



Current Role of Government and Quality Assurance – The East African Community Perspective

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Outline



- IUCEA and EAC: A Historical Perspective
- The EAC: Key Pillars
- IUCEA: Summarized mandate
- EAC Common Higher Education Area: Implications

Historical Perspective

EAC

- Established 1967
- Collapsed 1977
- Treaty for the Establishment of the East African Community of 1999, which came into force in July 2000
- Current membership: Burundi, Kenya, Rwanda, South Sudan, Tanzania, Uganda

IUCEA

- IUC established 1970
- 1980- transformed into IUCEA
- Recognised as surviving institution of the EAC
- 2002: IUCEA re-established under a Protocol ratified by Kenya, Tanzania and Uganda
- 2009: Enactment of IUCEA Act by the East African Legislative Assembly(EALA). IUCEA operates under the Act, 2009

THE EAC

KEY PILLARS

- Customs union
- **Common market protocol**
- Monetary Union
- Political federation

Common Market Protocol: Freedom and Rights

- Free Movement of Goods
- Free Movement of Persons
- **Free Movement of Labour / Workers**
- Free Movement of Services
- Free Movement of Capital
- Right of Establishment
- Right of Residence



Mandate of Inter-University Council for East Africa (Summarized)



Defined in [IUCEA Act 2009](#) and Protocol 2012

- **Networking universities** (new methods of teaching and learning, information dissemination, linkage between universities, and with research partners)
- **Collaborative research and development**
- **Quality Assurance**

NO ACCREDITATION POWERS- mandate of national councils and commissions!



EAC COMMON HIGHER EDUCATION AREA : IMPLICATIONS



- Universities harmonising their operational systems by aligning them to the EAC framework, including their internal quality assurance and credit systems, curriculum benchmarks, qualifications descriptors, and research operational frameworks,
- EAC strengthening the administrative arrangements for coordination and monitoring and evaluation of the attainment of operational milestones.
- EAC through IUCEA laying ground for operationalization of the East African Qualifications Framework for Higher Education in all aspects indicated in the Framework document.
- EAC partner states harmonising their national higher education systems by aligning them
- EAC establishing a regional accreditation system based on the regional higher education harmonisation framework now operational in the EAC,

Source: (Mayunga Nkunya 2018)

The background features a light blue gradient with a large, semi-transparent circular seal in the center. The seal has a hexagonal center and contains text, likely a university or institutional logo. Overlaid on the seal and extending across the slide are several thick, wavy, overlapping bands of color in shades of yellow, green, and red, creating a dynamic, abstract pattern.

End of Power Point Presentations

Thank You

Discussion Points

The Role of Government Vs University Autonomy

Government Control

- National commissions and councils provide regulation (Accreditation)
 - Programme and institutional accreditation
- Baseline standards set by government
- Questions of unchecked growth-mushrooming institutions and programmes

University Autonomy

- Voluntary membership to IUCEA
- Institutional systems and standards
- University charters
- Questions lingering on voluntary membership



The notion of intraregional mobility



- Movement while studying (qualifications framework and recognition system)
- Movement after graduation (labour mobility)
 - Work and settlement
- Skills movement- meeting/balancing deficit with skills from neighbouring countries!



The contribution or potential supporting role for QA



- Harmonisation of curriculum and systems of education
- Credit accumulation and transfer (enhancing mobility)
- Regional standards and guidelines
- Mutual recognition



Education in the EAC Vision 2050

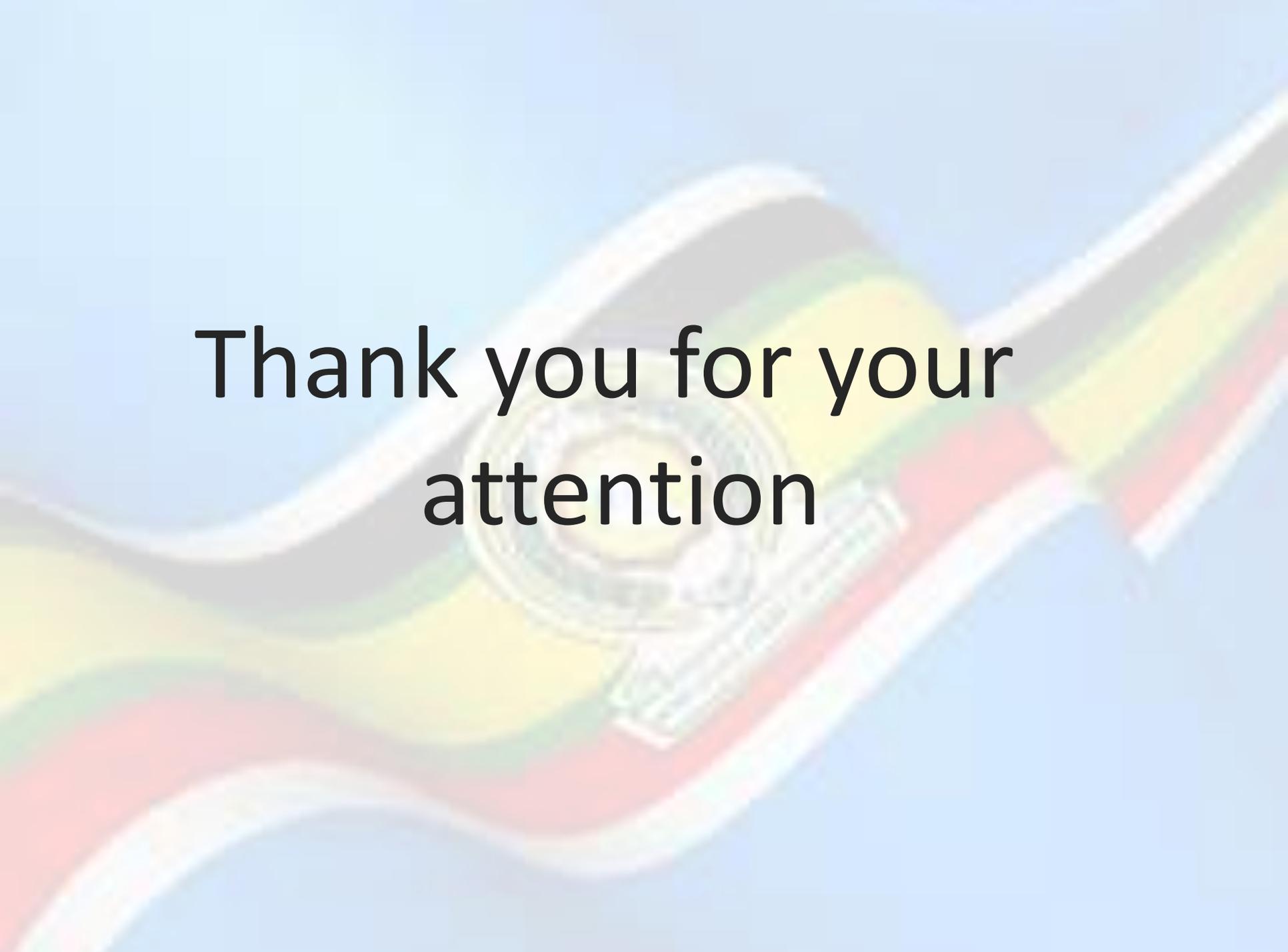


Quality and access to education

- Universal access to education (especially primary and secondary education)
- Relevance of education
- Use of ICT to enhance achievement ELOs

System of Education

- The current fragmentation inherent in the education system in EAC will be rationalized to establish strong lateral linkages between tertiary, vocational, secondary, primary and early childhood educational and training levels.
- It is envisaged that during the period of the Vision 2050, the region will have a harmonized educational system with mutual recognition of the qualifications.
- There will be curricula with standardized examination thresholds and degree certificates that are recognized throughout the region.
- The education programmes will be designed to develop skills for employment and job creation, guided by the needs of sectors while leveraging on technology.



Thank you for your
attention