amend the Constitution for the organization.

In addition, the presenter explained the need of enhancing synergies between AfriQAN and regional networks of EAQAN, RAFANAQ, the Southern African Quality Assurance Network (SAQAN) and the Arab Network for Quality Assurance in Higher Education (ANQAHE) through PAQAF. Lastly, the presenter provided details about AfriQAN's forthcoming conference, including the designated webpage. Lastly, participants asked questions pertaining to

the presentation. For instance, one of the conference participants asked the following question: What are the dynamics for an institution joining AfriQAN? In this regard, the presenter explained that institutions can apply online.



*Ms. Juru Englantine*

## **2.9 Session 9: Presentation on Stakeholders' Expectations on the Quality of the Graduates at Higher Education**

During Session 9, Mr. Jumanne Mtambalike, who is the Chief Executive Officer of Sahara Ventures and was representing the industry during the conference, made a presentation entitled 'Expectations on the Quality of Graduates at Higher Education'. Specifically, the presenter explained the need of bridging the gap since about 11 million youths entered the job market each year but only 3 million youths managed to secure jobs each year as per the African Development Bank. Pegged on statistics from the World Economic Forum, he added that 15 cities with highest levels of urbanization in the world are found in Africa. Furthermore, the presenter explained that digital transformation and technological revolution will redefine the future of work. According to a publication that was issued by the World Economic Forum in 2020, it was predicted that 85 million jobs will be displaced by automation and technological advances by 2025.

With respect to the future of work, he explained that institutions of higher education need to create competent graduates who will be flexible to work anytime and from anywhere. Furthermore, institutions of higher education should ensure that they produce graduates who have knowledge, skills and competencies that well-resonate with the demands in the labour market in Africa. In this respect, he sadly mentioned that 17.5%, 28.9%, 8.3% and 56.9% of graduates were over-skilled, under-skilled, over-educated, and undereducated, respectively. Besides, he mentioned the top 20 skills that will be demanded for new job opportunities that will be created by 2025, hence a need for current workers to reskill and upskill (lifelong learners) as per McKinsey & Company. Additionally, there is a need to develop graduates who possess requisite entrepreneurial skills and competencies, hence focus on the 4Cs (Creativity, Critical-thinking, Collaboration and Communication). In the course of describing the 'Diary hub of an African Manager', the presenter explained the need for institutions of higher education to be at the centre of an Ecosystem.



*Mr. Jumanne Mtambalike*

## 2.10 Panel Discussions on Presentation During Session 9

Mr. Veda Sunasee, who is the Chief Executive Officer for the African Leadership University in Rwanda and the African Leadership College in Mauritius, explained the need for institutions of higher education to partner with the industry in order to produce quality graduates. Furthermore, the panelist explained the Theory of Change in terms of its articulation, assumptions and contextual requirements (equating to enablers) lead to effective design, implementation and evaluation of programmes. In this regard, there is a need to deploy a collaborative approach by involving different stakeholders in order to work on a wide range of factors that shape the performance of education systems. Also, there is a need to enhance blended learning, teaching of creativity and ensure students are more responsible.

Furthermore, Ms. Clara Danford, who represented TAHLISO during the conference, explained that about 48,000 students were graduating in URT each year but majority of them did not possess soft skills that are highly demanded in the labour market. Additionally, she explained the need for conducting graduate training programmes.



*Ms. Clara Danford*

## DAY 3: THURSDAY - SEPTEMBER 22, 2022

### 3.1 Registration of Participants

From 0800 to 0900 hours, participants for the 11th EAQAN Forum registered in a designated hall at Giraffe Beach Hotel (Appendix A).

### 3.2 Presentations on the Role of Quality Assurance Networks

Two (2) presentations were made by Dr Doris Herrmann, who is the General Manager of AQAS, and Mr. Abdou Lahate Cissé who works with the National Quality Assurance Authority for Higher Education (Autorité Nationale d'Assurance Qualité de l'enseignement Supérieur, which is abbreviated as ANAQ-Sup) in Senegal. To begin with, Dr Doris Herrmann made a virtual presentation from Germany. During her presentation entitled 'Quality assurance networks: ENQA's role and activities', she explained that ENQA constitutes of QA agencies with 55 members in 31 countries and 50 affiliates in 29 countries who drive development of external QA through policy inputs, projects, events, publications, working groups and agency reviews. Furthermore, she described the criteria for ENQA membership and affiliation and ENQA's governance and management structure constituting of the general assembly, the Board and the Secretariat.

Considering the mission statement of ENQA and its core activities that promotes the Bologna process, she explained that the community of agencies drive innovation in QA and refine quality assurance processes. Additionally, she explained areas of strengths and weaknesses pertaining to the cultural diversity of ENQA's members and affiliates and how ENQA cooperates with other QA networks around the world. Besides, Dr. Doris responded to questions and comments from participants. For instance, with regard to the question of how to address the challenge of cultural diversity, she explained that efforts are being undertaken to identify areas of common interest and frameworks in order to overcome key differences. Additionally, she explained the need to avoid duplication of efforts and invited delegates from Africa to provide inputs to ENQA. Lastly, she stressed that networks, including ENQA, help to effectively implement tools for QA.

Mr. Abdou Lahate Cissé made a presentation about RAFANAQ (Le Réseau Africain Francophone des Agences Nationales d'Assurance Qualité) that was created in Dakar, Senegal in February 2020. Full members of RAFANAQ are CNES (Burundi), ANAQ-Guinée (Guinée), AMAQ (Mali), ANEAQ (Maroc), ANAQ –Niger (Niger), ANAQ-Sup (Sénégal), ANAQ –ESU (DRC) and AMAQ-ES (Mauritanie) and associate members are directorates of higher education in Burkina Faso, Ivory Coast, Togo, Cameroon and Madagascar. Additionally, other organisations/institutions could join RAFANAQ under a category of observers. Furthermore, Mr. Abdou presented the mission statement, organs, functions, achievements (including establishment of partnerships and sharing of best practices and experts) and ongoing activities of RAFANAQ.



*Mr. Abdou L. Cisse*

## **3.3 GENERAL ASSEMBLY FOR THE 11TH EAQAN FORUM**

### **3.3.1 Opening Remarks and Constituting the General Assembly**

The President of EAQAN for a period from 2021 to 2023, Dr. Abdallah Baguma, made opening remarks and constituted the General Assembly of EAQAN as per Article 10 of EAQAN's Constitution of 2012.

### **3.3.2 Receiving Reports from the Executive Committee of EAQAN**

#### **3.3.2.1 Report from the President on EAQAN's Activities**

The President of EAQAN presented a report on activities that were undertaken by EAQAN since the 9th Annual General Assembly. These include the handover between the previous Executive Committee (ExCOM) and the current ExCOM in January 2022 during a side event for a conference that was held in Nairobi, Kenya. In this regard, he explained reasons for the delays of the handover as they were elected in September 2021 but added that members of the current ExCOM were communicating through a WhatsApp platform. He explained challenges they faced including inability to access bank account for EAQAN. Furthermore, the President explained initiatives that were undertaken to replace Dr. Gaspard Ntakimazi who was the country representative for Burundi with Dr. Simon Bisore. The General Assembly for the 11th EAQAN Forum approved the replacement. Also, the President explained that Professor Julius Kiprop Maiyo continues to serve as the Secretary General of EAQAN as per designated constitution. In order to maintain continuity, the Secretary General serves for a period of three (3) years while other members of the ExCOM serve for a period of two (2) years.

Moreover, the President explained initiatives that were undertaken to establish sub-Committees that undertake key activities of EAQAN. Specifically, the sub-Committees address the following areas: 1) Strategy and Planning, 2) Conferences, 3) Research and Publications, 4) Finance Secretary, and 5) Country Representatives. These sub-Committees enabled the current ExCOM and the previous ExCOM to work harmoniously during the transition period and the handover of activities. Additionally, the sub-Committees facilitated the transition to digital banking with Kenya Commercial Bank (KCB) and change of signatories for EAQAN's bank account. Moreover, the sub-Committees facilitated EAQAN's collaboration and networking with RAFANAQ,

CNAQ, AfriQAN, OBREAL Global, HAQAA2 Initiative and participation of EAQAN in events at regional and continental scales (for instance, during processes/stakeholder consultation workshops for developing, mapping and disseminating African Standards and Guidelines for Quality Assurance (ASG-QA). In addition, the sub-Committees facilitated, through VCs, a survey on internal QA practices in institutions of higher education within EAC and signing of MoU with OBREAL Global as coupled with preparations for the 11th EAQAN Forum and the 9th Annual General Assembly.

Besides, the President mentioned the following ongoing activities: 1) Revamp of EAQAN's Strategic Plan, 2) Review of EAQAN's Constitution, 3) Change of legal status of EAQAN from a Company to an Association, 4) Collection of institutional and individual membership and subscription fees and refinement of application form for membership to EAQAN, 5) Involvement of South Sudan in EAQAN and 6) Discussions on a potential partnership with Agence Universitaire de la Francophonie (AUF). Against this backdrop, he requested the General Assembly for the 11th EAQAN Forum to approve initiatives for progressing with the:

- a. Review of EAQAN's Constitution
- b. Revamping of EAQAN's Strategic Plan
- c. Diversification of income
- d. Expanded partnerships and networking
- e. Enhancement/establishment of QA networks within the EAC



*Dr. Baguma Abdallah*

### 3.3.2.2 Report from the Finance Secretary on EAQAN's Financial Report

The Finance Secretary of EAQAN, Dr. Amaal Kinene N. Nsereko, presented a report covering a period from September 21, 2021 to September 21, 2022. To begin with, she explained that EAQAN was officially registered by the registrar of companies as per laws of Uganda on 14th January 2015. In addition, EAQAN opened a Dollar account with KCB, Uganda Ltd, on 1st April 2015 and provided further details as presented below:

**Account Name:** East African Higher Education Quality Assurance Network Ltd

**Branch:** Kampala Road

**Account Number:** 2202610537

**Swift Code:** KCBLUGKA

**Address:** P. O. Box 7399, Kampala, Uganda  
Plot 7, Commercial Plaza, Kampala Road

Furthermore, the Finance Secretary reported that three (3) former signatories to EAQAN's bank account, namely Dr. Rita Makumbi, Dr. Isaga and Professor Julius K. Maiyo were replaced with three (3) new signatories, namely, Dr Baguma Abdullah, Dr Tweve Julius and Dr Amaal Kinene N Nsereko. However, members of the current EAQAN's ExCOM faced several challenges during the process of replacing signatories. For instance, it took a long time to register resolutions with Uganda Registration Services Bureau (URSB) due to lack of payment of tax returns since 2016. Eventually, members of the current EAQAN's ExCOM paid tax returns, resolution fee and legal fees but could not access EAQAN's bank account till few days before the commencement of the 11th EAQAN Forum. Moreover, she explained her optimism that the General Assembly for the 11th EAQAN Forum will resolve the issue of EAQAN transitioning from a Company (hence required to pay tax returns) to an Association (thus not required to pay tax returns). Lastly, she reported that stakeholders can access services pertaining to EAQAN's bank account through both physical and digital mechanisms.

Besides, the Finance Secretary reminded EAQAN members to ensure payment of individual membership fee of USD 100 and institutional membership fee of USD 100. Additionally, she reminded EAQAN members to ensure payment of individual annual subscription fee of USD 50 and institutional annual subscription fee of USD 150. Besides, she made a comparison of EAQAN's financial aspects between a period from 10th May 2019 to 21st September 2021 and a period from 21st September 2021 to 22nd September 2022 as presented in Table 3.1.

**Table 3.1: Comparison of EAQAN's financial aspects from 10th May 2019 to 21st September 2021 and from 21st September 2021 to 22nd September 2022**

Financial Aspects on Sources of Income to EAQAN	Periods	
	From 10 <sup>th</sup> May 2019 to 21 <sup>st</sup> September 2021 (Figures in USD equating to United States Dollar)	From 21 <sup>st</sup> September 2021 to 22 <sup>nd</sup> September 2022 (Figures in USD)
Balance Brought Down	20,816.43	24,540.92
Cash in Hand	0	750.00
Individual and institutional membership fees plus Individual and Institutional annual subscription fees	7980	5,535.41
Grant from OBREAL Global for organizing EAQAN Conference	0	8,000.00
<b>Total Revenue</b>	<b>28,796.43</b>	<b>37,491.75</b>
Financial Aspects on Expenditure of EAQAN's Income	From 10 <sup>th</sup> May 2019 to 21 <sup>st</sup> September 2021 (Figures in USD)	From 21 <sup>st</sup> September 2021 to 22 <sup>nd</sup> September 2022 (Figures in USD)
Cost for organizing EAQAN's Conference	0	14,900
Cost for hosting EAQAN's website	37	37
Cost for Transport & Courier	50	0
Cost for Publications	1000	0

Financial Aspects on Expenditure of EAQAN's Income	From 10th May 2019 to 21st September 2021 (Figures in USD)	From 21st September 2021 to 22nd September 2022 (Figures in USD)
Cost for editing of papers	0	500
Cost for Review of a Strategic Plan	800	0
Cost for Certificates	0	0
Cost for Setting Accounts, Changing Signatories, Paying Tax Returns & Resolutions	202	355
Cost for Telephone, Transport and Other Logistics	200	0
Cost for Sundry Expenses (Not receipted in Kigali)	200	0
Logistics (for the 2 years)	0	0
Cost for Handling Hotel Services	0	0
Cost to Attend EAQAN Conference Including Five (5) Air Tickets	600	2,828
Cost for EAQAN's Gala Dinner	0	2,760
Cost for Media Services	0	0
Cost for Bank Charges	1,469	1,334.58
<b>Total Expenditure</b>	<b>4,558</b>	<b>22,714.58</b>
<b>Balance Carried Down</b>	<b>24,238.43</b>	<b>14,777.17</b>

As revealed in Table 3.1, the Finance Secretary raised a concern of huge cost for bank charges amounting to USD -1,469 for a period from 10th May 2019 to 21st September 2021 and USD -1,334.58 for a period from 21st September 2021 to 22nd September 2022. Against this backdrop, she recommended EAQAN members to pay a bank charge of USD 10 for each transaction into EAQAN's bank account. Furthermore, she raised a concern on a small number of individuals who/ institutions that accomplished that obligation (for instance, only 20 institutions out of 134 institutions deposited requisite fees into EAQAN's bank account). Lastly, the Finance Secretary made the following recommendations to the General Assembly for the 11th EAQAN:

- i. Facilitate the process of transitioning EAQAN from a Company to an Association;
- ii. Increase Individual and Institutional membership fees plus Individual and Institutional annual subscription fees in order to boost EAQAN's income, and
- iii. Explore other opportunities for increasing EAQAN's income.

### **3.3.2.3 Discussions on the Reports Presented by the ExCOM**

Among other things, participants made the following comments/suggestions during discussions on reports that were presented by EAQAN's ExCOM:

- iv. EAQAN should seek the service of a legal expert (lawyer) during the process of reviewing its Constitution;
- v. EAQAN should install a digital application to remind its members about payment of outstanding Individual and Institutional membership fees plus Individual and Institutional annual subscription fees and seize the opportunity to remind VCs during the High-level QA dialogue on Friday September 23, 2022;
- vi. EAQAN members who deposit fees into EAQAN bank account should ensure that details about transactions on pay-in slips are self-explanatory;
- vii. There should be a waiver for members of EAQAN' Executive to pay requisite fees;
- viii. EAQAN should find an alternative approach in order to facilitate the process of establishing Country Chapters for DRC and South Sudan;

- ix. EAQAN should deploy innovative strategies to enhance its visibility to the general public;
- x. EAQAN should be reminded to issue certificates to members who deposit requisite fees to EAQAN's bank account; and
- xi. EAQAN should ensure that members pay a deposit fee of USD 5 for each transaction into EAQAN's bank account.

### **3.3.2.4 Report from the Secretary General on EAQAN's Resolutions**

Pertaining to the 11th EAQAN Forum, the Secretary General of EAQAN, Dr. Julius Tweve, presented a report covering the following resolutions:

- i. Approved the replacement of Dr. Gaspard Ntakimazi who was serving as a Country Representative of Burundi with Dr. Simon Bisore;
- ii. Sustained enhancement of e-banking security by ensuring that three (3) signatories sign designated forms in order to approve EAQAN's payments;
- iii. Directed the process of reviewing EAQAN's Constitution by contracting a lawyer who will liaise with Country chapters in order to provide legal advice on loopholes;
- iv. Urged EAQAN to use different media in order to enhance its visibility to the general public;
- v. Endorsed addition of one member from each Country chapter who will assist EAQAN team in processes of unpacking activities pertaining to MoU between EAQAN and OBREAL Global for a period of three (3) years (from 2022 to 2025);
- vi. Directed individual and institutional members of EAQAN to incur a bank charge of 5 USD as a deposit fee to EAQAN's bank account;
- vii. Directed the ExCOM of EAQAN to issue certificates of appreciation to individual and institutional members who pay requisite membership and annual subscription fees into EAQAN's bank account; and
- viii. Approved the forthcoming 12th EAQAN Forum to be held in September 2023 at Bujumbura, Burundi.

Besides, the Secretary General appreciated IUCEA, DAAD, OBREAL Global and national regulatory bodies that oversees QA in institutions of higher education in the EAC for supporting EAQAN in different perspectives.

### **3.3.3 Presentation of Reports for National Chapters**

Accompanied by delegates from each Country Chapter and standing in front of the audience in designated conference hall, Country Representatives presented reports for their National Chapters by focusing on achievements with respect to activities that were undertaken and challenges they faced during the last one year.

#### **3.3.3.1 Burundi**

The Country Representative of Burundi, Dr. Bisore Simon, presented the report for Burundian Quality Assurance Forum (FOBAQ in French) that regulates higher education in Burundi. Specifically, the report explained that FOBAQ was very active at the beginning but its strength weakened in the course of time due to various challenges. The main achievements of FOBAQ include facilitation of training sessions for QA practitioners and facilitation of evaluation activities at institutional level in collaboration with the National Commission of Higher Education. Some of the challenges that members of FOBAQ faced include the following:

- i. Inadequate human resources with expertise in quality management;
- ii. Inadequate financial resources to support FOBAQ's activities;
- iii. Inadequate access to internet;
- iv. Inadequate laptops for students; and
- v. Lack of budget to execute the Strategic Plan for FOBAQ.

Lastly, the Country Representative for Burundi presented suggestion for strengthening FOBAQ.



*Burundi representatives*

### 3.3.3.2 Kenya

The Country Representative of Kenya, Ms Jane Wambui Mugo presented the report for Kenya Universities Quality Assurance Network (KuQAn). To begin with, membership to KuQAn significantly increased from 94 in 2021 to 118 in 2022 (79 were active members while 39 were inactive). Also, collaborations between KuQAn and DAAD and EAQAN were enhanced and several capacity-building activities were conducted. These include the 4th forum on 18th and 19th October 2021 and a webinar on competency based curriculum on 30th May 2022 for which 180 participants attended. Furthermore, the Country Representative described the management organs, the Board of Management, the ExCOM for KuQAn and Country Areas of success. Moreover, she mentioned challenges that members of KuQAn faced including inadequate financial resources, high turnover of QA officers and low individual and institutional membership. Lastly, the Country Representative mentioned activities that KuQAn plans to undertake in the near future, including implementation of standardized QA tools/instruments in all Universities within Kenya, organizing a QA Conference in October 2022, enhancing partnerships with QA bodies, such as IUCEA and the Commission for University Education (CUE) in Kenya as coupled with development of modules for QA practitioners that should lead to QA certification.



### *Burundi representatives*

### **3.3.3.3 Rwanda**

The Country Representative of Rwanda, Mr. Taremwa Nathan, presented a report for the Rwanda Higher Education Quality Assurance Network (RWAQAN). To begin with, he mentioned priority areas that were set for 2021/2022. These are 1) Formation of the National Chapter for QA network, expansion of institutional collaborations and partnerships, enhancement of capacity-building activities for QA practitioners, holding of annual forums, and enhancement of research opportunities pertaining to QA. Thereafter, the Country Representative highlighted achievements in relation to activities that were implemented for priority areas. Specifically, he provided details with respect to milestones towards the establishment and registration of RWAQAN including feedback from Rwanda Governance Board (RGB).

Also, there was expansion of collaboration between RWAQAN, IUCEA and HEC when undertaking capacity-building activities for QA practitioners. For instance, all RWAQAN members attended a workshop that was organized by HEC with the theme of 'Internal Quality Assurance Mechanisms' that was held from 16th to 19th of November 2021. In addition, majority of RWAQAN members attended a training that was organized by the Rwanda Development Board with theme of 'Internal Quality Assurance Systems and Tools' from

21st March to 5th April 2022. Moreover, 10 RWAQAN members attended a training workshop on enhancing best practices in QA and curriculum design in institutions of higher education as organized by the Kepler College. Furthermore, there was expansion of institutional membership to RWAQAN and an increase of individual and institutional membership fee and annual subscription fee. Besides, he highlighted plans that will be undertaken by RWAQAN in the near future, including expansion of membership and institutional collaborations as coupled with the development of RWAQAN's five-year Strategic Plan.



### 3.3.3.4 Tanzania

The Country Representative of Tanzania, Professor Justin Urassa, presented a report for Tanzanian Universities Quality Assurance Forum (TUQAF). To begin with, the Country Representative presented activities that were planned to be undertaken by TUQAF in 2021/2022. These are 1) expanding membership to TUQAF, 2) expanding institutional collaborations, 3) conducting capacity-building activities for QA practitioners, 4) monitoring Universities' core activities, 5) refining TUQAF's website, and 6) organizing TUQAF's annual forum. With regard to achievements, institutional membership increased

from 41 in 2020/2021 to 44 in 2021/2022 and individual membership stood at 65. Furthermore, collaboration between TUQAF and TCU was enhanced when conducting QA trainings for QA practitioners and through the Higher Education for Economic Transformation (HEET) Project. This five (5) year project is being implemented in collaboration with the World Bank and MoEVT in Tanzania in order to increase enrolment of students in 15 Universities and 3 other institutions of higher education in Tanzania and enhance the quality of governance and management of higher education, the quality of training and relevancy of degree programmes in the labour market. Furthermore, TUQAF members participated during the symposium that was organized by the Association of African Universities (AAU) in Zanzibar with the theme entitled 'Internal and External Quality Assurance Systems and Frameworks'.

In addition, TUQAF organized a training workshop, from 19th to 22, 2022, with the theme entitled 'Promoting Sustainable Development Through Quality Assurance of Higher Education' whereby majority of TUQAF members were hosted in the Council Chamber at the Open University of Tanzania. Additionally, TUQAF administered TUQAF's Annual General Assembly in the Council Chamber of the Open University of Tanzania on September 19, 2022. Moreover, several TUQAF members conducted QA trainings that resonate with TUQAF's goals. For instance, the Open University of Tanzania and Ardhi University conducted curriculum development trainings to QA coordinators and Heads of Departments (HoDs) and administered a tracer study. Mzumbe University conducted a training workshop for HoDs on self-assessment of programmes and blended learning while the Catholic University College of Mbeya, State University of Zanzibar, Sokoine University of Agriculture conducted QA trainings on roles and responsibilities of all staff members in QA.

Moreover, Sokoine University of Agriculture conducted a training workshop for QA practitioners on practical application of Anti-plagiarism software and the Institute of Accountancy Arusha conducted QA trainings pertaining to development, delivery, assessment and review of curricular pertaining to Competency-based Education and Training. Furthermore, Institute of Accountancy Arusha and the Open University of Tanzania conducted QA trainings on blended learning and TCU conducted QA trainings on curricular that addresses demands of the labour market. Also, TUQAF refined its website

([www.tuqaf.co.tz](http://www.tuqaf.co.tz)). Besides, TUQAF organized its General Election and the following were re-elected/elected to serve different positions:

Professor Justin K. Urassa from the Institute of Social Work to serve as the Chairperson;

Mr. Iddi Ali Iddi from the State University of Zanzibar to serve as the Vice Chairperson;

Dr. Daphina L. Mabagala from the Open University of Tanzania to serve as the Executive Secretary;

Ms. Neema Mfugale from the Institute of Accountancy Arusha to serve as the treasurer; and

Professor Ezekiel Amri from Dar es Salaam Institute of Technology and Dr. Jaha Muleme from the Muslim University of Morogoro to server as two (2) to the TUQAF's ExCOM.

Moreover, the Country Representative mentioned challenges that TUQAF members faced during the last one year. These are high turnover of QA Directors/Coordinators /Officers, constraints of financial and human resources, irregular attendance of institutions of higher education during TUQAF's forums, inadequate tracer studies on the impact of TUQAF' activities in enhancing QA in institutions of higher education. Besides, the Country Representative highlighted plans to be undertaken by TUQAF in the near future. These include the following: 1) Making some physical visits to institutions of higher education in URT that are yet to become members of TUQAF, 2) Conducting capacity-building trainings for newly appointed practitioners who never had trainings in QA, 3) Expansion of membership to TUQAF by including institutions in URT that are being regulated by the National Council for Technical and Vocational Education (NACTVET) and enhance collaborations between TUQAF and NACTVET, MoEVT, Tanzania Private Sector Foundation (TPSF), Association of Tanzania Employers (ATE), and Tanzania Education Authority (TEA), 4) writing grant proposals in order to solicit funds from various stakeholders, including TCU/NACTEVET/TEA/MoEVT within URT and beyond, 5) Reviewing TUQAF's strategic plan and financial regulations and 6) Enhancing engagement with the Tanzania Higher Learning Institutions Students' Organization (TAHALISO).



### 3.3.3.5 Uganda

The Vice President of Ugandan Universities Quality Assurance Forum (UUQAF), Mr. Francis Sengendo, and the Country Representative, Ms. Birabwa Elizabeth, presented a report for UUQAF. Specifically, they provided a brief history of UUQAF since its establishment on 22nd April 2010 and explained its core functions and its strategic priorities. In addition, they mentioned key performance indicators for 2020/2021. In this regard, they reported that UUQAF won a grant from DAAD/DIES and conducted the National Multiplication Training in order to build capacities of QA officers at the Sanctum Hotel, Entebbe, Uganda, on 10th November 2021 and 23rd June 2022. For each of the 18 Universities that participated during the training, presenters clearly indicated a specific change project and provided YouTube links for UUQAF Repository. Furthermore, UUQAF won a grant from HAQAA 2, DAAD, DIES and OBREAL Global and conducted HAQAA 2 training for QA officers from 15 institutions in order to implement ASG-QA and AQRM in their respective institutions. The first phase of the training was conducted in June 2022 with a benchmarking visit (workshop) to Ndejje University and presenters provided YouTube links for UUQAF Repository.

Moreover, the second phase of training was planned to be conducted in October 2022. Besides, UUQAF won grant from DAAD that facilitated procurement of resources and establishment of the Open Distance and e-Learning (ODeL) Platform for QA officers. So far, 50% of modules have been populated in UUQAF's learning management system. Furthermore, a histogram revealed significant increase of UUQAF membership in 2021/2022

as compared to 2020/2021. Eight (8) Universities became members of UUQAF in 2021/2022. Also, UUQAF members participated in the exercise of evaluating the National Strategic Plan for the Ministry of Education and Sports in Uganda and participated in institutional assessment with NCHE. Moreover, presenters mentioned six (6) QA practitioners who were promoted to various administrative positions and new partnerships between UUQAF and OBREAL Global, ENQA and the Ministry of Education and Sports. Besides, presenters mentioned challenges that UUQAF members faced. These are high turnover of UUQAF members, delays in payment of requisite fees by UUQAF members, slower recovery due to impacts of COVID-19 and failure to establish a full-time UUQAF's Secretariat in terms of office and personnel. Lastly, presenters appreciated support that extended by many partners to UUQAF.



### 3.3.3.6 Discussions on the Reports Presented by National Chapters

Among other things, participants made the following comments/suggestions during discussions on reports that were presented by National Chapters:

- i. EAQAN should send invoices pertaining to outstanding individual and institutional membership fee and individual and institutional annual subscription fee to respective Universities and inform VCs and DVCs during the High-level QA dialogue on Friday September 23, 2022. Additionally, EAQAN should regularly issue reminders for payment of outstanding fees;
- ii. Apart from institutional websites and fliers, EAQAN should devise innovative strategies to enhance its visibility with a package of its benefits;
- iii. There is a need to professionalize the role of EAQAN through benchmarking good practices;
- iv. EAQAN members should apply at their institutions what they learn during EAQAN Conferences/Forums in order to motivate other stakeholders to pay requisite fees to EAQAN;
- v. Country chapters should cooperate when seeking different types of grants;
- vi. National Chapters should ensure they present achievements (for instance, how many capacity-building activities were conducted during the previous one year? when were such activities conducted? How many stakeholders participated during those activities? What were the main goals for conducting such activities? and
- vii. EAQAN should continue the practice of conducting annual conferences in September.

### 3.4 Virtual Interactions Between EAQAN and RAFANAQ Participants

Enabled by translators of English and French, senior QA practitioners of EAQAN and RAFANAQ virtually exchanged ideas pertaining to themes for conferences that were concurrently being held in Dar es Salaam, Tanzania and Lome, Togo, respectively. Among other things, they explained the need to strengthen partnership between both organisations and partnerships with DAAD and OBRIEL Global.

### **3.5 AGM Resolutions**

1. Review of EAQAN's constitution by constituting a team to lead the process;
2. Reviewing and or Revamping of EAQAN's Strategic Plan to meet the current demands
3. Strengthen EAQAN financially by finding out the diversification of income
4. Expanded partnerships and networking
5. Enhancement/establishment of QA networks within the EAC
6. Change of the status of EAQAN from a Company to an Association;
7. Discussions on possible partnerships involving EAQAN and Country Chapters under EAQAN;
8. Change of legal status of EAQAN from a Company to an Association,
9. Enhancement of individual and institutional membership to EAQAN as per the current provisions of the constitution; and
10. Subscription of EAQAN to identified networks.
11. EAQAN Forums to be organized in September instead of May in each year.

### **3.6 Excursion to the University of Dar es Salaam, Gala Dinner & Cultural Event**

After lunch, conference participants had the excursion at the University of Dar es Salaam where they learnt about the University's QA system, benchmarking learning environment and library services.





*Group photo in front of main Library at UDSM*

Besides, conference participants had a dinner gala at Giraffe Beach Hotel and were entertained with a cultural group. Also, prizes were offered to Ms Juru and Dr. Cosam for serving EAQAN while they were working at IUCEA.



*Prof. Charles Kihampa ES TCU Welcoming speech*



*Prof. Mike Kuria: Showing his gift*



*Dr. Kosamu: Appreciating his gift*



*Ms Juru: Receiving her gift*



*Cultural group, entertaining participants*

## **DAY 4: FRIDAY - SEPTEMBER 23, 2022**

### **4.1 Registration of Participants**

From 0800 to 0830 hours, participants for the 11th EAQAN Forum registered in a designated hall at Giraffe Beach Hotel (Appendix B).

### **4.2 Session 1: The Official Opening Ceremony for the High-level Quality Assurance Dialogue**

The MC for the Official Opening Ceremony, Professor Mawa Michael, welcomed high-level conference participants, including heads of national bodies regulating higher education, VCs and DVCs. Additionally, he encouraged participants to interact by, inter alia, exchanging business cards and seizing opportunities to establish staff exchanges and discuss about harmonizing QA systems for institutions of higher education. Also, conference participants sang anthems for URT and the EAC and Dr. Sr. Jacklyne Okello Alari read a prayer for IUCEA.

Furthermore, the President of EAQAN, Dr. Baguma Abdallah, welcomed about 90 participants who physically attended the conference and about 70 participants who attended the said conference virtually. Importantly, he appreciated significant support that DAAD extended to EAQAN, during the last 10 years, particularly in conducting capacity-building activities for QA practitioners in the EAC. Moreover, he stressed on the need to benchmark best QA practices globally and enhance networking in order to leverage QA activities in Africa. Lastly, he informed participants that the 12th EAQAN Forum will be held in Burundi in 2023.

It should be noted that the President of OBREAL Global and the Coordinator of the HAQAA Initiative could not be reached, hence conference participants could not access his virtual statement. Besides, Ms. Beate Schindler-Kovats, who is the Director of DAAD Regional Office for Africa which is based in Nairobi, Kenya, thanked designated stakeholders for organizing the conference successfully. In addition, she informed conference participants that next year will be the 50th anniversary of DAAD whose operations have enhanced QA in institutions of higher education in 70 countries globally. Designated operations, including issuance of scholarships and establishment of Centres

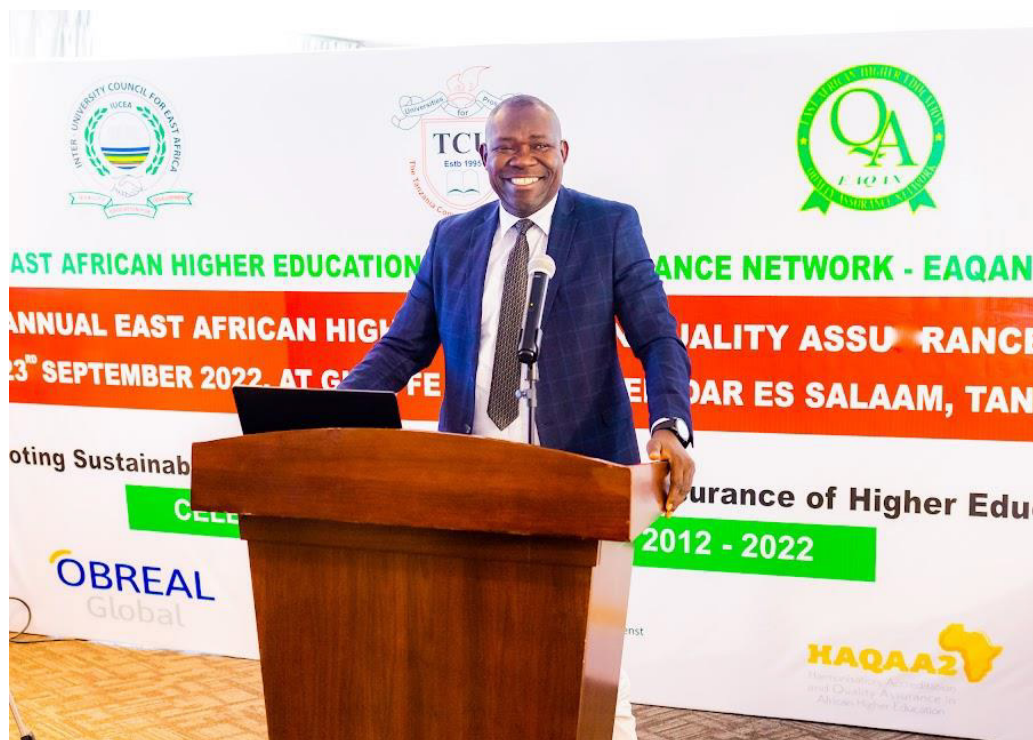
of Excellence, contribute to achievement of SDGs, hence well-resonate with the theme for the 11th EAQAN Forum. Lastly, she explained the significance of the newly signed MoU between DAAD and bodies regulating QA in EAC.

Also, the Executive Secretary of TCU, Professor Charles Kihampa, welcomed participants to the High-level Quality Assurance Dialogue. He also appreciated high levels of teamwork and commitment in organizing the conference within a short notice. Besides, he encouraged conference participants to visit outstanding tourist attractions within URT during their spare time and get a feel of Tanzanians' hospitality. Lastly, he introduced invited guests and high-level conference participants. Besides, Professor Mike Kuria made a statement on behalf of the Executive Secretary of IUCEA, Professor Gaspard Banyankimbona, who had to travel to Arusha for official duties. Specifically, the presenter mentioned key achievements of IUCEA including organization of capacity-building activities for QA practitioners and effective dialogues with policy-makers in order to enhance quality of graduates as sources of innovations for the labour market. Specifically, he explained the significance of five (5) volumes that constitute IUCEA's handbook for QA in higher education (A roadmap to quality). He stressed, however, that stakeholders would like to see increased use of the handbook particularly during processes of developing and reviewing policies for institutions of higher education in EAC.

Besides, he explained the expectations of IUCEA in the near future. These include undertaking of concerted efforts for: 1) reviewing education policies in order to produce competent graduates, 2) changing of mindsets of graduates in order to seize opportunities for self-employment, and 3) addressing the challenge of skills-mismatch for graduates.

Furthermore, the Permanent Secretary for the Ministry of Education, Science and Technology in URT, Dr. Francis Michael, delivered an Opening Speech for the High-level QA Dialogue Event. He stressed on the need for different stakeholders, including high-level conference participants, to address a mismatch between graduates' knowledge, skills as coupled with competencies and ones that are demanded by the highly dynamic labour market. By extension, he explained the nexus between quality graduates and attainment of targets for SDGs. Furthermore, he explained initiatives that are being undertaken by the Sixth Government in order to overhaul the education system in URT and welcomed contributions from high-level conference

participants towards this end. Specifically, he promised to closely listen to three (3) keynote presentations entitled 'Promoting Sustainable Development through Quality Assurance of Higher Education', 'Quality Assurance in Program Accreditation' and 'Stakeholder Expectations on the Quality of Graduates from Higher Education' as coupled with attendant discussions. In this regard, he insisted TCU to furnish him with conference proceedings for the 11th EAQAN Forum. Lastly, he appreciated efforts that were undertaken by IUCEA, EAQAN and TCU to successfully organize the forum and encouraged conference participants to visit outstanding tourist destinations in URT during spare time.



***Dr. Francis Michael: Permanent Executive Secretary Ministry of Education URT***

## 4.3 Session 2: A Keynote Presentation

During Session 2 that was chaired by Professor Mike Kuria, Professor David Some, who is the former Executive Secretary of the Commission for University Education in Kenya, made a presentation entitled 'Leveraging region-wide accreditation bodies to harmonize degree programmes: Case of benchmark development for Masters of Science in Health Informatics for the East African Community'. In this regard, Professor David explained the need to develop and implement benchmarks for similar programmes through a common framework (IUCEA's Credit Accumulation and Transfer Mechanism) in order to facilitate international recognition. Basing on a comparative analysis of Master of Science in Health Informatics (MSc HI) programmes across seven (7) universities in the EAC, Professor David revealed significant differences in the 73 competencies. In addition, the total number of courses for MSc HI programmes varied between 8 and 22 and total credit hours varied between 35 and 180. Moreover, Professor David noted that only four (4) university pairs (equating to 19%) out of 21 university pairs met a cutoff of over 70% in terms of shared competencies. Against this backdrop, he explained the benchmarking process, through assistance from the United States Agency for International Development (USAID), for harmonizing MSc HI programmes in EAC.

Besides, Professor David delved on QA issues, including poor coordination and existence of academic misconduct, in institutions of higher education. Drawing on the experience of Kenya, he explained challenges pertaining to governance organs encompassing the University Council, Senate, Management Board, Students' Organization as coupled with Committees at different levels. Similarly, he explained QA issues pertaining to poor management structures for institutions of higher education.

## 4.4 Discussions on a Presentation during Session 2

Several questions were asked and several comments were made with respect to a keynote presentation during Session 2 and the presenter provided attendant responses. While responding to designated questions, the presenter insisted on the need for QA practitioners to ensure that VCs and DVCs are responsible and accountable as per corresponding national University Charters. He also insisted on carrying out robust research for

increased quality and quantity of output. For instance, staff at the Kenya Agricultural and Livestock Research Organisation could benchmark best research practices from Idaho State, United States of America (USA), in order to enhance the quality and quantity of potatoes being produced in Kenya. Besides, he insisted on developing and implementing clear criteria for individuals who serve various administrative positions, such as faculty deans and avoid politics.

#### **4.5 Session 3: Presentation on Stakeholders' Expectations on the Quality of the Graduates at Higher Education**

During Session 3 that was chaired by Dr. Robert Ayine of IUCEA, Mr. Jumanne Mtambalike, who is the Chief Executive Officer of Sahara Ventures and was representing the industry during the conference, made a presentation entitled 'Expectations on the Quality of Graduates at Higher Education'. Specifically, the presenter explained the need of addressing the challenge of graduates' skills mismatch with an understanding of increasing population of unemployed youths particularly in urban areas of Africa. Drawing on several relevant sources, the presenter explained the future of work which will be redefined by digital transformation and technological revolution. For example, it was projected that 85 million jobs will be displaced by automation and technological advances by 2025 as per a publication that was issued by the World Economic Forum in 2020.

Against this backdrop, institutions of higher education will have to ensure that they create competent graduates who will be flexible to work anytime and from anywhere and possess knowledge, skills and competencies that well-resonate with the demands in the labour market in Africa. Specifically, he mentioned the top 20 skills that will be demanded for new job opportunities that will be created by 2025, hence a need for current workers to reskill and upskill (lifelong learners) as per McKinsey & Company. Moreover, there is a need to develop graduates who possess requisite entrepreneurial skills, hence focus on the 4Cs (Creativity, Critical-thinking, Collaboration and Communication). In the course of describing the 'Diary hub of an African Manager', the presenter explained the need for institutions of higher education to be at the centre of an Ecosystem.

## 4.6 Panel Discussions on a Presentation During Session 3

Panel discussions involved four (4) individuals. These are: 1) Dr. Rose Mukankomeje who is the Director General for Higher Education Council of Rwanda, 2) Professor Bonaventure Rutinwa who is the DVC for Academic Affairs at the University of Dar es Salaam, 3) Mr. Veda Sunasee who is the Chief Executive Officer for the African Leadership University in Rwanda and the African Leadership College in Mauritius, and 4) Ms. Clara Danford who represented TAHLISO during the 11th EAQAN Forum. To begin with, Professor Rutinwa congratulated Mr. Jumanne for his presentation. Furthermore, he stressed that the challenge of unemployment of graduates should be addressed through enhancement of synergies between institutions of higher education, the industry, corresponding national regulators of higher education and other stakeholders.

Specifically, he delved on characteristics of four (4) generations of Universities. To begin with, the first generation universities taught programmes in Latin and focused on education in order to protect truth and generate professionals. Furthermore, the second generation universities taught programmes in national languages and focused on education and research in order to enhance cognition of nature and produce professionals and scientists. Moreover, the third generation universities taught programmes in English and focused on education, research and use of knowledge in order to produce professional, scientists and entrepreneurs. Also, the fourth generation universities focus on teaching programmes through several national languages including English in order to create strategic aims and play a significant role of being the engine in the local economy and generate professionals, scientists, entrepreneurs and competitive sustainable local economy.

In this regard, the industry has a greater role to play in processes of generating competent graduates who are demanded by the labour market. For instance, the industry could offer opportunities for students pursuing studies in institutions of higher education to undertake practical trainings and even fund researches as is the case in Finland. Also, he provided an example whereby the industry funded the construction of state-of-art laboratories at Oxford University and stressed that the industry should not over-complain.

Besides, Mr. Veda explained the need of enhancing collaborations between institutions of higher education and the industry in order to generate competent graduates. Among other things, he explained the need to develop and implement innovative pedagogies that fully engage students, deepen their understanding and develop new competencies. Furthermore, he stressed on the need of implementing digital blended learning that provides opportunities for interactive and collaborative learning experience to students through the use of latest technology. In this regard, students get opportunities to interact with experts from the industry as is the case at the Massachusetts Institute of Technology in USA. Furthermore, Ms. Clara explained the need for institutions of higher education to teach marketable programmes and collaborate with the industry to ensure that students get soft skills that are highly demanded by the labour market.

#### **4.7 Session 4: Presentation on Quality Assurance in Programme Accreditation**

Professor Kuria made a presentation on the journey towards the regional accreditation system of academic programmes in the EAC. He mentioned some reasons for resistance towards the establishment of the regional accreditation system, including the existence of the national accreditation systems and the threat to national sovereignty. Moreover, he mentioned some landmarks, since 2006, towards the establishment of the regional accreditation system in the EAC. These include publication of five (5) volumes of the IUCEA's handbook for QA in higher education (A roadmap to quality), capacity-building trainings for QA practitioners, development of the EAQF for higher education, the development of selected subject benchmarks and the declaration of EAC as a common higher education area in 2017. Professor Kuria highlighted key areas with respect to the EAQF for higher education. Also, he explained potential areas of complementarity between national accreditation systems and the implementation of the regional accreditation system for the EAC. Lastly, he cited some achievements towards the implementation of the regional accreditation system in the EAC.

## Recommendations And Resolutions Of 11<sup>th</sup> Forum

The 11th EAQAN Annual forum advances a number of recommendations as outlined hereunder:

1. The development of a harmonised quality assurance and accreditation system at institutional level, national, regional and Pan-African continental level require concerted efforts and support by key players and various stakeholders.
2. Institutions within the region need to benchmark with each other on the quality of education
3. Higher education institutions should use the programme benchmarks developed by IUCEA with a view to facilitate comparability and mutual recognition of qualifications obtained from higher education institutions within the region.
4. Regional accreditation is important as it will raise the bar at least above the national level and increase visibility and credibility of the programme regionally and worldwide. However, for the programme to be accredited at the regional level it must have been first accredited at the national level.
5. The national Councils/Commissions for higher education should appreciate the importance of regional programme accreditation while sustaining the national sovereignty and embracing institutional autonomy.
6. EAQAN to continue promote QA as the Declaration by Heads of State of the East African Community Partner States on the Transformation of The East African Community into a Common Higher Education Area of 20th May 2017, recognized the East African Higher Education Quality Assurance Network (EAQAN) as one of the operational Tools that promotes the development of quality culture within the East African Community for promoting Quality Culture within the East Africa.
7. Under the existing conditions and problems, higher education institutions should focus on strengthening internal quality assurance systems in order to provide quality education as opposed to relying on external quality

assurance agencies.

8. Online learning is critical in order to provide quality education under the existing conditions and problems.
9. There is a need for shift in the pedagogy from transmissive knowledge to active learning.
10. There is a need to devise a strategy that will empower students to make use of ICT for learning.
11. IUCEA should encourage by higher education institutions amongst the EAC Partner states to collaborate and enforce the ongoing initiatives on harmonisation of quality assurance systems within the region.
12. There is a need to embrace academic integrity in higher education institutions as a means to promote quality education in universities.
13. For effective online and e-learning in higher education institutions, there should be paradigm a shift from the teacher-centred to student-centred mode of delivery.
14. Effective adoption of e-Learning needs to be supported by policy framework, infrastructure, human resources, digital localised content, and a clear and proper pedagogy that corresponds to the local educational and practice landscape.
15. Higher education institutions are advised to invest more in research that has impact to the society, as well as embrace smart external funding.
16. There is a need to consider developing designated programmes that would cater for quality assurance professional training.
17. The national quality assurance agencies and IUCEA need to devise an effective system for keeping records of the credits transfer for easy retrieval and future use.

## Appendices

Appendix A: List of participants during Day 1, Day 2 and Day 3 of the 11th EAQAN Forum

S/ No	Name	Institution	Country	Email address
1	Dr. Julius Tweve	TUDARCo/EAQAN	Tanzania	julius.tweve@gmail.com
2	Prof. Alexis Ndabarushimana	IUCEA	Uganda	andabarushimana@iucea.org
3	Nampoza Jacqueline	IUCEA	Uganda	jnampoza@iucea.org
4	Dr. Robert Ayine	IUCEA	Uganda	rayone@iucea.org
5	Mike Kuria	IUCEA	Uganda	mkuria@iucea.org
6	Reuben Tumbwene	IUCEA	Uganda	rtumbwene@iucea.org
7	Apiyo Okwiri	OBREAL Global	Spain	aokwiri@obreal.org
8	Jacklyne Okello Alari	Karatina University	Kenya	jokello@karu.uk
9	Dr. Mugabo Leon	UR-CE	Rwanda	mugabol2000@yahoo.com
10	Prof. Jude Lubega	Nkumba University	Uganda	judel@gmail.com
11	Dr. Joan Wakasa	Karatina University	Kenya	jwakasa@karu.ac.ke
12	Nelson James Kaminyoge	IUCEA	Uganda	nkaminyoge@iucea.org
13	Dr. Jaha Mulema	MUM	Tanzania	jahamulema@yahoo.co.uk
14	Neema Mushi	SFUCHAS	Tanzania	neymamushi2017@gmail.com
15	Juru M. Eglantine	AAU	Ghana	mejuru@aan.org
16	Salome Guchu	IUCEA	Uganda	sguchu@iucea.org

S/ No	Name	Institution	Country	Email address
17	Prof. Julius K. Maiyo	Kibabu University	Kenya	maiyojulius@kibu.ac.ke
18	Ms. Neema Mfugale	IAA	Tanzania	naspedito@gmail.com
19	Prof. Michael Mawa	IUCEA	Uganda	Mmawa@iucea.org
20	Dr. Faustine Mutwarasibo	University of Rwanda	Rwanda	fmutwarasibo@gmail.com
21	Prof. Jusitn K. Urassa	TUQAF	Tanzania	justin.urassa@isw.ac.tz
22	Prof. Maurice Okoth	EAQAN	Kenya	okothmdo@uoeld.ac.ke
23	Clara Danford	TUDARCO	Tanzania	claradanford@gmail.com
24	Prof. Ezekiel M. Amri	TUQAF	Tanzania	ezekielamri@dit.ac.tz
25	Prof. Masoud Muruke	UDSM	Tanzania	hsmuruke@gmail.com
26	Dr. Daphina L. Mabagala	TUQAF-ES	Tanzania	daphina.mabagala@out.ac.tz
27	Godwin B. Mlwezi	IUCEA	Uganda	gmulwezi@iucea.org
28	Jane Mugo	Strathmore University	Kenya	jmugo@strathmore.edu
29	Dr. Samwel Wabala	University of Kigali	Rwanda	wabsam74@gmail.com
30	Mr. Iddi A. Iddi	SUZA	Tanzania	iddi.iddi@suza.ac.tz
31	Mr. Elisha A. Nkwija	CUCoM	Tanzania	mkwijaellys@gmail.com
32	Mr Abdou Lahate Cissé	Anaq Senegal	Senegal	ahou-laheli.cisse@amegrou.com
33	Dr. Upendo Biswalo	SJUT	Tanzania	abiswalo@sjut.ac.tz
34	Prof. Akimana Rachel	University of Burundi	Burundi	arachel.abimannu@ub.edubi
35	Dr. Bisore Simon	ENS	Burundi	inbijjoj@yahoo.fe

S/ No	Name	Institution	Country	Email address
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37	Mr. Veda Sunassee	African Leadership University	Rwanda/ Mauritius	vsinassea@alveducation.com
38	Alvin Manko	IUCEA	Tanzania	manko@iucea.org
39	Mohammed Abdallah	IUCEA	Tanzania	mohammedabdull831@gmail.com
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### Nota Bene

The list only includes details of participants who filled out designated registration forms and signed them during, at least, one of the first three days of the forum

## Appendix B: List of Participants during Day 4 (High-level Quality Assurance Dialogue) of the 11th EAQAN Forum

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## Conference Rapporteur

Dr. Francis Bagambilana, who is the Director of Quality Assurance Bureau at Mwenge Catholic University in Tanzania, served as the rapporteur for the 11th EAQAN Forum.

## Programme



### EAST AFRICAN HIGHER EDUCATION QUALITY ASSURANCE NETWORK

East African Higher Education Quality Assurance Network,  
C/o Inter-University Council for East Africa (IUCEA),  
P. O. Box 7110, Kampala, Uganda  
[www.eaqan.com](http://www.eaqan.com)

### THE 11<sup>TH</sup> ANNUAL EAST AFRICAN HIGHER EDUCATION QUALITY ASSURANCE FORUM, 20<sup>TH</sup> - 23<sup>RD</sup> SEPTEMBER 2022,

# Dar-Es-Salaam, Tanzania At Ramada Hotel

## Theme:

Promoting Sustainable Development Through Quality Assurance Of Higher Education

## SCHEDULE OF EVENTS

### Monday, 19th September 2022

Arrival of Participants in Dar-es-Salaam  
Dinner at the Hotel – to be taken individually

### DAY 1:

### Tuesday, 20th September 2022

08:00 – 09:00 Registration of Participants

### Session 1: Official Opening Ceremony

*Master of Ceremony: Prof. Michael Mawa/Dr. Cosam Joseph*

- 09:00 – 09:30
- Tanzania Anthem
  - East African Community Anthem
  - Announcement and introduction of Participants
  - Welcome remarks by President, EAQAN
  - Statement by President OBREAL Global, & Coordinator of the HAQAA Initiative
  - Welcome remarks by Executive Secretary, TCU Tanzania
  - Welcome remarks by Executive Secretary, IUCEA
  - Welcome remarks by Regional Director, DAAD
  - Official Opening Speech by Minister for Education, Science and Technology, United Republic of Tanzania

## **Session 2: Keynote Presentation**

**Chairperson:** *Prof. Mike Kuria- Deputy Executive Secretary, IUCEA*

09:30 – 10:45 Promoting sustainable development through quality assurance of higher education

**Keynote Presenter:** *Professor David Some, Former Executive Secretary, Commission for University Education, Kenya*

### ***Discussion***

10:45 – 11:00 GROUP PHOTO

**11:00 – 11:30 HEALTH BREAK**

## **Session 3: Presentation on Programme Accreditation**

**Chairperson:** *Prof. Masoud Muruke – UDSM*

11:30 – 13:00 **Topic: Quality Assurance in National and Regional Accreditation of Programmes**

*Presenter 1: Prof. Achim Hopbach, Former Head of Austrian Quality Assurance Agency*

*Presenter 2: Prof. Mike Kuria, Deputy Executive Secretary - IUCEA/Secretary Commission for University Education-Kenya*

### ***Discussion***

**13:00 – 14:00 LUNCH BREAK**

## **Session 4: Presentation on Quality Assurance in Teaching, Learning and Assessment**

**Chairperson:** *Dr. Tweve Julius - Secretary General, EAQAN*

14:00 – 15:30

### **Assuring Standards of Teaching, Learning and Assessment Practices**

*Presenter 1: Prof. Dr. Philipp Pohlenz - Professor for Higher Studies and Professionalization of Academic Teaching, Otto Von Guericke Universitat, Magdeburg, Germany*

*Presenter 2: Prof. Raphael Nyonje, President, Kenya Universities QA Forum*

*Presenter 3: Dr. Leon Mugabo – Senior Lecturer, University of Rwanda, College of Education*

15:30 – 17:00

*Panelists Discussion: Experiences from Quality Assurance Practitioners / Regulatory bodies (10 Minutes each)*

*Experiences from Burundi: Dr. Bisore Simon, ENS*

*Experience from Kenya: Ms. Jane Wambui Mugo, Strathmore University, Kenya*

*Experiences from Rwanda- Dr. Theoneste Ndikubwimana, HEC Rwanda*

*Experience from: South Sudan - Br. Bruno Dada*

*Experiences from Tanzania - TCU*

*Experience from: Uganda - Islamic University in Uganda- Dr Hajati Amaal Kinene Nsereko*

*General discussion (10 Minutes )*

**17:00 – 17:30**

### **HEALTH BREAK**

**17:30**

### **End of day One - Evening Tea**

## DAY 2:

### Wednesday, 21st September 2022

**Session 5:** Enhancing quality in e-learning: Systems, Approaches and new Technological Trends

**Chairperson:** Prof Julius Maiyo Outgoing SG EAQAN

08:30 – 09:30

#### **Enhancing Quality in e-learning: Systems, Approaches and New Technology Trends**

*Presenter 1: Prof. Tine Beernaert - Head of Learning & Teaching, KU Leuven*

*Presenter 2: Professor Jude T. Lubega, Professor of Information Technology, DVC Nkumba University, Uganda.*

*Presenter 3: Alex Ndibwami - University of Rwanda College of Science and Technology*

Chairperson:

#### **General Discussions (10 minutes)**

**Session 6:**

#### **Rethinking of Professionalization and Employability in Quality Assurance work**

**Chairperson:** *Dr. Rita Makumbi, Ndejje University, Uganda, Former EAQAN, President.*

09:30 – 10:30

#### **Rethinking of Professionalization and employability in Quality Assurance work: Curricula mainstreaming.**

*Presenter 1: Dr. Petra Pistor-Quality Manager, Wandelwerk University of Applied Sciences Muenster*

*Presenter 2: Dr. Telemu Kassile and Dr. Julius Tweve-TCU & Tumaini University*

#### **Discussions**

**10:30 -11:00**

#### **Health Break**

**Session 7:** Internationalisation of Higher Education: Practices, Challenges and Lessons during the COVID -19 pandemic.

*Chairperson: Professor Mawa Micheal, IUCEA*

11:00 – 12:00 Internationalisation of Higher Education: Practices, Challenges and Lessons during the COVID -19 pandemic.

**Reflections for the African Credit Transfer System (ACTS)**

*Presenter 1: Dr. Pablo Beneitone - HAQAA 2 Project*

*Presenter 2: Jacklyne Okello Alari and Joan Wakasa Murumba - Karatina University, Kenya*

12:00 12:30

**Discussions**

12:30 – 13:30 Lunch Break

**Session 8:** Dissemination of Information on Quality Assurance Practices and Harmonisation of Quality Assurance African Higher Education Initiatives

*Chairperson: Dr. Baguma Abdallah, President, EAQAN/Ms. Sarah Lang, Programme Manager for the HAQAA2 Initiative, DAAD.*

**13:30 – 14: 15 Dissemination of Survey Report on quality assurance practices in East Africa**

*Presenters: Prof. Maurice Okoth, Vice President, EAQAN, Ms. Elizabeth Birabwa, EAQAN Country Representative-Uganda, Mr. Nathan Taremwa Kanuma, EAQAN Country Representative-Rwanda and Ms. Jane Wambui Mugo, EAQAN Country Representative-Kenya*

14:15 – 15:30 **Dissemination of information on harmonization of quality assurance in African Higher Education Initiatives- Role of QA Networks**

*Presenter 1: HAQAA 2 Initiative -Mr. Abdou Lahate Cisse (RAFANAQ) Dr. Jeffy Mukora, Dr. Tweve Julius (EAQAN) 30 Mins*

*Presenter 2: Ms. Juru Marie Englantine, AFriQAN*

**Discussions**

## **Session 9:**

15:30 – 16: 45 Stakeholders' Expectations on the Quality of the Graduates at Higher Education

**Chairperson/Moderator:** *Dr. Isaga Nsubili- Director QA  
Mzumbe University*

*Presenter: Mr. Jumanne Mtambalike - CEO Sahara ventures,  
Representative of Industry*

### **Panel Discussion**

*Panelist 1: Dr. Lynette Kisaka - Commission for University  
Education, Kenya- Regulatory Body perspective*

*Panelist 2: Mr. Veda Sunasee, CEO African Leadership  
University, Rwanda and African Leadership College,  
Mauritius, African Leadership Group – Founder of higher  
education institution perspective*

*Panelist 3: Clara Danford – Representative of students -  
Higher Learning Institutions*

**16:45– 17:15 HEALTH BREAK**

**17:30 END OF DAY 2**

## **DAY 3:**

**Thursday, 22nd September 2022**

### **East African Quality Assurance Network General Assembly**

08:00 – 09:00 Registration of Participants

### **Session 10: The 10th East African Quality Assurance Network General Assembly**

*Chairperson: Dr. Baguma Abdallah, President, EAQAN*

09:00 – 09:05 *Constituting the 10th General Assembly of EAQAN  
- Dr. Baguma Abdallah, President, EAQAN*

09:05 – 09:30 *Opening Remarks and Report on EAQAN Activities  
- Dr. Baguma Abdallah, President, EAQAN*

09:30 – 09:45	<i>Receiving the Report of the Executive Committee - Resolutions</i> <i>-Dr. Julius Tweve, General Secretary, EAQAN</i>
09:45 – 10:00	<i>Receiving Financial Status Report</i> <i>- Dr. Amaal, Finance Secretary, EAQAN</i>
10:00 – 10:30	<i>Discussion on the Reports of the Executive Committee</i>
<b>10:30 – 11:00</b>	<b>HEALTH BREAK</b>
11:00 – 12:00	Receiving the Report of National Chapters – Focusing on achievements and challenges faced in the last one year (10 min. per Chapter) + Discussion. Burundi Kenya Rwanda Tanzania Uganda South Sudan
<b>12:00 – 13:00</b>	<b>Discussion on Resolutions and recommendations from chapters</b>
<b>13:00 – 14:00</b>	<b>LUNCH BREAK</b>
14:00 – 18:00	Excursion (Site TBD)  Arrival of participants for the High Level Dialogue Team
19:00 – 21:00	Gala Dinner & Cultural Event
<b>21:00</b>	<b>END OF DAY 3</b>

## DAY 4:

Friday, 23rd September 2022

### High Level Quality Assurance Dialogue

**08:00 – 08:30      Registration of Participants**

#### **Session 1: Opening Session**

**Master of Ceremony:** Prof: Mawa Micheal/Dr. Cosam Joseph

- 08:30 – 09:30
- Tanzania National Anthem
  - East African Community Anthem
  - Statement by Dr. Baguma Abdallah, EAQAN President
  - Statement by President OBREAL Global, & Coordinator of the HAQAA Initiative
  - Statement by Director, DAAD Regional Office for Africa, Kenya
  - Statement by Executive Secretary, IUCEA
  - Opening address by the Guest of Honour, Permanent Secretary, Ministry of Education

**10:45 – 11:00      GROUP PHOTO**

**10:30 – 11:00      HEALTH BREAK**

#### **Session 2: Keynote Speaker**

**Chairperson:** Prof. Mike Kuria

**11:00 – 12:00      Promoting sustainable development through quality assurance of higher education**

**Presenter:** Professor David Some, Former Executive Secretary, Commission for University of Education, Kenya

**Discussion**

### **Session 3:**

**Chairperson:** *Dr. Robert Ayine, IUCEA*

12:00 – 13:00

#### **Stakeholders' Expectations on the Quality of the Graduates at Higher Education.**

**Presenter:** *Mr. Jumanne Mtambalike - CEO Sahara ventures, Representative of Industry*

#### **Panel Discussion**

*Panelist 1: Dr. Rose Mukankomeje, Director General Higher Education Council, Rwanda – Regulatory body perspective*

*Panelist 2: Vice Chancellor - University of Dar es Salaam – Higher education institution perspective*

*Panelist 3: Mr. Veda Sunasee, CEO African Leadership University, Rwanda and African Leadership College, Mauritius, African Leadership Group – Founder of higher education institution perspective*

*Panelist 4: Clara Danford – Representative of students - Higher Learning Institutions*

13:00 – 14:00

#### **LUNCH BREAK**

## Session: 4

**Chairperson:** Dr. Baguma Abdallah, President, EAQAN

### 14:00 – 15:00 **Quality Assurance in Programme Accreditation**

*Overview on EAC Regional Programme Accreditation - Prof. Mike Kuria, Deputy Executive Secretary, IUCEA*

#### **Panel Discussion**

##### **Panelists [5 minutes for each]**

*Panelist 1: Permanent Executive Secretary - NCHE, Burundi*

*Panelist 2: Commission Secretary - CUE, Kenya*

*Panelist 3: Director General - HEC, Rwanda*

*Panelist 4: Director General- South Sudan*

*Panelist 5: Executive Secretary - TCU, Tanzania*

*Panelist 6: Executive Director, NCHE, Uganda*

*Panelist 7: Executive Secretary, National Agency for Quality Assurance of Higher Education, Democratic Republic of Congo.*

#### **Discussions**

## Session: 5 Closing Session

**Chairperson-** Prof. Michael Mawa, IUCEA

16:30 – 17:30

- Statement from EAQAN President
- Statement from -Executive Secretary TCU, Tanzania
- Vote of Thanks -QA Director appointed by participants
- Closing Remarks -Executive Secretary, IUCEA

**16:00 – 17:00**

**HEALTH BREAK**

**17:00**

**END OF DAY 4**

## DAY 5:

**Saturday, 24th September 2022 Departure**

ORGANIZING COMMITTEE		
S/N	NAME	INSTITUTION
1	Prof. Michal Mawa	IUCEA
2	Prof. Alexis Ndabarushimana	IUCEA
3	Prof. Maurice Okoth	EAQAN
4	Prof. Jusitn K. Urassa	EAQAN
5	Dr. Abdallah Baguma	EAQAN
6	Dr. Telemu Kassile	TCU
7	Dr. Robert Ayine	IUCEA
8	Dr. Julius Tweve	EAQAN
9	Dr. Amaal Kinene Nsereko	EAQAN
10	Dr. Jane Mugo	EAQAN
11	Dr. Nathan K. Taremwa	EAQAN
12	Ms. Biralewa Elizabeth	EAQAN
13	Mr. Amon Kitainda	TCU
14	Mr. Alexander Kamwela	TCU
15	Ms. Esther Elia	TCU
16	Ms. Thea Mtau	TCU
17	Ms. Godness Kisoka	TCU
18	Mr. Rajabu Shabani	TCU
19	Ms. Jorlin Kagaruki	TCU

NB: There were three Committees (EAQAN, IUCEA and TCU) in some cases there were joint committees meetings.









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