



THE INTER-UNIVERSITY
COUNCIL FOR EAST AFRICA

**ADVOCACY AND COMMUNICATION
STRATEGY FOR THE EAC COMMON HIGHER
EDUCATION AREA (2022-2026)**

July 2024



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List of Abbreviations

EAC:	East African Community
IUCEA:	Inter-University Council for East Africa
EACHEA:	East African Common Higher Education Area
EAC SMS:	East African Community Student Mobility Scholarship Scheme

Acknowledgement

The Inter-University Council for East Africa (IUCEA) is a strategic institution of the East Africa Community (EAC) responsible for the development & coordination of Higher Education and Research in the region. IUCEA supports the EAC integration process through harmonisation of higher education and facilitating collaboration and mobility of higher education stakeholders. This has been done through development of several frameworks that are pillars to the Declaration of EAC as a Common Higher Education Area (CHEA) by the 18th Summit of the EAC Heads of State on 20th May 2017.

The CHEA is aimed at harmonization higher education and training systems in EAC, to facilitate & enable mobility of students and staff and promote free movement of labour, people, and services as envisioned under the Treaty for the Establishment of the East Africa Community (1999) and the Common Market Protocol (2010).

To ensure realization of CHEA, IUCEA designed an implementation strategy and roadmap towards East African Common Higher Education Area (2022-2026) that was approved in 2022. However, this is only possible by ensuring a well-developed advocacy and communications strategy to support the implementation of the road map. The advocacy and communications strategy will also increase dissemination and awareness and influence the adoption of national policies to support the implementation of EACHEA Declaration. The overall objective of the advocacy and communications strategy is to facilitate policy reforms and generate support for the full implementation of the East African Common Higher Education Area.

In the development of this Advocacy & Communications strategy, many individuals and stakeholders made invaluable contributions. I wish to extend our sincere gratitude to the commissions and councils

for Higher Education from the Partners States, the institutions of higher education and the Standing Committee on Common Higher Education Area for supporting the process.

I also wish to extend our appreciation to Prof. Levi Obonyo for leading the process, Prof. Michael Mawa (Chief Principal Quality Assurance & Qualifications Framework Officer), Prof. Alexis Ndabarushimana (Senior Quality Assurance & Standards Officer), Dr. Robert Ayine (Senior Qualifications Framework Officer), Mr. Godwin Muhwezi (Communications Officer EASTRIP Project) of IUCEA for their invaluable contribution and input in the process.

Am optimistic that this Advocacy and Communications strategy will help in the sensitization of stakeholders in the EAC and also help move faster the realization of the East African Common Higher Education Area and ultimately the full integration of the EAC. It is my honour therefore to present to you, our valued stakeholders, the Advocacy and Communications strategy for the East African Common Higher Education Area.



Prof. Gaspard Banyankimbona

Executive Secretary

Kampala, July 2024 IUCEA

1.0 Background and Context

On 20th May 2007, the East African Community (EAC) Heads of Summit declared the region a common higher education area, thereby establishing a common frame of reference to facilitate comparability, compatibility and mutual recognition of higher education and training systems in the EAC.

Article 102 of the Treaty establishing the EAC Partner States commits to foster cooperation in education and training, by harmonising the curricula, examinations, certification and accreditation of education and training institutions, through the joint action of their relevant national bodies charged with preparing such curricula.

Under the common higher education area, national higher education and training systems are expected to operate under the guidance of the common regional framework under which curricula, examinations and certification, academic and professional qualifications, and the quality of the output of higher education institutions are harmonised.

The Common Higher Education Area is expected to facilitate the free movement of labour, people, and services as envisioned under the EAC Common Market Protocol which came into force in July 2010. In the declaration establishing the EAC common higher education area, the Council of Ministers were entrusted with coordinating its operationalization, and IUCEA was mandated to provide the necessary technical support.

1.1 Implementation of the Common Higher Education Area

In playing its role of providing technical support for the implementation of the EAC Common Higher Education Area, IUCEA has developed several policy documents and instruments to aid in its implementation.

These include:

- a. The Regional Quality Assurance Framework, based on four operational tools:
 - i. A policy framework titled "Principles and Guidelines for Quality Assurance in Higher Education in East Africa";
 - ii. Regional quality assurance instruments contained in the "Handbook for Quality Assurance in Higher Education," which cover internal quality assurance at the programme level, external quality assurance at the programme level, institutional quality assurance, and implementation of a quality assurance system;
 - iii. Benchmarks for academic programmes; and
 - iv. The East African Higher Education Quality Assurance Network, which promotes the development of a quality culture in East Africa.
- b. The East African Qualifications Framework for Higher Education (2015) as a human- resource development instrument guiding the higher education and training systems, and as a reference tool to facilitate mutual recognition of qualifications attained in and outside the EAC Partner States.
- c. The Staff Mobility Framework (2014) to enhance sharing of the existing human resources in higher education within the Community, and encourage staff mobility; and
- d. The Student Mobility Policy (2015) to facilitate the free movement of students within the Community.

1.2 Operational Plan

The IUCEA Strategic Plan 2021-2025 envisages an “East Africa with a more harmonised higher education systems, and stakeholders who understand and appreciate the benefits and opportunities that EACHEA creates”. To this end, IUCEA has developed an implementation strategy and road map (2022-2026) for EACHEA, a program of IUCEA. IUCEA has a communication strategy that draws from the organisation’s strategic plan. The communication strategy focuses on streamlining the internal flow of communication within IUCEA, and communication between IUCEA and its external publics. The strategy aims to increase the visibility of IUCEA within the region. This communication and advocacy strategy focuses on EACHEA functions, but operates within the IUCEA communication strategy. There is cross-pollination between this strategy and the IUCEA communication strategy.

1.3 Rationale of the Advocacy and Communication Strategy

This communication, advocacy, and implementation strategy will support the implementation of the EACHE strategy and road map. The communication and advocacy strategy will increase dissemination and awareness, and influence the adoption of national policies to support the implementation of EACHEA.

2.0 Situation Analysis

A situation analysis was conducted, based on desk research and digital monitoring of media coverage of EACHEA. A dipstick situation analysis of the digital footprint of the EAC common higher education area revealed limited coverage of EAC Common Higher Education in the mainstream media coverage and digital media landscape. This communication strategy emphasizes stakeholder engagement to enable the implementation of the EACHEA.

2.1 SWOT Analysis

The following is the analysis of strengths, weaknesses, opportunities, and threats that face the advocacy and communication plan.

2.1.1 Strengths

The strengths are as follows:

- i. The EACHEA framework was established by the highest organ of EAC. It would thus receive support from across the region.
- ii. The EAC has functional institutions, with the capacity to implement the EACHEA principles. In most cases, there is no need to set up special agencies to actualize the policy.
- iii. Parents in East Africa are committed to the education of their children. Most of them will, therefore, support a policy to provide an opportunity for those children to widen their educational experiences.
- iv. The cultural affinity in East Africa is a critical factor in enhancing closer cooperation and collaboration. There will be hardly any culture shock among those who move to study and work in a different part of East Africa.

- v. The East African Community is one of the oldest regional bodies, and it has been a model for some other regions. There is, therefore, experience and knowledge on how to make greater collaboration work for the region.
- vi. The East African Community has a long history of collaboration, particularly in education. The fact that when the predecessor to the current EAC collapsed, the IUCEA continued operating is testimony to this strength.
- vii. The population size of the region is another strength. Estimated to be about 300 million people, this population constitutes a strength that can be exploited.
- viii. The population of East Africa is relatively educated. This provides a strong regional workforce whose strength can be harnessed to boost the economy.
- ix. The common language (Kiswahili), tax harmonization, and free movement of people are other critical strengths that will be useful in workplace, and other, interactions.
- x. The strength of the professional bodies in the region makes it easy to regulate professionals; and East Africans are already collaborating, in some cases ahead of the policy.

2.1.2 Weaknesses

The following are the weaknesses:

- i. Member States have challenges in keeping up-to-date with their contributions, which limits the resources available to execute policy, and constitutes a weakness that needs to be overcome;
- ii. The different education systems in the region, some of which have been reviewed and put out of sync with those of other countries, can be confusing and inimical to closer collaboration;

- iii. Governments across the region face different challenges, with some being relatively fragile democracies, or having limited capacity to enforce some regional policies;
- iv. Sometimes it is not evident that all the region's countries share the same vision; and without a shared vision, it may be difficult to implement regional policies;
- v. Poor infrastructure, including inadequate housing, is another weakness that could limit intra-regional collaboration;
- vi. The weakness of regional currencies, relative to hard currencies, makes it difficult to realise finance-related objectives;
- vii. Limited financial resources limit the capacity of the regional bodies to operate with ease, and implement policies;
- viii. The East African Community has limited capacity in monitoring and evaluation;
- ix. The region also has a challenge in ensuring implementation of developed policies; and
- x. The institutions in the region limited capacity (financial and technical) to implement projects that require determined commitment to achieve.

2.1.3 Opportunities

These are the opportunities:

- i. There is a surge in technology to facilitate greater integration of the region;
- ii. There is a growing, youthful population that can take advantage of the EAHCEA; and
- iii. The new industries in the region need a labour force from the region.

2.1.3 Threats

The threats faced are the following:

- i. Conflicts in the region make it difficult to focus on the economy and social projects;
- ii. Some of the best minds in the region prefer to work outside the region due to better pay and working conditions in those regions;
- iii. Limited economic resources may make it difficult to actualise some of the EAC policies;
- iv. That some EAC member states also belong to competing regional blocks limits their commitment and contribution to the EAC;
- v. The region's economies are at different stages of development, and some of them may not be able to support significantly the growth; and
- vi. The threats of insecurity, occasioned by terrorism, could hinder intra-regional mobility and collaboration.

2.2 Stakeholder mapping

The following stakeholders will be important in the implementation of the communication strategy. The stakeholders have been identified and categorised based on their information needs, interests, and ability to influence key policy reforms to support the full establishment of the EAC common higher education area.

Figure 1: Stakeholder Matrix

Stakeholder	Role in implementation of EACHEA	Communication needs	Engagement approach/ Communication Channel	Expected Outcome
Council of Ministers (Ministers responsible for EAC affairs in Partner States) / Ministries Responsible for EAC	Coordinating operationalization of EACHEA	Status of the implementation of EACHEA Bottlenecks in the implementation of EACHEA Higher Education advocacy agenda	EACHEA Implementation status reports Score card on implementation of EACHEA Policy briefs on EACHEA High-level forum on Common Higher Education Area	Adoption of a comprehensive policy on higher education. Removal of impediments to full implementation of EACHEA Championing EACHEA
EALA	Enactment of regional laws to reform higher education	Identification of the relevant laws that need to be passed. Rationale and impact for the passing of these laws	Meeting/breakfast to explain the laws. Brief write up of the laws sent to the legislators	The enactment of relevant laws enabling EACHEA
National Councils and Commissions for Higher Education	Initiating policy reforms and directives for successful implementation of common higher education area Monitoring and reporting compliance on implementation of EACHEA Accreditation and mutual recognition of qualifications	Reports on what other partner states are doing to implement the EACHEA. Reminder of any pending activities on their part in the implementation of EACHEA	Progress Monitoring reports Score card on implementation of EACHEA High-level forum on Common Higher Education Area Website links Standing committee meetings Emails Phone communication where necessary	Full implementation of EACHEA requirements Harmonised higher education systems

Stakeholder	Role in implementation of EACHEA	Communication needs	Engagement approach/ Communication Channel	Expected Outcome
Ministries of Education/ Departments for Higher Education	<p>Giving policy guidance and direction on implementation of EACHEA</p> <p>Providing funding to national Council/ Commission and public institutions; Monitoring implementation of higher education policy</p>	<p>Progress reports on implementation of EACHEA</p> <p>Policy briefs on EACHEA</p> <p>Higher Education advocacy agenda Dissemination of government memos and policy briefs</p>	<p>Meetings between National Councils/ Commissions and the relevant ministries; Advisories from the National Councils/ Commissions to the Ministries</p>	<p>Full implementation of EACHEA</p>
Institutions for Justice, Law and Order (Ministry of Internal Affairs- Directorates of Immigration, Police, Justice System & Courts of Judicature).	<p>Issuing student passes</p> <p>Issuance of visas, temporary passes, work permits and enforcement of immigration law</p>	<p>Provisions of the common market protocol</p>	<p>Advocacy to remove restrictions and impediments on free movement of labour and professionals</p>	<p>Free movement of students, labour and professionals in the region</p>
IUCEA	<p>Initiating relevant higher education policies and guidelines for EACHEA</p> <p>Capacity building Dissemination of relevant information on regional, higher education frameworks</p> <p>Coordinating, monitoring and reporting on the implementation of EACHEA</p> <p>Developing and providing relevant information and reports on the EACHEA</p>	<p>Technical guidance to Partner states on implementation of EACHEA</p> <p>Status updates from National Councils/ Commissions on EACHEA implementation process</p>	<p>Continuous monitoring and reporting on progress in implementation of EACHEA.</p> <p>Identification of gaps in EACHEA implementation, to relevant organs</p>	<p>Improved implementation of EACHEA</p> <p>Full implementation of EACHEA</p>

Stakeholder	Role in implementation of EACHEA	Communication needs	Engagement approach/ Communication Channel	Expected Outcome
EAC Secretariat	Coordinating the relevant organs Support to IUCEA where appropriate e.g., facilitating access to relevant officials	Update on EACHEA implementation status	Telephone calls Status reports	Cordial working relationships in EACHEA implementation Full implementation of EACHEA
Heads of Higher Education Institutions (Vice Chancellors, Rectors, Presidents, Principals, etc.)	Implement policy requirements and directives on admissions standards, curricula, and assessment	Benefits of enrolling regional students Investment in marketing and communication campaigns to attract regional students Lobby for support of regional scholarship schemes, such as EAC SMS	Annual Meeting Inter-University games, debates, etc. Success stories of EACHEA	Increased enrolment of regional students in universities across EAC Provide publicity on EACHEA opportunities
Professional Authorities and Associations	Participating in the development of programme benchmarks and qualifications frameworks Harmonisation of regional professional standards Offering professional training Supporting the accreditation of professional programmes Participating in joint monitoring Disseminating relevant information to members	Opportunities for alliances with similar professional associations Mutual recognition of professional qualifications	Success stories of EACHEA Holding dialogue events with professional authorities and associations Engagement in professional platforms	Mutual, recognition of professionals Mutual, recognition of professional qualifications Facilitating mobility of professionals in the region

Stakeholder	Role in implementation of EACHEA	Communication needs	Engagement approach/ Communication Channel	Expected Outcome
	Removal of impediments on professional practice across the region			
Students and professional graduates	Desire and decision to study and work in the EAC region. EACHEA ambassadors	Study opportunities in the EAC region Scholarship opportunities Employment opportunities in the region	Success stories of EACHEA EAC Higher Education Guide Information fact sheets Social media platforms	Increased number of students joining regional universities. Increased number of professionals securing jobs in Partner States other than their own
Parents and guardians	Key influencers and financiers of students and young professionals	Benefits of the EACHEA, cross-border studies and employment	Success stories of EACHEA EAC Higher Education Guide Information fact sheets Social media platforms	Increased number of students joining regional universities
Civil society and student groups	Hold governments to account regarding successful implementation of EACHEA Opinion formers in shaping the public narrative regarding EACHEA	Implementation status of EACHEA Policy reforms needed for full implementation of EACHEA.	Progress-monitoring reports Score card on implementation of EACHEA High-level forum on Common Higher Education Area	Acceptance of EACHEA as a norm

Stakeholder	Role in implementation of EACHEA	Communication needs	Engagement approach/ Communication Channel	Expected Outcome
Private sector	<p>Advocacy for full implementation of EACHEA</p> <p>Partnerships with tertiary-level educational institutions in producing graduates ready for the job market</p>	<p>Information on policy on free movement of labour and professionals</p> <p>Policy on, and status of, curriculum reforms</p>	<p>Progress-monitoring reports</p> <p>Success stories</p> <p>Score card on implementation of EACHEA</p> <p>High-level forum on Common Higher Education Area</p>	<p>Acceptance of professionals from Partner States as a norm</p>
Public	<p>Free movement of students and professionals, and right of establishment in the EAC region</p>	<p>Progress in implementation EACHEA</p> <p>Benefits of EACHEA, cross-border studies and employment</p>	<p>Progress reports</p> <p>Success stories of EACHEA</p> <p>Information fact sheets</p> <p>Press conferences</p> <p>Press releases</p> <p>Social media platforms</p>	<p>Public support for EACHEA</p> <p>Advocates of EACHEA</p>

3.0 Communication and Advocacy Strategy

This section covers the strategic approach to communication and advocacy efforts to ensure effective implementation of EACHEA. The communication and advocacy objectives have been drawn from the objectives of the EACHEA implementation plan and roadmap, and are aligned with the objectives of the IUCEA Communication Strategy.

3.1 Objectives of the Strategy

EACHEA envisions an East Africa where citizens freely move, study and work in any preferred Partner State. Based on this goal, the overall objective of the communication and advocacy strategy is to facilitate policy reform, and generate support for the full implementation of EACHEA.

3.1.1 Specific objectives of the strategy

The specific objectives of the strategy are to:

- a. Facilitate policy reforms for full implementation of EACHEA;
- b. Enhance stakeholder support and commitment to full implementation of EACHEA;
- c. Keep stakeholders informed on the status of the implementation of EACHEA;
- d. Promote the creation of strong partnerships between regulatory bodies and professional associations; and
- e. Demonstrate the value and benefits of EACHEA.

3.2 Key Messages

The messaging grid below contains key messages targeting different audience segments. The messages are meant to generate goodwill, and elicit support for the full implementation of EACHEA.

Figure 2: Messaging Grid

Overarching message	<ul style="list-style-type: none"> • In the East African Community, citizens freely move, study and work in any preferred Partner State.
Supporting messages	<ul style="list-style-type: none"> • East Africa has a vibrant higher-education sector built on common values, standards, and frameworks. • The Partner States in EAC facilitate movement and stay for citizens of other Partner States. • EACHEA enhances the quality and relevance of education in the region. • Tertiary institutions in East Africa produce a highly skilled workforce.
Target Audience	Key Message
Council of Ministers	<ul style="list-style-type: none"> • EACHEA will make higher education in the region more competitive and attractive. • EACHEA will enhance implementation of the EAC Common Market Protocol. • Advocate for the adoption of a comprehensive policy on EACHEA
National Councils and Commissions for Higher Education	<ul style="list-style-type: none"> • Align national, higher-education policies and frameworks to the EACHEA. • Monitor implementation of EACHEA among tertiary institutions. • Champion the EACHEA.
Ministries of Education/ Departments for Higher Education	<ul style="list-style-type: none"> • Initiate policy reforms for full implementation of EACHEA. • Monitor the implementation of EACHEA
Institutions of justice, law and order	<ul style="list-style-type: none"> • Hasten the process of issuing student cards. • Facilitate mobility of East Africans. • Provide incentives for EAC graduates to work in Partner States other than their own.

IUCEA and EAC Secretariat	<ul style="list-style-type: none"> • Initiate dialogue and foster policy reforms for full implementation of EACHEA. • Provide timely information to stakeholders. • Provide technical support to EACHEA stakeholders
University Vice Chancellors/ Rectors/ Presidents/ Principals, etc.	<ul style="list-style-type: none"> • Regional students will improve reputation and competitiveness of your university programmes. • Encourage your students to join regional universities. • Welcome students from the regional universities
Professional associations	<ul style="list-style-type: none"> • Cooperation among professional bodies will increase mobility of skilled labour. • Training across the region is standardised and qualifications from regional universities are comparable across EAC.
Students and professional graduates	<ul style="list-style-type: none"> • Studying in Partner States is possible. • Studying in other partner state will improve opportunities for work and regional integration.
Parents and guardians	<ul style="list-style-type: none"> • Students studying in other partner states will gain exposure and better opportunities in life.
Public	<ul style="list-style-type: none"> • With EACHEA fully implemented, citizens will move freely, and study and work in any preferred EAC Partner State. • The quality of education across the region is standardised.

3.3 Communication Methods and Channels

The following section outlines different communication methods and channels to implement the communication and advocacy strategy.

3.3.1 EACHEA Status Reports and Score Card

The EACHEA Implementation Status Report and Score Card will be the flagship tool for regular monitoring and reporting. It will cover the status of, and progress in, implementing various directives and policy reforms in pursuit of a fully operational EACHEA. It is envisaged that the report

will bring to the fore issues of interest to EACHEA, and generate public discussion on those issues to facilitate full implementation of EACHEA. The report will be launched at a media briefing as part of the high-level forum on the East African Common Higher Education Area.

3.3.2 High-level forum on East African Common Higher Education Area

The high-level forum on the East African Common Higher Education Area will be an annual event, involving the Council of Ministers, Ministries of Education, regulatory agencies, and tertiary institutions, to discuss progress towards the implementation of EACHEA. This will be the flagship advocacy forum to generate policy reforms and directives for the full implementation of EACHEA. It will facilitate dialogue among the EAC Partner States regarding their education reforms, and chart ways to implement EACHEA fully. The outcomes of the pronouncements of the forum will feed into the agenda and discussions of the EAC Council of Ministers within the structures of the Community.

3.3.3 Policy briefs on EACHEA

Policy briefs will be used to highlight particular issues in the implementation of EACHEA that need urgent attention from the policy makers. Each policy brief will seek to influence policy by summarising concisely a particular issue, and proposing policy options for policymakers to consider. Key issues to be covered include the removal restrictions and impediments to the free movement of labour and professionals in the region.

3.3.4 Success stories of EACHEA

Success stories will be used to demonstrate the value and benefits of EACHEA, to attract more students, and influence parents to enrol their children in regional universities. The stories will include testimonials of

students, academic staff and professionals living and working in EAC Partner States other than their own; and they will feature in various platforms, including print and electronic media, and other related platforms.

3.4.5 EAC Higher Education Guide

IUCEA will partner with publishing or media houses to develop content, and publish the EAC Higher Education Guide annually to guide students and parents/sponsors about available higher education opportunities in the EAC Partner States. IUCEA shall take steps to register the copyrights of the publication with the publishing partner responsible for providing a supporting role, such as sourcing for content and advertorials. The publication will be in a magazine format, written in a reader-friendly style.

3.3.6 Social media

IUCEA social media platforms will be used to highlight success stories and any issues related to the implementation of EACHEA.

3.3.7 Media briefings and press release

Media briefings, press conferences and press releases will be used to engage the media on issues related to the implementation of EACHEA.

3.3.8 Legacy media

Traditional media reaches much of the region and, in some cases, has programs on education and EAC integration; and they will provide appropriate platforms to advocate for EACHEA.

3.3.9 Higher education excellence awards

The Higher Education Excellence Awards will be held to recognise and reward institutions that will have excelled in implementing the

provisions of EACHEA. The wards will be held as part of the high-level forum on EACHEA. A media award will be included to recognise journalists and media houses that will have consistently and constructively reported on EACHEA, especially in the area of policy reform.

3.5 Advocacy and Communication Implementation Plan

Objective 1	Facilitate policy reforms for full implementation of EACHEA						
Result	EAC Partners States institute policy reforms to facilitate full implementation of EACHEA						
Indicators	Improved policy environment for full implementation of EACHEA Reduced barriers to the mobility of students and professionals in the EAC region. Number of incentives and scholarships to promote the mobility of students						
Activities	Performance targets	2022	2023	2024	2025	2026	Re-sources Required
Write policy briefs on key issues to improve the policy environment for full implementation of EACHEA	Three policy briefs or policy updates per year on key issues in EACHEA that need the attention of the Council of Ministers	3	3	3	3	3	USD 2,000 per year

Working with Councils and Commissions for Higher Education in EAC Partner States, develop a report on the status of implementation of EACHEA	One report per year on progress of implementation of EACHEA	1	1	1	1	1	USD 20,000 per year
Objective 2	Enhance stakeholder support and commitment to full implementation of EACHEA						
Result	Stakeholders' goodwill and support for full implementation of EACHEA						
Indicators	Annual stakeholder-engagement activity held						
Activities	Performance indicators	2022	2023	2024	2025	2026	
Hold the annual high-level forum on implementation of common higher education area.	One forum held per year, involving the Council of Ministers, Ministers Responsible for Education, National Councils and Commissions for Higher Education, and tertiary institutions.	1	1	1	1	1	USD 50,000 per year
Establish an alumni network for graduates of regional mobility programmes	Alumni network with clear leadership structure established	1					USD 10,000

Spearhead implementation of the alumni-engagement work plan	Alumni activities implemented as per		1	1	1	1	USD 10,000 per year
Objective 3	Keep stakeholders informed on the status of implementation of EACHEA						
Result	Increased awareness of EACHEA implementation						
Indicator	Number of awareness-raising activities held						
Activities	Performance Indicators	2022	2023	2024	2025	2026	Re-sources required
Launch the report at a media briefing/press conference involving media in the region	One press conference held per year on the status of implementation of EACHEA	1	1	1	1	1	3,000 per year
Launch the EAC-SMS at a press conference	The EAC-SMS launched at a press conference		1				USD 1,000
Develop and publish annually the EAC Higher Education Guide	EAC Higher Education Guide published annually		1	1	1	1	USD 5,000 per year
Recognise and reward institutions of higher learning that have excelled in implementation of the requirements of EACHEA	Hold a higher education excellence awards event as part of the high-level forum on EACHEA		1	1	1	1	USD 30,000 per year

Objective 4	Promote the creation of strong partnerships between regulatory bodies and professional associations						
Result	-Advocacy issues of professional associations mainstreamed in IUCEA advocacy agenda with regulatory bodies						
Indicator	-Active participation of professional associations in IUCEA advocacy meetings with regulatory bodies -Increase in the number of regional professional associations						
Activities	Performance indicator	Year I	Year II	Year III	Year IV	YEAR V	Re-sources required
Facilitate the formation of regional professional associations in EAC	Number of regional professional associations formed with IUCEA facilitation	2	2	2	2	2	USD 10,000 per year
Objective 5	Demonstrate the value and benefits of EACHEA	2022	2023	2024	2025	2026	Re-sources required
Result	Stakeholder support for the implementation EACHEA						
Indicator	Increase in the number of published, positive stories on mobility of students and professionals in the EAC						

Activities	Performance indicator	2022	2023	2024	2025	2026	
Develop and publish success stories on mobility of students and professionals in the EAC	Number of stories featured in the press	5	24	24	24	24	USD 10,000 per year
Develop and publish stories on quality of higher education and related quality-assurance initiatives in the EAC.	Number of stories published in the media	5	24	24	24	24	USD 10,000 per year

4.0 Monitoring and Evaluation

The monitoring and evaluation of the implementation of the EACHEA strategy will be both continuous and summative. The activities are designed to be executed over specific periods, and continuous monitoring will ensure that they will have been implemented when they fall due. Then, at the end of the program, the activities will be evaluated to assess the outcome of the campaigns. This will be anchored on the implementation plan.

YEAR	ACTIVITIES	INDICATORS	ASSESSMENT NOTES
FIRST YEAR			
	Write (3) three policy briefs/ updates	Policy briefs produced	
	Hold an annual forum	Evidence of forum held	
	Establish an alumni network	Network established	
	Hold an annual press conference	Atleast 1 press conference per year	
	Form two regional professional associations	Established two regional professional associations	
	Publish five mobility success stories	Atleast 5 stories on mobility published	

YEAR	ACTIVITIES	INDICATORS	ASSESSMENT NOTES
	Publish five success stories on the quality of high education in EAC.	Atleast 5 stories on quality of higher education in EAC	
SECOND YEAR			
	Write three policy briefs/ updates	Policy briefs produced	
	Hold an annual forum	Evidence of forum held	
	Produce an annual alumni network work plan report	Network established	
	Hold an annual press conference	Atleast 1 press conference per year	
	Launch EAC-SMS at a press conference	Press conference for launch of EAC -SMS	
	Publish an annual EACHEA Guide	EACHEA Guide published	
	Hold a higher education excellence awards event	Education excellence award event held	

YEAR	ACTIVITIES	INDICATORS	ASSESSMENT NOTES
	Two regional professional associations formed	Two (2) Regional professional associations formed	
	Publish 4 mobility success stories	Atleast 4 mobility stories published	
	Publish 4 success stories on the quality of higher education in EAC.	Atleast 4 mobility stories published	
THIRD YEAR			
	Write three policy briefs/ updates	Policy briefs produced	
	Hold an annual forum	Evidence of forum held	
	Produce an annual alumni alumni network work plan report	Network established	
	Hold an annual press conference	Atleast 1 press conference per year	
	Hold a higher education excellence awards event	Higher Education Excellence award event held	

YEAR	ACTIVITIES	INDICATORS	ASSESSMENT NOTES
	Form two regional professional associations	Two (20 regional professional bodies established	
	Publish 4 mobility success stories	Atleast 4 mobility stories published	
	Publish 4 success stories on the quality of high education in EAC	Atleast 4 mobility stories published	
FOURTH YEAR			
	Write three policy briefs/ updates	Policy briefs produced	
	Hold an annual forum	Evidence of forum held	
	Produce an alumni network work plan report	Network established	
	Hold an annual press conference	Atleast 1 press conference per year	
	Hold a higher education excellence awards event	Higher Education Excellence award event held	

YEAR	ACTIVITIES	INDICATORS	ASSESSMENT NOTES
	Form two regional professional associations	Two (20 regional professional bodies established	
	Publish 4 mobility success stories	Atleast 4 mobility stories published	
	Publish 4 success stories on the quality of high education in EAC.	Atleast 4 mobility stories published	
FIFTH YEAR			
	Write three policy briefs/ updates	Policy briefs produced	
	Hold an annual forum	Evidence of forum held	
	Produce an alumni network work plan report	Network established	
	Hold an annual press conference	Atleast 1 press conference per year	
	Hold a higher education excellence awards event	Higher Education Excellence awards event held	

YEAR	ACTIVITIES	INDICATORS	ASSESSMENT NOTES
	Publish 4 mobility success stories	Atleast 4 mobility stories published	
	Publish 4 success stories on the quality of high education in EAC	Atleast 4 mobility stories published	

The monitoring and evaluation will take into account the magnitude of the resources available for the implementation of the project. The assessment will consider both the factors that will have contributed to, and those that will have hindered, the implementation of the activities and the achievement of the objectives. At the end of the project, an external expert will be contracted to evaluate the project.



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