



**National  
Council for  
Higher Education**  
Ensuring Quality for Excellence

**HARMONISATION OF NATIONAL POLICIES AND SYSTEMS FOR THE EAST  
AFRICAN COMMON HIGHER EDUCATION AREA**

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# Introduction

- On **20<sup>th</sup> May, 2016**, the Heads of State of the EAC Partner States, declared EAC Common Higher Education Area (EAHECA), an initiative aimed at harmonizing and integrating higher education systems in the East African Community (EAC) region.

# Objectives of EAHECA

- Promote mutual recognition of academic qualifications
- Enhance student mobility and exchange programs
- Foster collaboration in research and innovation
- Harmonize curricula and degree structures
- Establish a regional quality assurance framework
- Enhance the global competitiveness of East African higher education institutions

# Uganda National Policy Framework

- The 1995 Constitution of the republic of Uganda provides for promotion of regional integration.
- National Development Plan (NDP 1, 2, 3 and now developed 4) seeks to harmonise the policy, legal and implementation frameworks to enhance regional integration.
- Vision 2040 – Uganda’s blue print for transformation of the country. One of the principles of achieving the Vision is Uganda to be in a strong federated East Africa

# National regulatory regimes

- Uganda, Rwanda and South Sudan – Councils for Higher Education
- Kenya and Tanzania – Commissions for University Education.
- DR Congo – Commission for Higher and University Education.
- Burundi – Commission for Higher Education
- In Somalia – Higher Education Commission of Somalia

The regulatory regimes and their mandates differ from one state to another. Councils/ Commissions for Higher Education regulate Universities and Other Tertiary Institutions; Commissions for University Education regulate universities only.

There is need to study the different regimes and mandates and identify the best regime that could be adopted for all EAC Partner States, as a way of harmonisation

# Policies needing harmonisation

- Students' financing
- Research collaboration and regulation
- Crossborder regulation
- STEM prioritisation
- Resource mobilisation
- Grading systems
- Curricular and degree structures
- Institutional licencing processes
- Roles/mandates of Professional Bodies

# National Education Systems

- In Kenya and South Sudan, the education system consists of three levels – 8+4+4 . Entry into higher education is after **ordinary level**
- In Rwanda , the system consists of four levels – 6+3+3+4 . Entry into Higher Education is after **advanced level**
- In Uganda, the system consists of three level - 7+6+3. Entry into higher education is after **advanced level**
- In DRC the system consists of two levels – 6+6. Entry into higher education is after **advanced level**.
- In Somalia the system consists of four levels -6+2+4+4 . Entry into higher education is **ordinary level**

Consideration should be given to providing for a bridging higher education access programme/vocational training programme for a year after ordinary level, prior to joining higher education.

# Conclusion

Harmonisation of national regulatory regimes, policy frameworks and education systems is critical in the realization of the objectives of the Common Higher Education Area. These include student mobility; mutual recognition of academic qualifications; curricular and degree structures; and collaboration and regulation of research.

End

*Thank  
You*