



**THE INTER-UNIVERSITY COUNCIL
FOR EAST AFRICA (IUCEA)**

IUCEA
STRATEGIC PLAN
2021 - 2026

2021/2022 - 2025/2026



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LIST OF ACRONYMS

| | |
|----------|--|
| AAU: | Association of African Universities |
| A CE II: | Africa Centres of Excellence II |
| AfDB: | African Development Bank |
| AfriQAN: | African Quality Assurance Network |
| AHERI: | Aid for Higher Education, Research and Innovation |
| APPP: | Academic Public Private Partnership |
| AU: | African Union |
| CESA: | Continental Education Strategy for Africa |
| CHEA: | Common Higher Education Area |
| CSOs: | Civil Society Organisations |
| DAAD: | German Academic Exchange Service |
| EAC: | East African Community |
| EACATS: | East African Credit Accumulation and Transfer System |
| EACHEA: | East African Common Higher Education Area |
| EALA: | East African Legislative Assembly |
| EAQAN: | East African Quality Assurance Network |
| EAQFHE: | East Africa Qualifications Framework in Higher Education |
| EASTRIP: | East Africa Skills for Transformation and Regional Integration project |
| ESSA: | Education for Sub Saharan Africa |
| HAQAA: | Harmonisation of African Quality Assurance and Accreditation |
| HERI: | Higher Education, Research and Innovation |
| HEI: | Higher Education Institution |

| | |
|---------|---|
| ICT: | Information Communication and Technology |
| INQAAHE | International Network of Quality Assurance Agencies for Higher Education |
| IUCEA: | Inter-University Council for East Africa |
| IUC: | Inter-University Committee |
| LMS: | Learning Management System |
| NMAIST: | The Nelson Mandela African Institution of Science and Technology |
| PASET: | Partnerships for skills in Applied Science, Engineering and Technology |
| SAQAN: | Southern African Quality Assurance Network |
| SARUA: | South African Regional Universities Association |
| SDG: | Sustainable Development Goal |
| SHARE | European Union Support to Higher Education in the Association of Southeast Asian Nations Region |
| SIDA: | Swedish International Development Agency |
| UNESCO: | United Nations Educational, Scientific and Cultural Organisation |
| USD: | United States of America Dollars |
| STEM: | Science Technology, Engineering and Mathematics |
| TVET: | Technical and Vocational Education Training |
| R&D: | Research and Development |
| R&I: | Research and Innovation |
| UNESCO: | The United National Education Scientific and Cultural Organisation |
| WB: | World Bank |

ACKNOWLEDGMENT

The development of this Strategic Plan 2021 - 2026 involved multiple stakeholders to whom IUCEA is truly grateful. It is because of their input and collaboration that this document will provide strategic guidance to the Inter-University Council for East Africa (IUCEA) in the next five years as it endeavors to become the leading EAC Institution for an exemplary Common Higher Education Area for a prosperous and sustainable East African Community. In the implementation of this Strategic Plan, IUCEA will make significant contribution to regional integration in the EAC, through higher education, by coordinating different actors towards the achievement of the Sustainable Development Goals and attainment of EAC Vision 2050. On behalf of IUCEA management, I would like to appreciate all the stakeholders most of which I cannot, unfortunately, identify by name due to space constraints.

First I would like to thank the EAC Partner States for their financial and technical support throughout the process of developing this Strategic Plan. Secondly I would like to thank Vice-Chancellors of member universities and heads of National Commissions and Councils for Higher Education in the EAC Partner States who responded in person or in writing with valuable ideas that have been incorporated into this Strategic Plan. Thirdly, I am grateful to stakeholders from the Uganda National Student Association, East African Business Council, The EAC-Secretariat, MEACA Uganda, member universities, and heads of National Commissions and Councils for Higher Education who took time in Entebbe to critique and validate the Strategic Plan. Your views were extremely helpful in improving this document. Fourthly I am grateful to the Executive Committee, lead by the chair- Prof Christine Dranzoa, and its Standing Committees for the oversight and scrutiny throughout the process of development, validation, and approval of this Strategic Plan.

Finally, I am grateful to IUCEA staff members who took time to carry out SWOT and situational analysis, that helped to craft an internally driven and visionary document which is owned by everyone. I am especially grateful to the Internal Strategic Plan Development Team lead by Prof Mike Kuria and comprising of Dr. Cosam Joseph, Dr. Ben Mtasiwa, Ms Juru Eglantine, Mr. Ben Ruhinda, Mr. Dickson Wanglobo, Mr Stephen Anywar and Mr. Dieudonne Hatungimana who spent sleepless nights to ensure that a draft was available for discussion and that all stakeholder contributions were taken into consideration. Thank you for rising up to my challenges

and accommodating my continuous critique and contribution throughout the whole process.

It is not possible to mention everyone but every contribution is highly appreciated.

Thank you.

A handwritten signature in black ink, appearing to read 'G. Banyankimbona', with a stylized flourish at the end.

Prof Gaspard Banyankimbona

Executive Secretary

MESSAGE FROM EXECUTIVE COMMITTEE CHAIRPERSON

The performance of the IUCEA is critical in facilitating Higher Learning institutions, National Councils and Commissions for Higher Education in the EAC towards reaching a transformative, inclusive and equitable quality education for all. Focusing on digitization of learning and teaching, research and innovation and community engagement in higher learning institutions will lead to economic integration and private sector development, tallying with the needs of a growing Community. The EAC has accelerated its economic pulse, registering significant improvements in its human capacity development in recent years. However, these positive developments have been disrupted by the COVID-19 crisis that has put learning institutions at standstill, and worsened inequality among the institutions themselves.

The Covid-19 crisis almost rendered institutions without capacity to switch to digitization and online instruction invalid, leading to inadequate linkages between academia, industries and all productive sectors. This makes the next decade so decisive in terms of institutional capacity strengthening and human capital development. The IUCEA Strategic Plan 2021 - 2026 is awake to that fact. It builds on the choices of the last five years, building on lessons learned and addressing the challenges of the five years to come, and provides a response for sustainable growth of higher learning institutions, and linkages between academia, industries and all productive sectors in the Region.

The Strategic Plan 2021 - 2026 also addresses operationalization of the East African Common Higher Education Area (EACHEA). The patterns of harmonization and occupational standards, school fees structures, staff and students' mobility once implemented will make it possible for EAC to attain a CHEA status and contribute to the region's integration agenda. This is an area where IUCEA will play a catalytic role.

I would like to thank all those who contributed to the development of this Strategic Plan 2021 - 2026.


For Prof. Christine Dranzoa
IUCEA CHAIRPERSON

MESSAGE FROM EXECUTIVE SECRETARY

The 4th SDG on education calls for; ensuring an inclusive and equitable quality education and promote lifelong learning opportunities for all. IUCEA's mandate is anchored on SDG 4.3 that focuses on "*ensuring of equal access for all women and men to affordable and quality of technical, vocational and tertiary education including universities*". The United Nations Educational Scientific and Cultural Organisation (UNESCO) has a mandate to formulate policies for improvement of equitable access to quality higher education and enhanced mobility and accountability. The 4th Strategic Plan 2021 - 2026 is aligned to these policy documents and other relevant international policies on higher education. In the EAC Vision 2050, it is stipulated that "IUCEA will be empowered to encourage educational institutions to adopt good practices in higher learning management to respond to the needs of the region's development agenda". This vision emphasizes that higher education should be given priority support to mainstream research and innovation.

he next five years, IUCEA will work with member institutions, commissions and councils of higher learning in the Partner States¹ to; (i) Advocate for and implement the EAC Common Higher Education Area; (ii) Establish and Implement university leadership training programmers for world class postgraduate supervision, teaching, and learning; (iii) Establish a Regional information hub for integrated higher education; (iv) Advocate for digital learning infrastructure to enhance quality and innovation of instruction in higher learning institutions; (v) Develop capacity for research and innovation that balance knowledge generation, innovation and productivity in collaboration with industries and other stakeholders; and (vi) Strengthen Institutional Capacity and Governance of Inter-University Council for East Africa to efficiently and effectively discharge its mandate.

The Strategic Plan was developed during the difficulty time of Covid-19 pandemic where institutions of higher learning were devastated by Covid-19 with a number of institutions closed, with those able to operate having to adopt a 'hybrid' method of instruction mixing Online and physical channels. At the same time, the enrollment rate for post-secondary education students remains relatively low compared to the world average, although existing infrastructure and human resources are insufficient to accommodate the enrolled students. Today, some

¹The EAC comprises 6 Partner States: Burundi, Kenya, Rwanda, South Sudan, United Republic of Tanzania, and Uganda. All Partner States prescribe to the principles and values outlined in the Treaty for Establishment of the East African Community. <https://www.eac.int/eac-partner-states>

employers complain of poorly skilled graduates from higher learning institutions. The focus of this Strategic Plan is to support and work closely with institutions of higher learning to be able to bridge gaps in adoption of competence-based learning and digitalization of instruction and research.



Prof. Gaspard Banyankimbona
EXECUTIVE SECRETARY, IUCEA

EXECUTIVE SUMMARY

The IUCEA's Strategic Plan 2021 - 2026 reflects the development aspirations of the entire EAC in terms of higher education sector and is designed to place IUCEA at the centre of EAC's transformation through improving the quality, relevance and responsiveness of higher education to regional needs. Consequently, this strategic plan aims at broadening and deepening the transformative process by ensuring that quality education is accessible to all EAC Citizens. The Strategic Plan is built around the main goal of **“Transformative Higher Education for a knowledge based and industrialized economy for integrated EAC”**. This is the 4th IUCEA Strategic Plan, following up on the 3rd Strategic Plan whose main objective focused on transforming the EAC into a Common Higher Education Area.

Key milestones achieved under the 3rd Strategic Plan include: the development of key regional policies and tools for quality assurance such as; subject benchmarks for Business and related studies, Computer Science and Information Technology, Medicine and Dentistry, Agriculture, Engineering, Education and Mathematics at undergraduate and postgraduates' levels. In order to bridge the gap between Academia and productive sector/industry, IUCEA, continued to roll out the annual Academia, Public and Private Sectors Partnerships (APPPF) in partnership with the East African Development Bank and East African Business Council. Considering various lessons learned and cognizant of the performance and capacities of IUCEA during the previous period, the 4th Strategic Plan marks a paradigm shift towards transformative higher education for knowledge based and industrialised economies.

Strategic focus includes, advocating for and implement the EAC Common Higher Education Area, improving university leadership and governance, improving information management and digital learning infrastructure, research and innovation and collaboration in Partner States as well as internal capacity improvements. This strategic Plan is largely informed by the 6th EAC Development Strategy 2021/22-2026/27 and continental and global policies and dynamics related to higher education. The Strategic Plan was developed internally and in a participatory manner by IUCEA staff, member universities, councils and commissions of higher education in all Partner States, and other IUCEA stakeholders. Ultimately, the strategic plan was validated through a regional higher education stakeholders' workshop and approved by the Executive Committee.

I. INTRODUCTION

I.1. Background Information

After the Independence of Tanzania, Uganda and Kenya, the University of East Africa was established to serve the eastern African Great Lakes region. Originally instituted as an independent external college of the University of London, it dissolved in 1970 with each Country establishing their own national universities - Uganda's Makerere University of Nairobi in Kenya and Tanzania's University of Dar es Salaam. In order to facilitate collaboration among the three universities, the Inter-University Committee (IUC) for East Africa was established under the former East African Community (EAC). In 1977, the EAC collapsed, but IUC survived and was, in 1980 transformed into the Inter-University Council for East Africa (IUCEA), retaining the IUC's objectives. IUCEA is a membership-based institution comprising today 132 universities, university colleges, other public and private degree-awarding institutions. The IUCEA plans are developed and implemented within the context of Article 5 and 102 of the EAC Treaty aiming at fostering cooperation in education and training towards the harmonization of higher education systems. This fourth Strategic Plan 2021 - 2026 was developed internally and in a participatory manner by IUCEA staff, member universities, councils and commissions of higher education in all Partner States, and other stakeholders in tandem with the 6th EAC Development Strategy 2021 - 2026.

I.2. Legal, Institutional and Policy Framework

Inter-University Council for East Africa (IUCEA) has a mandate to advise the Partner States on matters related to Higher Education. Under article 5 and 102 of the EAC Treaty, Partner States are committed to undertake concerted measures to foster cooperation in education and training. The IUCEA was established through the IUCEA Protocol of 2002 ratified by the three initial East African Community Partner States (Kenya, Uganda and Tanzania) to coordinate higher education in the Community. To entrench IUCEA into the East African Community framework, the Inter-University Council for East Africa Act, 2009 was enacted by EALA and was assented to by the Heads of States. Another legal instrument governing IUCEA is the Treaty for the Establishment of the East African Community. Article 102 of the Treaty, urges Partner States to revive activities of the Inter University Council for East Africa. Article 70 establishes offices for Officers and Staff of the Secretariat; Articles 132 deals with financial provisions; Articles

133 deals with other resources; Articles 134 on audit of accounts; and Articles 138 deals with immunities and privileges of staff amongst other provisions. The EAC Common Markets Protocol (2010) also has provisions with bearings on the functioning of the IUCEA.

I.3. Vision, Mission and Core Values of IUCEA

Vision:

"To become the leading EAC Institution for an exemplary Common Higher Education Area for a prosperous and sustainable East African Community".

Mission:

"To encourage and develop mutually beneficial collaboration between Member Universities and between them and Governments and other organizations, both public and private".

Core Values:

Accountability, Transparency, Unity in diversity, Integrity, Professionalism and Teamwork.

I.4. Purpose and Functions of IUCEA

- (1) Advise the Partner States on all matters related to higher education.
- (2) Without imitating the generality of subsection (1), contribute to:
 - a) Meeting national and regional development needs;
 - b) Developing quality assurance processes in order to ensure high teaching and research standards;
 - c) Assisting member universities identify and implement good management practices;
 - d) Develop human resource capacity in all disciplines of higher education in the community; and;
 - e) Promote equal opportunities for all students of East Africa, including those with special needs.

The functions of the council shall be to:

1. Ensure development of a comprehensive electronic network linking member universities;
2. Promote collaborative research and development programs including the following:
 - a) Develop postgraduate courses and research for masters and doctoral programs;
 - b) Facilitate the development of centers of advanced study, based on excellence in research;
 - c) Create and develop collaborative relationships with development partners and existing organizations with similar objectives; and
 - d) Help establish a database on research capacity and current activities in the community.
3. Ensure the establishment of quality assurance through the following:
 - a) Facilitate harmonized entry standards in partnership with the Partner States accreditation councils, examination boards and relevant university bodies.
 - b) Develop criteria for assessing standards and assuring the quality of teaching and research in the community;
 - c) Promote, modernize and harmonize university curricula in the community;
 - d) Assist government and universities to identify the main causes of brain drain.
 - e) Endorse programs by accreditation bodies in Partner States, of courses offered through distance learning.
4. Identify training needs in academic staff development curriculum reform, teaching methods and management;
5. Promote curriculum reform in order to equip graduates with market-relevant skills and knowledge.

6. Collaborate with Partner States and other appropriate bodies and authorities to increase investment in higher education in the community;
7. Encourage the exchange of students and staff between member universities;
8. Conduct subject meetings / conferences and workshops;
9. Provide scholarships to students and grants to teaching and research assistants;
10. Establish and grants awards to deserving students, faculties and individuals for outstanding contributions to education research or public service;
11. Promote through relevant activities in the member universities, the meaning and value of East African unity;
12. Resolve issues in every appropriate sector or activity of higher education in the community;
13. Receive and handle complaints from its members appropriately; and
14. Undertake such other activities to further the objectives of the council, as the council may from time to time determine.

I.5. Governing structure

The governance structure is comprised of the Council of Ministers at the EAC level, the Annual meeting and the Executive Committee at the Institutional level in accordance with IUCEA Act 2009 (Annex I).

II. SITUATIONAL ANALYSIS

a. Environment scan – Internal

i. Physical Facilities

IUCEA has made significant progress in this area with the Institution now housed at the completed Phase I headquarters building along Kigobe Road, Kyambogo, Kampala in the Republic of Uganda. However, 5 years after acquisition of the Phase I facilities they are no longer adequate for hosting staff due to the growth in staffing levels due to new projects and programs. To address this, IUCEA has embarked on construction of Phase II of the headquarters that will accommodate current and new staff, conference and seminar rooms, information resource center and registry, archives, as well as research and incubation facilities. Currently, the security and ICT infrastructure are being strengthened. The Phase II of the IUCEA Headquarters is expected to be completed within the duration of the Strategic Plan 2021-2026.

ii. Human Resource Management

Due to increased activities at IUCEA, some departments are in dire need of capacity enhancement. Many of the units are inadequately staffed with some key positions unfilled because of budgetary constraints. Out of the approved establishment of 45 staff, only 32 positions are currently filled.

iii. Financial Resources

IUCEA is mainly funded through contribution by Partner States, augmented by contributions from member universities and grants from partners. Below is the funding structure in the last period:

| Financial Year | 2021/2022 | 2020/2021 | 2019/2020 | 2018/2019 | 2017/2018 |
|-----------------|------------|------------|------------|-----------|-----------|
| Budget | 11,161,510 | 10,977,276 | 10,209,655 | 7,336,272 | 6,766,928 |
| Partner State % | 34.60 | 36.20 | 42.90 | 68.40 | 71.60 |
| Arrears Fund % | 18.00 | 18.20 | - | - | - |
| Member Univ. % | 3.90 | 3.60 | 4.60 | 4.60 | 5.30 |
| Dev. Partners % | 43.50 | 42.00 | 52.50 | 27.00 | 23.10 |

iv. Information and Communication Technology

A key function of IUCEA is to advise the EAC Partner States on the status and future of higher education in East Africa. This task cannot be accomplished without reliable data on higher education in the region. Only two out of six EAC countries have made efforts to develop stand-alone Academic Management Information Systems. There is urgent need to create a reliable system, with comprehensive higher education data.

Higher education dynamics and support systems

Before the political independence of the Partner States, the level of development of Higher Education and enrollment of students from the original founding EAC Partner States varied among the countries basing on the objectives of colonial governments. Under the British, the role of each country was largely in line with production of raw materials, processing and industrial production and provision of services. This structure led to different country priorities in education and human resource development. Kenya was a Centre for industrial production, Tanzania a Centre for supply of raw materials while Uganda would variously play the 2 roles. However, Uganda was also a Centre for Higher Education with Makerere University serving all East African Community countries.

Inter-University Council for East Africa

The IUCEA is mandated to develop human resource and research in the EAC, through functions that includes promotion of collaborative research and development programs, postgraduate research for Masters and Ph.D. programs, development of Centre of excellence, international collaborations and synergies as well as development of research information systems. Since its revitalisation, the IUCEA has implemented three Rolling Institutional Strategic Plans: 2006-2011; 2012-2016 and 2017-2021, which focused on enhancing higher education and research support systems as one of tools for the regional socio-economic transformation. A major premises in realization of this goal is sharing Higher Education resources in knowledge and experience.

Another strategy is that IUCEA developed a quality based regional accreditation of programs as one of the means to enforce implementation of regional standards and guidelines which form part of important policies and instruments for operationalisation of the EAC Common Higher Education Area to facilitate free mobility of learners, labour and services. IUCEA is also focusing to enhance students' mobility is the development

of harmonised fees structures. Furthermore, IUCEA has developed a regional credit system that will facilitate inter-region credits recognition and established regional and international scholarship programs including the East African Scholarship Program financed by the Germany Development Bank (KfW), Under ACE II, 24 beneficiary Centre of Excellence (CoEs) have accredited 220 programs (12 internationally accredited) and enrolled 5,794 postgraduate students (61% being East African students). Others include the TVET under the East Africa Skills for Transformation and Regional Integration Project (EASTRIP), the Undergraduate Scholarship program with South Korean Kyu dong University.

On networking and partnership, IUCEA is collaborating with EASTECO, the sister EAC institution on promotion of Science, Technology and Innovation, within the EAC. IUCEA has also partnered with Education Sub-Saharan Africa (ESSA) that is focused at addressing challenges of Higher Education faculty. Other partners include the World Bank (WB), German Academic Exchange Service (DAAD), German Development Agency (GIZ) and the Swedish International Development and Cooperation Agency (SIDA).

Quality Assurance and University Leadership

IUCEA has developed several guidelines and policy documents which include; (a) Principles and Guidelines for Quality Assurance in Higher Education in East Africa; (b) East African Qualifications Framework for Higher Education; (c) Handbook for Quality Assurance in Higher Education – Road map to Quality; and (d) Benchmarks for Academic Programs. Recently, IUCEA embarked on capacity building for quality supervision of postgraduate studies, to address the challenges of limited number of qualified personnel. IUCEA has developed a Regional Accreditation System for quality enhancement of academic programs and continues to benchmark from the International Network for Quality Assurance in Higher Education (IQAHE). IUCEA has developed Higher Education Leadership training (HELP) program to respond to key He Is management needs.

b. Environment Scan – External

Preamble

As part of Strategy development process, IUCEA has carried out both internal and external environmental scans. The Internal Environmental scan was largely guided by the SWOT Analysis, while the External

Environmental Scan focused on current regional and global dynamics related to higher education by exploring all factors that may influence the effective implementation of the Strategic Plan. The environment scan includes global perspectives and trends that are influencing current policy and developments in higher education such as the United Nations 17 Sustainable Development Goals, in particular Goal number 4 which advocates for inclusive and equitable quality education and promotion of lifelong learning opportunities for all, linkage between basic education and vocational educational training. The review of The European Education Strategy for Africa which focuses on Investing in people, through education, science, technology and skills development also influenced the development of this strategy. In the area of higher education, priorities for partnerships include harmonisation of education systems through the HAQAA and PAQAF initiatives, mobility of students and staff, and employability of graduates. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) documentation related to policies to improve equitable access to quality higher education to enhance mobility and accountability was reviewed for reference. The Association of Southeast Asia Nations (ASEAN) also influenced this Strategy as it also recognizes that the development of its higher education sector is essential to achieving its overall aspirations of empowering people.

In external environmental scan, current trends in higher education were reviewed. In the context of the COVID-19 and growing significance of the fourth industrial revolution, it emerged that universities must prepare for a constantly changing world. Key is the recognition that in a rapidly changing environment, it is important to develop a planning process that is not only capable of adapting to changing conditions, but to some degree capable of modifying the environment in which the university will find itself in the decades ahead.

African Context

With the EAC being one of the Regional Economic Communities (RECs) of Africa, it was prudent to review the current continental agenda or initiatives related to higher education. The *Continental Education Strategy for Africa (CESA)-2016-2025* and *African Union Agenda 2063* were reviewed and found to constitute relevant aspects in line with the EAC's aspirations in higher education. These include, revitalization of teaching towards quality and relevance; permanent and conducive education environment; ICT for expanded access, and quality. Others are, gender parity and equity, literacy, science and mathematics proficiency, scientific knowledge and cultural

society; linkage between education and employment including TVET systems; tertiary education and expanded Research and Innovation(R&I). Mostly important is that the AU Continental Education Strategy for Africa (CESA) aims to reorient Africa's education and training systems to meet the knowledge, competencies, skills, innovation and creativity required to nurture multi-level sustainable development.

The Context of the East African Community

EAC Vision and Mission and Development Strategy

The EAC Vision 2050 articulates the dreams and aspirations of the East African people and makes a commitment to achieve them. It follows closely on the development of the African Union Agenda 2063 which articulates the aspirations of the people of Africa. The EAC vision harmonizes and consolidates the visions of Partner States and EAC institutions and brings into focus the interests of the combined community. The key enablers for successful implementation and achievement of the goals of the Vision are; Human Capital development, enhanced investment in clean and sustainable energy, increased investment in science, technology and innovation, natural resources conservation, deepening regional integration, enhancing knowledge management, improving capacity of EAC institutions to effectively execute their mandates and domestication of regional commitments by Partner States. The IUCEA Strategic Plan in the EAC development strategy is premised on the notion that educated populations are key to effective and efficient production, knowledge transfer, technological adaptation and innovation. The development of this Strategic Plan is further informed by existing regional policies such as the EAC Industrialisation Policy (2012-2032) and the EAC STI Policy (2018).

Partner States Visions

The Partner States Visions notably the Kenya vision 2030, the Rwanda vision 2050, the Tanzania vision 2025, the Uganda Vision 2040, the South Sudan Vision 2050, and the Burundi 2018-2027 National Development Plan, highlight key areas in education. Partner States recognise the fact that human capital is critical for the development and pledge to build a market-driven education system that prepares its citizens to cope effectively and efficiently with emerging challenges. They also envisage to have globally competitive quality education, training, and research for sustainable development and to strengthen partnership with the private sector.

1. SWOT Analysis and Stakeholders Analysis

In developing this strategic plan, a SWOT analysis was carried out in a participatory manner, involving all IUCEA staff leading to the table below.

Table 1: *SWOT Analysis*

| STRENGTHS | WEAKNESSES |
|---|--|
| <p>An established institution with legal framework (Act & a Protocol establishing IUCEA)</p> <p>IUCEA mainstreamed into EAC as a strategic institution of the Community</p> <p>An established and effective governance structure and operational instruments in place, with highly experienced and competent leadership and staff</p> <p>A recognized institution of the EAC with the mandate to coordinate Higher Education and research</p> <p>Demonstrated Political will and funding support from Partner States</p> <p>Established diplomatic status in the host Country Uganda</p> <p>Physical facilities/ Headquarters</p> <p>Success in implementation and coordination of (WB, SIDA, KFW, GIZ, DAAD, etc supported projects) Programmes and Projects beyond the EAC Region</p> <p>Long standing experience working and Networking with several higher education stakeholders</p> <p>An EAC leading Institution for harmonization of quality assurance and qualifications frameworks for higher education</p> | <p>Inadequate visibility and meaningful engagement with stakeholders</p> <p>Inadequate funding to fully execute its mandate</p> <p>Ineffective monitoring and evaluation practices</p> <p>Ineffective compliance with staff planning and succession management</p> <p>Inadequate documentation of internal business processes</p> <p>Absence of Service charter</p> <p>Lack of record management policy</p> <p>Inadequate enforcement of the implementation of existing protocols and policies</p> <p>Delayed annual subscriptions remittances by member universities</p> <p>Lack of Resource mobilisation strategy</p> <p>Lack of centralised repository at IUCEA</p> <p>No centralized data management systems/infrastructure for higher education</p> <p>Lack of ownership and sustainability strategies of initiatives supported by development partners</p> |

| OPPORTUNITIES | THREATS |
|--|---|
| <p>Established trust and support with partner states, development and Implementation partners (e.g., World Bank, BMZ, KFW, GIZ, DAAD, etc.)</p> <p>Growing interest in Regional integration and Conducive political environment within EAC;</p> <p>Growing number of universities, and / or high demand for higher education in the region given the growing population,</p> <p>Application of ICT trends to support and manage the higher education teaching & learning,</p> <p>Declaration of the EAC as a Common Higher Education Area by the Heads of State of the EAC</p> <p>High expectations and interest in IUCEA activities by the stakeholders (e.g., for scholarships, staff training ...)</p> <p>Attractive socio-economic development of the EAC that attract the investors</p> <p>Significant growth in multi-national and regional corporate partnership with Higher Education in Innovation and Knowledge transfer.</p> <p>Bilateral and Multi-lateral scholarships and other regional scholarship programmes which IUCEA can take advantage of, both regional and international</p> <p>Student loan scheme supported by respective Partner States.</p> <p>Availability of committed, competent, cooperative and diverse workforce in member universities</p> <p>Leadership, competence and recognition in quality assurance in Africa and membership to quality assurance networks and fora; and</p> <p>Mandate aligned with other regional, continental and global initiatives such as the EAC Vision 2050, AU Vision 2063, SGDs 2030 (SGD 4).</p> | <p>Competition for funds with other institutions having similar roles or mandate as IUCEA,</p> <p>Cybercrime to online services of higher education,</p> <p>Reduced contributions from member universities if students embrace MOOCs to study in the Universities outside the region,</p> <p>Delayed and / or Declining contributions from Partner states,</p> <p>Financing opportunities in Higher Education / Research that do not complement IUCEA's mandate,</p> <p>Inadequate operationalization of the EAC protocols and policies by Partner States (example Common Market Protocol especially Visa/ Student Pass).</p> <p>Slow process of harmonisation and/ or mutually intelligible education systems in the Region,</p> <p>Rapid changes in the demand for relevance of higher education by the world of work,</p> <p>Demographic challenges of faculty in the region.</p> <p>Emerging global challenges impacting the higher education such as: global pandemics, economic recessions, climate changes, political instability.</p> <p>Delayed amendment of the IUCEA legal frameworks e.g., IUCEA Act 2009 and protocol.</p> |

Stakeholders Analysis

IUCEA directly and indirectly interacts with various stakeholders in the region and beyond. In the next five years, IUCEA will continue to engage stakeholders in the formulation and implementation of programmes to address higher education challenges. The table below highlights IUCEA stakeholders, their roles and responsibilities.

Table 2: IUCEA stakeholders' roles and responsibilities

| Stakeholders | Roles and Responsibilities |
|---|---|
| The EAC Partner States | <ul style="list-style-type: none"> • Main source of Funds for implementation of IUCEA projects/ Programmes • Operationalize the Common Higher Education Area • Facilitate mutual recognition of academic qualifications • Facilitate mobility of learners and Labour • Coordinate harmonization of higher education systems • Advance research and innovation for socio-economic transformation |
| National Commissions / Councils for Higher Education | <ul style="list-style-type: none"> • Coordinate the operationalization of the CHEA • Guide customization of regional policies and practices at national level • Coordinate the collaboration and networking of HEIs in EAC • Operationalize the Higher Education Information Management System • Coordinate National Commissions/Councils meetings and dialogues |
| National Councils for Science and Technology | <ul style="list-style-type: none"> • Coordinate and provide policy guidance on HE research and innovation • Advocate for increased research and innovation collaborations • Organize regional fora on advancement of Research & Innovation |

| Stakeholders | Roles and Responsibilities |
|---------------------------------------|--|
| Member Institutions | <ul style="list-style-type: none"> • Coordinate the operationalization of the Common Higher Education Area • Coordinate and provide policy guidance on higher education • Facilitate harmonization of higher education systems in EAC • Operationalize the Higher Education Information Management System • Coordinate mobility of students and academic and non-academic staff • Mobilize resources for implementation of collaborative research • Organize fora to discuss the issues faced by the HE in East Africa. • Carry out capacity building for different higher education actors • Provide leadership and represent East African HEIs in regional and international fora on HE |
| Student Associations | <ul style="list-style-type: none"> • Advocate for increased students' mobility in EAC and beyond • Organize fora for the advancement of HE in EAC • Develop a system for students' placement in EAC |
| Development Partners | <ul style="list-style-type: none"> • Contribute to the implementation of programmes for advancing the EAC HE agenda; • Demonstrate the impact of IUCEA on the EAC HE landscape • Mobilize resources from various sources for sustainability of HE programs • Functional Internal systems for effective and efficient use of resources and accountability |
| International / Regional Organization | <ul style="list-style-type: none"> • Contribute to EAC HE agenda • Collaborate with organizations of similar interests in formulation and implementation of HE programmes in EAC • Provide expertise in HE Projects and programmes |

| Stakeholders | Roles and Responsibilities |
|----------------------------|--|
| Professional Bodies | <ul style="list-style-type: none"> • Participate in the implementation of programmes advancing the mutual recognition of qualifications in EAC, • Participate in the harmonization of HE systems, • Provide platforms for inter-country professional practice, • Advocate for increased skilled mobility. |
| Research Education Network | <ul style="list-style-type: none"> • Coordinate the operationalization of the ICT integration in institutions, • Guide on customization of ICT regional policies and practices, • Advocate for use of technology in HLIs and Research Institutions. • Establishment of a regional Research and Education network |
| Media houses | <ul style="list-style-type: none"> • Update citizens on the Higher Education Agenda in the EAC, • Update citizens on the implementation of the CHEA |
| African Union Commission | <ul style="list-style-type: none"> • Coordinate initiatives to harmonize HE systems in Africa • Advocate for the implementation of the African Union HE agenda |

Based on a stakeholder survey, there was a general expression that IUCEA had performed well in areas of capacity building in Quality assurance, staff mobility programme, coordinating centres of excellence and projects in EAC and beyond. The most frequent expectations include development of quality assurance tools and key benchmarks, capacity building especially for online instruction, leadership, resource mobilization, increasing staff in mobility programmes, and more focus on research and innovation. The use of media and communication tools to foster a quality culture in higher education institutions was highly recommended.

III. EVALUATION OF THE 2016 – 2021 STRATEGIC PLAN

The IUCEA Strategic Plan 2016 – 2021 was externally evaluated and this section features extracts from the report aligned to the 5 strategic objectives. The dashboard method was used to capture the progress of each strategic action (set target), it details the progress made in the implementation of each planned strategic actions. The dashboard score for the strategic performance was aggregated in terms of the overall score.

Table 3: Summary of performance on Strategic Objectives 2016-2021

- 55% of the targets made positive progress and what was reported was full achievement.
- 18% of the targets could not be tracked or insufficient information available to qualify level of achievement
- 13% of the targets had mixed progress as what was reported was partial achievement and not final outputs
- 9% deterioration or no progress made in achieving the set targets which calls corrective action in the next strategic planning phase
- 5% hard to interpret results due to lack of baseline data to track progress.

Performance Assessment by Strategic Objective

S.O 1. Enhance IUCEA's capacity to effectively fulfil its vision and mission

Of the 7 strategic interventions identified under this development objective, three (3) were considered to have been fully implemented representing 42.8% while four (4) were partially achieved representing 57.1%.

S.O. 2 Enhance university contribution to regional innovation and competitiveness through improved research management and coordination within universities and collaborations with public, private and civil society partners

Out of the five strategic interventions, three of them were considered fully achieved representing 60%. Other two of them also, representing (40%) were partially achieved.

S.O. 3 Transform IUCEA into a regional information hub for integrated higher education

A total of three (3) strategic interventions were identified. Performance of this strategic intervention shows that one (1) strategy was fully achieved representing 33.3% and two strategic interventions had no progress at all, representing 66.7%.

S.O. 4 Advocate for and foster the implementation of the EA Common Higher Education Area.

Out of the five (5) strategic interventions, three (3) were considered to have been partially achieved representing 60% while the remaining two (2) had no progress at all, representing 40%.

S.O. 5 Strengthen the capacity of universities to manage transformative higher education and research for sustainable development.

Three (3) strategic interventions were identified under this development objective and two strategic interventions are considered to be fully achieved representing 67%.

Financial Performance

Financial performance was assessed in terms of the sources of funds that supported implementation of the strategic interventions. The projected cost of implementing the IUCEA Strategic Plan 2016 - 2021 was USD 43,532,000. The Council's Budget for the strategic plan for the reporting period was projected at USD 38,659,276. Amount received from Partner States, member universities and Development Partners amounted to USD 26,968,547 falling short of the projected budget at 70% with an absorption rate of 61.2% over the period under review. On budget sources, IUCEA received 58% from Partner States (38%) from development partners and (4%) from member universities.

Key lessons Learnt and Recommendations

- 1. The Need for Visibility:** IUCEA activities are not well publicised and therefore, available opportunities should be exploited for enhanced visibility.
- 2. Leadership Training Programmes:** The university leadership training programmes need to be implemented as planned.
- 3. Membership to IUCEA:** Should be enhanced by reaching out to potential members by demonstrating the benefits of being part of the IUCEA brand.

4. **Establishment of Centers of Excellence (CoE), incubators and Scholarships** are commendable initiatives as they are linked to the current developmental challenges.
5. **The Need to cope with evolving priorities of stakeholders:** IUCEA should prioritize capacity building of universities to manage transformative higher education and research, and to address the ever-evolving priorities of stakeholders.

The Priority interventions that have not recorded substantial progress need to be factored in the new strategic plan 2021-2026. These include:

- I. Fast-tracking the construction of IUCEA headquarters phase II;
- II. Conduct a survey to establish number of research and innovations patented and intellectual property protected;
- III. Finalise the development of Higher Education Management Information System (HEMIS);
- IV. Consolidating and broadening networks with relevant regional and international organizations;
- V. Establish at least one IUCEA funded centre of Excellence in each of Partner States; and
- VI. Conduct an analysis on staff and student's mobility to identify creation of collaborative research platforms.

IV. STRATEGIC PLAN 2021 - 2026

IV.1.1 Rationale and scope of the Strategic Plan

The IUCEA Strategic Plan for the period 2021 – 2026 outlines broad strategic Objectives of the Institution and the East Africa Community and sets specific strategies and targets for the next five (5) years. As one of the institutions of the EAC, IUCEA Strategic Plan is also informed by the 6th EAC Development Strategy 2021 - 2026. The implementation of this strategic plan will steer the region, stakeholders and particularly member Universities to greater heights. The Strategic Plan will provide an opportunity for various stakeholders in the region to share a common positive mind-set and promote regional integration for the community. This strategy is driven by the desire to set up quality education systems to provide the EAC with efficient human resources adapted to the region's core values. For this to happen, there is need to "reorient region's education and training systems to meet the knowledge, competencies, skills, innovation and creativity required to nurture East Africans and promote sustainable development at the national, regional and continental levels". Higher education, scientific research and TVET are increasingly singled out as concerns for EAC Partner States with higher education providing a conducive environment for the development of STI. The broad outline of this strategic plan encompasses key priority implementation of existing projects and those to come. A number of implementation challenges that were identified in the evaluation of the 2016-2021 Strategic Plan have been given attention in this Strategic Plan. These include among others; visibility, resource mobilisation and improvement of staffing levels.

IV.1.2. Strategic Plan Goal

The goal of the Strategic Plan 2021 – 2026 is "A *Transformative Higher Education for a globally competitive knowledge-based and industrialized economy for integrated EAC*".

IV.1.3. Principles of the Strategic Plan

During the implementation of this Strategic Plan, IUCEA intends to deploy five major principles as stated below:

- **People centred:** IUCEA will develop and share knowledge management products with the end-user and audience in mind.

- **Committed to accuracy:** IUCEA will ensure that the knowledge and information it shares is accurate, honest, and appropriately credited.
- **Culture of Trust and Accountability:** This is important to ensure effective regional transformation through continuous exchange between actors for feedback and learning.
- **Purpose driven:** Knowledge management will respond to the needs and demands of IUCEA's audiences and stakeholders, with the purpose of improving sustainable development.
- **Holistic, inclusive and equitable education:** Commitment to ensure participation of all people irrespective of sex, age, race, colour, ethnicity, language, religion, political opinion, national or social origin, as well as persons with disabilities, refugees, and other vulnerable people.
- **Responsiveness to cross cutting issues:** IUCEA will ensure that education addresses cross cutting issues like climate change, gender, and emerging issues like pandemics (Covid-19, Ebola, etc.).

IV.1.4. Strategic Plan development Objectives

The strategic objectives below articulate a set of high-level results that IUCEA intend to achieve by 2026 in order to fully reorient East African education and training systems towards the achievement of the SDG 4; *“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”* Under each strategic objective, a set of intermediate-level strategies and targets, are provided to specify key elements and results. These priority areas will be the basis for action plans for implementing the IUCEA 2021 - 2026.

SO.1: Advocate for and foster the implementation of the EAC Common Higher Education Area

The Declaration by Heads of State of the EAC Partner States on the Transformation of the EAC into A Common Higher Education Area during the 18th Summit in May 2017 came at the midst of implementation of

the IUCEA Strategic Plan 2016-2021. Thus, in order to fulfil the Objective of the Declaration to attain a fully harmonized and integrated higher education and training system in the EAC, IUCEA deemed it paramount to designate this specific Strategic Objective for this purpose. It is therefore expected that in the next 5 years, the resolve of the Summit as entailed in the Declaration will be realized by ensuring wider consultative and participatory approach in implementing the Common Higher Education Area.

The expected outcome of this strategic objective: The Higher Education systems regionally (EAC) harmonized with effective mutual recognition of qualifications and mobility of staff, students, graduates and professionals within the region and beyond and that graduates of the system shall exhibit the core values of the community.

Strategies;

1. Implement a communication and advocacy plan for the and advocacy plan for the implementation of the EAC-HEA.
2. Ensure compliance with requirements for implementation of the EAC-HEA.
3. Implement the EAC accreditation system of programmes
4. Operationalize the East African Qualifications Framework for Higher Education (EAQFHE).
5. Coordinate the operationalization of the Regional Quality Assurance Framework.
6. Promote mainstreaming of the meaning and value of East African Unity including professionalism, accountability, transparency, team work and unity in diversity in university curricula
7. Strengthen regional and international higher education Staff Mobility programmes.
8. Integrate TVET systems into the operationalisation of the common Higher Education area
9. Develop effective engagement mechanisms between IUCEA secretariat and the Partner States' Higher Education commissions and councils and professional bodies.

10. Develop institutional partnership with institutions with goals similar with the IUCEA goal
11. Develop institutional partnership with organizations within the South-South and global networks whose missions are similar with the IUCEA

S.O.2: Establish and Implement university leadership training programmes in the region for a world class postgraduate supervision, teaching, and learning.

Leadership is an important factor for organizational success. The objective of the IUCEA Leadership programme is to impart leadership knowledge, skills, practices and peer learning experiences for Transformational Leadership and management in universities in order to inspire all institutional leaders at various levels.

The expected outcome of this strategic objective: Leadership, management and outputs of universities are continuously improved and responsive to the needs of the EAC

Strategies;

1. Develop and implement the IUCEA Higher Education Leadership Programme (HELP).
2. Develop and implement IUCEA multi-sectoral capacity building programme for leadership in research and community engagement.
3. Develop and implement an IUCEA capacity building programme or academic teaching and learning .
4. Strengthen academic thematic cluster collaborations among scholars, researchers and practitioners.
5. Establish and implement a training programme for postgraduate supervisors
6. Establish collaboration and benchmarking interactions with higher education stakeholders in the region and globally.

S.O 3: Establish and Implement a regional information hub for integrated higher education

Modern technology continues to inform changes in different sectors of society including education. Rapidly disrupting innovations have made higher education systems more complex when it comes to administration, governance, and management of its services. Universities are challenged by 21st century demands such as service expansion, increased volumes of new and diversified market demands, with quality assurance, high increase of expenditures and the high need to adapt to new digital environment. With emergence of new disruptive technologies, universities are striving to implement information-based systems that can help in educational data management. Accurate data will enable the Higher Education sector achieve its goals. IUCEA will leverage technology to implement a harmonized Higher Education Data Warehouse to serve as an information portal.

The expected outcome of this strategic objective: Harmonized Higher Education Statistics for the EAC accessible at IUCEA Information portal.

Strategies;

1. Regional Framework for Higher Education Data management and sharing developed and rolled out.
2. Develop the EAC - Higher Education Information Systems and Research Repository

S.O 4: Advocate for a digital learning infrastructure that focuses on enhancing quality and innovation of teaching and learning in higher learning institutions in EAC

Increase in access and utilization of ICT services will have a significant positive impact on the socio-economic status of the EAC. Demand for higher education is increasing due to a growing youth population. This implies that enrolling a massive number of secondary education graduates require additional infrastructure and innovative modes of web-based delivery. Efforts are to be made to ensure widespread deployment of ICT infrastructure and services at every Higher Education institution.

The expected outcome of this strategic objective: Enhanced access to and use of technology in teaching and learning in HLIs in order to bridge the digital divide gap.

Strategies;

1. Undertake regular studies to assess the use of ICT in higher education and research in EAC
2. Develop minimum Quality Assurance Standards for Digital Learning Centers (DLC).
3. Accelerate progress on digital learning and skills including reducing the digital divide.
4. Establish an East African Research and Education Network (EAREN) to foster collaboration between NRENs.
5. Showcase best practices on digital learning and skills with potential for scaling-up
6. Capacity building of the University community on use of digital solutions in teaching and Research.
7. Operationalize the Digital Learning Management platforms at IUCEA

S.O 5: Develop Universities, research and innovation centres' capacity for regional research and innovation that cater for a balance between knowledge generation and product/policy innovation in collaboration with industries and other stakeholders

The focus of SO5 is research and innovation and in an environment with great need and scarce resources, collaboration is central to this objective. Clarke and Byne (2020) have identified two key ingredients to research success; "bringing together in one place of the most successful researchers and the focusing of resources upon them" and "the need to co-associate researchers in different academic disciplines". This objective seeks to create a culture of collaboration between researchers in different disciplines, universities, research and innovation centres and industries.

The expected outcome of this strategic objective: Academics, industrialists, and innovators collaborating in knowledge generation, translation and realization processes, contributing to the EAC knowledge-based economy.

Strategies;

1. Partnership between universities and industry/public and private productive sector promoted and supported
2. Collaborative research and development programmes strengthened
3. Establishment of a multipurpose research and innovation incubation centre at IUCEA for capacity building through high level think tank workshops on regional solutions for regional problems
4. Research/innovation/incubation centres, and centres of excellence promoted in universities
5. Promotion of gender equity in research and innovation
6. Research management capacities enhanced
7. Establish international collaboration networks in research and innovation
8. Take a leadership role in development of an EAC regional research agenda and strategy
9. Partnership between HEIs and industry/public and private productive sector for bridging skills gap supported and promoted

S.O 6: Strengthen Institutional Capacity and Governance of Inter-University Council for East Africa to discharge its mandate effectively and efficiently

The SO6 ensures appropriate staffing and improvement of staff working conditions to enhance staff satisfaction and institutional competitiveness through diversification of resource mobilisation mechanisms, process improvement and strengthening of planning, monitoring and evaluation. In addition, this objective envisions the improvement of ICT capacity, good governance and legal framework, and administration of the Institution. The following are strategies derived from it for better implementation and follow up.

The expected outcome of this strategic objective: Efficiently and effectively coordinated higher education sector for the socio-economic transformation of the region.

Strategies;

1. Digitalise IUCEA operations
2. Strengthen IUCEA human resource capacity
3. Improve governance and legal framework of IUCEA
4. Construct and manage IUCEA Headquarters' buildings
5. Enhance and diversify IUCEA financing, resource mobilisation and sustainability mechanism
6. Strengthen planning, monitoring and evaluation capacity at IUCEA
7. Improve IUCEA operational processes to meet international best practices
8. Improve IUCEA visibility regionally and internationally
9. Attract new Universities/HEIs from Partner States to become members of IUCEA

IUCEA STRATEGIC PLAN (2021 - 2026) DEVELOPMENT MATRIX

Table 3: Strategic Plan Development Matrix

| STRATEGIC GOAL: Transformative Higher Education for a knowledge-based and industrialized economy for integrated EAC | | |
|--|--|--|
| Strategies | Set Targets | Performance Indicators (OVIs) |
| SO. 1. Advocate for and foster the implementation of the EAC Common Higher Education Area | | |
| Outcome: The Higher Education systems regionally (EAC) harmonized with effective mutual recognition of qualifications, and mobility of staff, students, graduates and professionals within the region and beyond | | |
| Implement a communication and advocacy plan for the implementation of the EAC-HEA. | A communication and advocacy plan developed. | Approved communication and advocacy plan in place. |
| | A plan to rollout the communication and advocacy plan developed. | Approved rollout plan developed. |
| | A Communication and advocacy plan implemented. | No of policy briefs developed and disseminated. Dissemination workshops conducted. Shared multimedia information (TV, Radio, social media, etc.) |
| | Implementation of the communication and advocacy plan assessed. | Annual assessment of the plan conducted. |

STRATEGIC GOAL: Transformative Higher Education for a knowledge-based and industrialized economy for integrated EAC

| Strategies | Set Targets | Performance Indicators (OVIs) |
|---|---|---|
| Ensure compliance with requirements for implementation of the EAC-CHEA. | A regional policy framework guiding compliance developed and approved by the Executive Committee | Approved compliance policy framework in place. |
| | Guidelines for operationalization of compliance policy framework developed and approved. | Approved guidelines for operationalization of compliance policy framework in place. |
| | Implementation plan to operationalize the CHEA developed and approved. | Approved implementation plan to operationalize CHEA in place. |
| | Capacity building on EAC-CHEA implemented. | No of participants oriented on CHEA (disaggregated by agreed category). |
| Implementation of the EAC accreditation system of programmes | Capacity building for implementation of accreditation system conducted | Number of participants trained |
| | Accreditation system Piloted and finetuned | Revised accreditation system in place |
| | EAC accreditation system advocated for and disseminated | Number of dissemination and advocacy means and events |
| | Planning and M&E tool for the accreditation system developed | Planning and M&E tool in place |
| | Planning, implementation and monitoring of the system conducted (20 programmes per year starting with ACE II) | Number of programmes accredited regionally |
| Coordinate the operationalization of the East African Qualifications Framework for Higher Education (EAQFHE). | At least three (3) policy instruments for operationalization of the EAQFHE developed and approved. | Number of policy instruments developed and approved. |
| | EAC Higher education policy and strategy developed and approved. | Approved EAC Higher Education Policy and Strategy in place. |
| | Capacity building on EAQFHE implemented. | Training log in place. No of participants oriented on CHEA. |

STRATEGIC GOAL: Transformative Higher Education for a knowledge-based and industrialized economy for integrated EAC

| Strategies | Set Targets | Performance Indicators (OVIs) |
|--|---|---|
| | 12 Stakeholders' sensitization workshops on EAQFHE organized. | Number of sensitization workshops organized |
| | Guideline for QF M&E developed and disseminated | Guideline for QF M&E in place. No of dissemination sessions conducted |
| Coordinate the operationalization of the Regional Quality Assurance Framework. | Cluster benchmarks for academic programmes including benchmarks for French and Swahili developed. | Number of cluster benchmarks developed. |
| | QA Guidelines for Open, Distance and e- Learning developed and approved. | Approved guidelines in place. |
| | QA Guidelines for research (Research Excellence Framework) developed, approved and disseminated | Approved QA guidelines for research in place |
| | Quality and Capacity indicators/norms developed, approved and disseminated | Approved quality and capacity indicators/norms |
| | Two (2) cohorts of capacity building programme in QA organized. | Training log in place. No of participants oriented (disaggregated by agreed category) |
| | Annual QA networking and dialogue event held. | No of QA networking events |
| | Guidelines for QA M&E developed, approved and disseminated. | Approved guidelines for QA M&E in place. |
| | Annual tracer studies for beneficiaries of the QA capacity building programme conducted. | No of tracer studies conducted. |
| | Advocacy for benchmarking of the competency-based curriculum development approach in HEIs. | <ul style="list-style-type: none"> No HEIs participating in the benchmarking Number of Benchmarks developed using the competence-based education approach |
| | Assessment and advocacy on interventions related to quality of pre-university education | <ul style="list-style-type: none"> No of advocacy events on interventions related to quality of pre-university |
| | Digital content for QA capacity building programme developed and approved. | Approved QA digital content in place. |

STRATEGIC GOAL: Transformative Higher Education for a knowledge-based and industrialized economy for integrated EAC

| Strategies | Set Targets | Performance Indicators (OVIs) |
|---|---|--|
| Promote mainstreaming of the meaning and value of East African Unity including professionalism, accountability, transparency, team work and unity in diversity in university curricula. | Develop guidelines for incorporation of ethics and values into university curricular in member universities | Guidelines developed, approved and disseminated |
| | Advocate for inclusion of EAC values in subject benchmarks developed | EAC values incorporated in the subject benchmarks developed |
| | Develop and pilot pedagogical course on integration of ethical values from multi-disciplinary perspectives | Course developed and piloted in at least one cohort. |
| | Advocate for institutionalization of in-country, regional and international staff mobility programmes in member Universities. | Number of member Universities institutionalizing staff mobility. (Agreed standards and/or practices for institutionalization in place and approved). |
| | At least 50 staff of member Universities are supported by IUCEA to participate in annual exchange programmes. | No of staff participating in mobility programmes. (Disaggregated by Country & gender). |
| | Management information systems for universities developed through technical staff mobility | No of universities involved |
| | Advocacy programmes for staff mobility implemented. | No of advocacy programmes |
| | At least 10 staff of member of universities are supported by IUCEA to participate in global exchange programme annually | No of staff participating in global mobility |

STRATEGIC GOAL: Transformative Higher Education for a knowledge-based and industrialized economy for integrated EAC

| Strategies | Set Targets | Performance Indicators (OVIs) |
|--|---|--|
| Strengthen regional and international higher education Students Mobility programmes. | Advocate for institutionalization of in-country, regional and international student mobility programmes in member Universities. | Number of universities initialising students' mobility |
| | At least 100 students are supported annually by IUCEA to pursue postgraduate studies outside their Country but within EAC Partner States. | No of students supported to study outside of their Country (annually). Disaggregated by level, Country & Gender). |
| | Advocate for, and include students from marginalized / disadvantaged population/communities in the student's mobility programme, 50 scholarships annually | Number of participating students from among the marginalized population/communities |
| | At least 300 students under IUCEA donor funded projects supported in regional mobility annually | Number of supported students (disaggregated by level and gender) |
| | At least 50 students under IUCEA donor funded projects supported in international mobility annually | Number of supported students (disaggregated by level and gender) |
| | At least 50 students among refugees and internally displaced persons supported in regional mobility annually | Number of supported students (disaggregated by level and gender) |
| | IUCEA led regional scholarship programme developed | IUCEA Scholarship programmes in place |
| | Regional scholarship programme involving at least 100 students annually implemented | Number of regional students |
| | IUCEA led regional university students' internship programmes established | IUCEA university student's internship programmes in place |
| | Regional internship programmes implemented involving 50 students annually | Number of students in regional internship programmes |
| The IUCEA led Fees Structure Model policy and operational guidelines adapted in the EAC Partner States | EAC Higher Education Fees Structure Model policy and operational guidelines in place | |

STRATEGIC GOAL: Transformative Higher Education for a knowledge-based and industrialized economy for integrated EAC

| Strategies | Set Targets | Performance Indicators (OVIs) |
|---|--|--|
| | Operationalization of the harmonized tuition fee structure model in IUCEA member universities advocated for and adapted | Advocacy modes and events |
| Involve TVET systems into the operationalisation of the Common Higher Education Area | Engagement of TVET regulators/ Authorities and Institutions in CHEA enhanced | Advocacy modes and events |
| | TVET Benchmarks developed | No of TVET programme benchmarked |
| | Qualifications/Occupational standards developed | Qualifications/Occupational standards document |
| Establish a framework for higher Education students' engagement in IUCEA functions | Framework for students' engagement in IUCEA developed by 2022 | Framework document for HE students' forum in place |
| | Involve students in at least 3 IUCEA forums per annum beginning in 2023 | No of forum |
| Develop effective engagement mechanisms between IUCEA secretariat and the Partner States' Higher Education commissions and councils and professional bodies | An ad-hoc committee of the CHEA standing committee (comprising IUCEA, HE Commissions/Councils and professional bodies) established | Ad-hoc committee in place and operational |
| | Capacity building forums for the ad-hoc committee on the CHEA held | Number of Capacity building forums |
| | The roadmap towards the implementation of the CHEA developed and implemented | Roadmap in place |
| Develop institutional partnership with organizations within the South-South and global networks whose missions are similar with the IUCEA | At least 5 partnerships with south-south global higher education players developed | Number of partnerships organized |

STRATEGIC GOAL: Transformative Higher Education for a knowledge-based and industrialized economy for integrated EAC

| Strategies | Set Targets | Performance Indicators (OVIs) |
|------------|-------------|-------------------------------|
|------------|-------------|-------------------------------|

SO, 2: Establish and Implement university leadership training programmes in the region for world class postgraduate supervision, teaching, and learning

Outcome: Leadership, management and outputs of universities are continuously improved and responsive to the needs of the integrated EAC

| | | |
|---|---|---|
| Develop and implement the IUCEA Higher Education Leadership Programme (HELP) | Design of HELP reviewed (Structure, content, delivery mode, facilitators.) | Reviewed design of HELP |
| | Implementation plan of reviewed HELP developed. | Implementation Plan in place |
| | Capacity building programme for university leadership implemented involving 2 cohorts each 25 universities. | No trained by cohort & University participated. |
| | A coaching and mentorship programme for junior leaders developed and implemented. | Coaching and mentorship programme in place |
| | Regional and international forums for peer learning and sharing of experiences on leadership conducted | No of participants |
| | M&E of HELP implemented | Schedule of implemented M&E |
| Develop and implement IUCEA multi-sectoral capacity building programme for leadership in research and community engagement. | Multi-sectoral capacity building programme designed (Structure, content, delivery mode, facilitators.) | Multi-sectoral programme design in place |

STRATEGIC GOAL: Transformative Higher Education for a knowledge-based and industrialized economy for integrated EAC

| Strategies | Set Targets | Performance Indicators (OVIs) |
|---|--|--|
| | Implementation plan of the multi-sectoral capacity building programme developed | Implementation Plan in place |
| | Capacity building programme involving at least 100 participants annually, implemented | No of participants |
| | M&E of Multi-sectoral capacity building programme implemented | Schedule of implemented M&E |
| Develop and implement an IUCEA capacity building programme for academic teaching and learning | Capacity building programme for active teaching and learning, embracing use of technology designed | Design of the capacity building in place |
| | Implementation plan of the active teaching and learning capacity building programme developed | Implementation Plan in place |
| | Capacity building programme involving at least 150 participants annually, implemented | No of participants |
| | Dialogue sessions addressing QA challenges between basic education and higher education stakeholders, held. | Modes and no of dialogue sessions conducted |
| | M&E of the active teaching and learning capacity building programme implemented. | Schedule of implemented M&E activities |
| Strengthen academic thematic cluster collaborations among scholars, researchers and practitioners | Thematic clusters framework developed and implemented | Thematic clusters Framework |
| | Establishment of networks of research experts in various thematic areas promoted (conferences, journals seminars, publications,) | No of networks of research experts established |
| | Joint development of thematic programmes developed (teaching, learning, research and community engagement) | No of joint thematic programmes developed |

STRATEGIC GOAL: Transformative Higher Education for a knowledge-based and industrialized economy for integrated EAC

| Strategies | Set Targets | Performance Indicators (OVIs) |
|--|--|--|
| Establish and implement a training programme for postgraduate supervisors | Capacity building programme for postgraduate supervisors designed | Design of the capacity building programme in place |
| | Implementation plan of the postgraduate supervisors' program developed | Implementation Plan in place |
| | Capacity building programme involving at least 60 participants annually, implemented | No of participants |
| | M&E of the postgraduate supervisors' programme implemented | Schedule of implemented M&E |
| Establish collaboration and benchmarking interactions on leadership training with Higher Education stakeholders in the region and globally | 2 regional and 2 global collaboration and benchmarking interactions established | Number of regional and global collaborations established |
| SO3: Establish and Implement a regional information hub for integrated higher education | | |
| Outcome: Harmonized HE Statistics for the EAC accessible at IUCEA Information portal. | | |
| Regional Framework for Higher Education Data management and sharing developed and rolled out. | Regional framework on data management and sharing developed, and approved | Regional framework operational. |
| Develop the EAC - Higher Education Information Systems | Benchmark the Similar systems for harmonized HE Information Management | Harmonised HE information management system in place. |
| | HEIS developed and tested | HEIS in place and operational |
| | Advocate for populating the data by Partner States | Number of Partner States available in the HEIS |

STRATEGIC GOAL: Transformative Higher Education for a knowledge-based and industrialized economy for integrated EAC

| Strategies | Set Targets | Performance Indicators (OVIs) |
|--|---|---|
| Develop the EAC - Research Repository | Benchmark the Similar systems repository | Harmonised HE information management system in place. |
| | EAC - Research Repository developed and tested | HEIS in place and operational |
| | Functional Regional Research repository at IUCEA. | RRR in place and operational |
| | Advocate for the Regional Research Repository to be populated by users (researchers and member universities) | No of resource accessible on the repository No of universities with repositories |
| SO4. Advocate for a digital learning infrastructure that focuses on enhancing quality and innovation of teaching and learning in higher learning institutions in EAC | | |
| Outcome: Enhanced access to and use of technology in teaching and learning to HLIs in order to bridge the digital divide gap | | |
| Undertake regular studies to assess the use of ICT in higher education and research in EAC | Biannual report on the status of ICT in HE in EAC to inform policy decisions by Partner States, Universities and other stakeholders Published | No of published biannual reports |
| | Position papers advocating for affordability / access to Internet prepared | No of position papers |
| | Member universities supported to have access to email and internet | No of universities using institutional email |
| Develop minimum Quality Assurance Standards for Digital Learning Centers (DLC). | Situational Analysis and Benchmarking of the existing models conducted | Status of HLIs with the DLC |
| | An ad-hoc committee from the PFHR standing committee on ICT4E (comprising IUCEA, HE Commissions/ Councils and NRENs established | Ad-hoc committee in place and operational |
| | Capacity building forums for the ad-hoc committee on the ICT4E held | Number of Capacity building forums |
| | Roadmap for accelerating digital learning developed and operationalized | Roadmap operationalized. |

STRATEGIC GOAL: Transformative Higher Education for a knowledge-based and industrialized economy for integrated EAC

| Strategies | Set Targets | Performance Indicators (OVIs) |
|---|---|---|
| Showcase the best practices on digital learning and skills with potential for scaling-up | Bi-annual capacity building workshops on sharing of best practices with potential for scaling-up held | <ul style="list-style-type: none"> - Number of participants, - Best practices shared. |
| Establish an East African Research and Education Network (EAREN) to foster collaboration between NRENs. | Advocate for the establishment of NREN in all EAC Partner States | No of new NRENs established and functional |
| | EAREN established and coordinated by IUCEA | EAREN in place. |
| | Education free data roaming in the region deployed. | Number of Education Hotspot in the region |
| | Awareness for nationally/regionally hosted content and zero-rated education services increased. | No of services hosted nationally and accessible at Zero-rate |
| Continuous capacity building of the University community on use of digital solution in teaching and Research. | Training material for Technology Transfer for Digital Solution developed | TT training document in place, |
| | Technology Transfer programme in the EAC conducted. | Type and Number of TT Number of beneficiaries of TT |
| | Use of technology in teaching, Learning and research promoted. | Number of institutions using technology, |
| | At least 70% of IUCEA member institution have an identity management system to support access to education resources. | Number of universities with IdM |
| Operationalize the Digital Learning Management platforms at IUCEA | Digital learning management platforms with at least 4 courses per annum populated. | Number of courses |
| | Advocate for the usage of the IUCEA LMS | Number of EAC LMS users |

STRATEGIC GOAL: Transformative Higher Education for a knowledge-based and industrialized economy for integrated EAC

| Strategies | Set Targets | Performance Indicators (OVIs) |
|--|--|--|
| S.O 5: Develop Universities, research and innovation centers capacity for regional research and innovation that cater for a balance between knowledge generation and product/policy innovation in collaboration with industries and other stakeholders | | |
| Outcome: knowledge-based economy sustained in the EAC | | |
| Partnership between universities and industry/public and private productive sector promoted and supported | Networks for collaboration between universities, researchers and public and private productive sector developed and supported. | No of networking agreements |
| | At least 5 Interactive forums between thematic experts from universities, community in research and the productive sector facilitated | No of interactive forums No of themes of thematic areas for the forums |
| Collaborative research and development programmes strengthened | Collaborative relationships with universities, research development partners and research organizations developed | No of collaborative relationships No of joint projects and programmes |
| | Peer-reviewed authorship of relevant local content, integration related matters and other academic materials promoted | No of textbooks, articles, conference papers, journals, etc. developed and published |
| | At least 5 Interactive forums involving policy makers in Partner States on the advancement of research and innovation organized | No of policy makers participating and engaged No of policy briefs developed |
| Establishment of a multipurpose research and innovation incubation centre at IUCEA for capacity building through high level think tank workshops on regional solutions for regional problems | A multipurpose research and innovation incubation centre with state of the art electronic and physical resources established at IUCEA HQ | The research and innovation incubation centre in place and operational |
| | At least 5 high level research and innovation incubation think tank workshops on regional solutions for regional problems facilitated | No of research projects generated |
| | Two regional research innovation projects initiated and funded by IUCEA are completed and published and/or patented. | Publication and/or patent arising from the projects |

STRATEGIC GOAL: Transformative Higher Education for a knowledge-based and industrialized economy for integrated EAC

| Strategies | Set Targets | Performance Indicators (OVIs) |
|--|--|---|
| Research/innovation/incubation centers, and centres of excellence promoted in universities | Research and innovation hubs created and supported | No of Research/incubations/ innovation hubs created and operational |
| | At least 2 CoE in the EAC Partner States Established | No of the CoE established |
| | R&I products patented and intellectual property protected | No of R & I products patented and protected |
| Promotion of gender equity in research and innovation | Advocate for gender parity in research and innovation | Gender ratio among research awardees |
| | IUCEA funded/coordinated research projects integrate gender dimension | Number of male and female in the research teams |
| Research management capacities enhanced | At least 20 Trainings in research management in universities conducted | No of trainings conducted |
| | Database on researchers and research activities in the region developed | Research database in place and operational |
| Partnership between HEIs and industry/ public and private productive sector for bridging skills gap supported and promoted | Critical skills gap to be met through training at both technical and vocational and university level identified | Skills gap survey |
| | Subject benchmarks in identified areas developed or reviewed | Number of subject benchmarks developed/ or reviewed |
| | Collaborative curriculum development and / or review for training among technical and vocational instructions and industry, public and private sector promoted | Number of curricula developed or reviewed |
| | Collaborative curriculum development and review for training among universities and industry, public and private sector promoted | Number of curricula developed or reviewed |

STRATEGIC GOAL: Transformative Higher Education for a knowledge-based and industrialized economy for integrated EAC

| Strategies | Set Targets | Performance Indicators (OVIs) |
|--|---|---|
| Take a leadership role in development of an EAC regional research agenda and strategy | Collaboration with at least 3 other EAC institutions on research engagement established and operationalized | Collaboration engagement events |
| | At least 2 joint research projects or programmes with other EAC institutions developed | Number of joint research projects |
| Establish international collaboration networks in research and innovation | 3 international collaboration agreements established and operationalized | Number of operationalized collaboration agreements |
| SO, 6: Strengthen Institutional Capacity and Governance of Inter-University Council for East Africa to discharge its mandate effectively and efficiently | | |
| Outcome: Efficiently and effectively coordinated higher education sector for the socio-economic transformation of the region | | |
| Digitalize IUCEA operations | ICT policy and operational procedures updated | Revised ICT Policy |
| | ICT infrastructure upgraded and maintained. | ICT infrastructure upgraded and maintained |
| | IUCEA records management policy developed | Records management policy developed and operationalized |
| | Functional integrated management information systems that support automation of IUCEA internal business processes developed | Integrated Systems in place |
| | 100% of IUCEA Secretariat Business Processes are digitalized and fully automated | Paperless Office in place |
| Strengthen IUCEA human resource capacity | IUCEA staffed to at least 90% of established positions | Number of established positions filled |
| | Capacity building needs assessment of IUCEA staff conducted | Staff capacity building plan developed |
| | Staff undergo training in areas identified | Number of staff trained |
| | Working environment and conditions improved | % Of Staff satisfaction with working environment |
| | Review of IUCEA workload of the established position | Number of positions reviewed |

STRATEGIC GOAL: Transformative Higher Education for a knowledge-based and industrialized economy for integrated EAC

| Strategies | Set Targets | Performance Indicators (OVIs) |
|---|--|---|
| Improve governance and legal framework of IUCEA | Amendments and approval of IUCEA Act, Protocol and Headquarter Agreement fastpacked | IUCEA Act, Protocol and Headquarters Agreement amended and approved |
| | Implementation of all directives and decisions of the IUCEA Governance Organs monitored | Number of directives and decisions implemented |
| Construct and manage IUCEA Headquarters' buildings | IUCEA Headquarters' Phase II building Completed | Headquarters building in use |
| | IUCEA Headquarter facilities maintained | Facilities maintained as scheduled |
| Enhance and diversify IUCEA financing, resource mobilization and sustainability mechanism | Resource mobilization Strategy developed | Strategy document in place |
| | Resources to the tune of USD50M for research, Innovation and scholarships mobilized | Amount of money mobilized for research and innovation and scholarships |
| | Fundraising mechanisms developed | Number of fundraising mechanisms in place |
| | At least 5 new partnership agreements with Development Partners signed and operationalized | No of agreements signed and operationalized |
| | advocacy and dissemination on IUCEA research agenda on specific focus on funding and resource mobilisation | proposals submitted Number of resources fundraised |
| Strengthen Planning, monitoring & evaluation capacity at IUCEA | Planning, Monitoring and Evaluation systems established and operational | Functional PME systems in place |
| | Monitoring and Evaluation plan developed | M&E Plan in place |
| | Monitoring and Evaluation Tools developed and approved | M&E tools in place |
| Improve IUCEA operational processes to meet international best practices | IUCEA service charter developed | Service charter in place |
| | IUCEA internal processes and systems are integrated and automated. | Number of processes and system integrated and automated ISO certified 9001 |
| | Annual unqualified audit opinion on financial statements received | Number of unqualified audit opinion received |

STRATEGIC GOAL: Transformative Higher Education for a knowledge-based and industrialized economy for integrated EAC

| Strategies | Set Targets | Performance Indicators (OVIs) | |
|--|--|---|--------------------------------|
| Improve IUCEA visibility regionally and internationally | IUCEA Communication strategy implementation plan developed | Implementation plan in place | |
| | Communication strategy implementation plan implemented | Implementation status of the plan | |
| | IUCEA Corporate image rebranded | Brand identity guidelines developed | Number of IUCEA assets branded |
| | | Country focal point contact at the National commission/council for Higher Education established | |
| | MEACAs engaged in enhancing IUCEA visibility | Number of engagement events organized | |
| Attract new Universities/HEIs from Partner States to become members of IUCEA | Showcase the institutional profile, services, products and benefits to universities | Number of campaigns run to Partner States universities | |
| | Membership management and repackaging the annual membership fees improved | Number of universities fully paying membership fees | |
| | Engagement of member universities into various IUCEA activities improved | Number of universities participating in various IUCEA activities | |
| | National Councils for higher education to reach out to non-member universities engaged | Number of new universities joining IUCEA | |

IV.2. Critical Success Factors for change

Critical success factors for change are developed to link and align with the strategic plan goal of IUCEA. These factors influence how individual employees and teams support and do their part in contributing to the strategic plan. Each Critical Success Factor is identified to support the achievement of a specific strategy and guide the creation and tracking of Key Performance Indicators (KPIs). The six Critical Success factors below were selected for IUCEA Units/Department to contribute to success of IUCEA objectives and their successful execution should generate a positive outcomes and create meaningful value for the Institution.

Professional and Motivated Staff:

The high level of involvement of employees ensures clearer understanding of the strategic plan, increases their commitment to ensure successful execution of the strategic plan. Investment in human capital is critical for wealth creation and employment. The key components of human capital include good health promotion, nutrition, education and skills development which leads to a professional staff. For this strategic plan to fully be implemented, the Institution requires qualified, professional and motivated staff that can lead innovation.

Results Driven:

The implementation of the IUCEA Strategic Plan 2021 – 2026 will be motivated by success and passion about working and achieving higher results by; (i) keeping focus on achieving results as per set goals; (ii) keeping focus on tasks and activities that are related to achieving the results; (iii) defining all related tasks and activities in terms of results to be achieved and, (iv) putting the required level of effort needed to accomplish tasks and activities. The IUCEA implementation team will operate with personal ownership and look for ways to improve performance, display strong commitment, set ambitious targets, and take calculated risks all with the aim of delivering added value to service delivery to the community.

Deepening Integration Approach:

Deepening integration will be the driving force during the implementation of the IUCEA Strategic Plan 2021 – 2026. Regional integration has considerable potential for driving more robust and equitable economic growth as well as promoting poverty and unemployment reduction in Africa. Regional integration increases competition in the local market,

which in turn increases productive efficiency and price convergence across countries and regions. Regional integration also promotes the transmission of technological innovation and enables countries to compete with more advanced economies on the international market. Promotion of higher education in the region to train highly qualified labour in an integrated manner will create incentives for governments to adopt less distortionary policies.

Operational Efficiency:

Operational efficiency broadly refers to the ability of an Institution to deliver quality services with fewer resources. IUCEA shall maintain high levels of operating efficiency, to generate greater results/achievements per intervention/project with the same resources. Operational efficiency goes beyond cost management and draws strategies that look internally and externally at an organization's performance processes. By understanding this strategy, IUCEA shall identify areas where inefficiencies exist and determine how to improve them creating a win-win scenario: optimal output for the institution and an exemplary service delivery to the community.

Strengthening Partnerships:

Partnership will be a key instrument during the implementation of IUCEA Strategic Plan as it leads to achieving results that could be out of reach for an entity operating alone. A successful partnership enhances the impact and effectiveness of action through combined and more efficient use of resources; promotes innovation; and is distinguished by a strong commitment from each partner. To achieve sustained success, IUCEA will enter into collaborations and partnerships during the implementation of the Strategic Plan 2021 – 2026.

Effective Communication:

Strategic Planning processes are successful when a bottom up and top-down communication approach is taken. The strategic plan will be communicated to stakeholders for inputs and contributions and guidance onto successful strategic implementation processes and approaches. IUCEA recognizes that public awareness is a critical component of achieving the aspirations of the Strategic Plan and the full realization of regional integration agenda. IUCEA will use multiple communication

channels to disseminate knowledge of regional integration, popularize the Strategic Plan 2021 - 2026 and advise stakeholders including IUCEA staff, Universities and other institutions of the key activities and benefits.

IV.3. COVID-19 Mitigations and Measures

The outbreak of the COVID-19 pandemic has put the world of higher education under great pressure. It has significantly challenged university policies and forced Higher Education Institutions (HEIs) to swiftly change their status quo, ways of working and their environments, dramatically shaking up communities. COVID-19 related challenges include; deficiencies in ICT infrastructure to facilitate distance and online learning; poor teacher and learner preparedness for online learning; exclusion of marginalised and disadvantaged learners and inadequate online content amongst many others. Even though there was corrective effort to support the Education by different players such as Coursera, Edx, Microsoft and others, the Universities did not cope easily since the HEIs had to suspended teaching and learning due to physical lock downs. IUCEA in its 2019 Annual Meeting resolved to encourage universities to use ICT and to facilitate continuity of teaching and learning in higher education institutions affected by COVID-19, IUCEA plans the following interventions:

1. Conduct a regional survey on the impact of COVID-19 on HEIs in the EAC.
2. Build the capacity of faculty to facilitate teaching and learning through online platforms
3. Train university staff responsible for IT to improve capacities in integrating and maintaining online learning and teaching solutions such as Learning Management Systems (LMS)
4. Build and improve access to relevant infrastructure for online teaching and learning platforms

IV.4. Risk Management and assumptions

In this context, risk management will be an ongoing process, involving Management, all Units and other personnel. It will be a systematic approach to set up the best course of action to manage uncertainty by identifying, analysing, assessing, responding to, monitoring and communicating risk issues/events that may have an impact on the ability of IUCEA to successfully achieve its strategic objectives.

Potential Strategic and Operational Risks

The implementation of the interventions proposed in this Plan poses a number of potential risks (refer to Table 4. IUCEA will put in place a Risk Management (RM) system to monitor these risks closely and explore responsive strategies and mitigating measures. The RM system will include a risk register that will be maintained and regularly reviewed to ensure effective management of the risks.

In response to the identified risks, IUCEA has a number of response options. Table 4 rates the potency of each risk and summarises some of the mitigating measures and planned management strategies.

Table 4: Key Assumption, Risk and Mitigation strategies

| Low Likelihood | Medium Likelihood | High Likelihood | | |
|---|---|---|--------|--|
| Assumption/ Risk | Causes | Consequences | Rating | Risk Management strategy |
| 1) Inadequate financial resources mobilized to implement all planned activities. | Delayed and declining contribution from Partner States and member institutions. | Failure to implement all planned activities as scheduled. | Medium | IUCEA will develop a comprehensive strategy to mobilise resources. |
| 2) Staffing gap to implement the strategic plan. | Delayed recruitment. | Slow take-off in some activities. | Medium | Accelerate filling of vacancies. Continuous staffing capacity building. External consultants to be used prudently. |
| 3) Slow progress by Partner States and/or universities in adopting and/or reforming their training systems to conform to a common frame of reference. | Low awareness of the benefits and opportunities that CHEA creates. | Delayed realization of mutual recognition of qualifications. Lower mobility rates. | High | Develop and implement communication and advocacy plan. Develop and rollout policy framework to regulate and enforce implementation of key elements of CHEA. |

| Assumption/ Risk | Causes | Conse- quences | Rating | Risk Manage- ment strategy |
|--|---|---|--------|--|
| 4) Insufficient performance tracking and evaluation. | Lack of effective system & tools | Difficulty in ensuring effective program targeting and assignment of scarce resources | Medium | M&E framework developed with indicators and targets. Keep track of progress of the program beneficiaries. |
| 5) Failure to collect and aggregate higher education statistics at national level. a | Inadequate capacity or system at the national councils and commissions. | No centralized higher education statistics at IUCEA. | High | Develop a framework harmonizing the requirements for higher education statistics for the region. |
| 6) Assets management | Failure to safeguard and maintain IUCEA assess. | Assets not properly utilized. Accidents, loss of resources. | Medium | Effective mechanism for: asset register; proper assets disposal and insurance of assets. |
| 7) Compliance | Failure to comply with key legislation or legal requirements (legislation, political involvement, investment standards, protocol, intellectual property etc.) | External censure and financial loss and damage due | Medium | Put in place compliance and monitoring function. Develop tools, checklists for enforcing compliance. Embed compliance in performance management system. Report all issues of non-compliance Conduct compliance audits. |

| Assumption/ Risk | Causes | Conse- quences | Rating | Risk Manage- ment strategy |
|---|--|---|--------|---|
| 8) ICT Systems | Failure in ICT System. | Service de- livery inhibited hence affecting IUCEA op- erations. | Medium | <ol style="list-style-type: none"> 1. IT strategy implementation 2. Enhance ICT Policy, procedures and guidelines awareness. 3. Set up business continuity plans. |
| 9) Academic fraud and declining quality of university outputs | Mushrooming universities and competition for resources | Failure to recognize qualifications from some universities Youth and graduate unemployment | High | <ol style="list-style-type: none"> 4. Harmonization of quality standards. 5. Implementing the EAC Qualifications Framework. 6. Enforce the inspection programmes among Partner States. |

V.RESOURCE MOBILISATION AND SUSTAINABILITY

V.1. Institutional Arrangements & organisational structure

The IUCEA institutional arrangements and organisational structure are set as follows:

1. The governance structure which comprises of the Council of Ministers at the EAC level and the IUCEA Secretariat at Institutional level.

2. The IUCEA Annual Meeting (comprises of universities, university colleges, other Degree Awarding Institutions, and currently stands at 134 members (July 2021) universities; and from all Partner States; Ministry in charge of Education, Commissions/Councils for Science & Technology, Commissions/Councils for Higher Education and the East African Business Council representing the private sector).
3. The Executive Committee and its sub-committees. The current (2021) standing committees are: - Scholarship Students and Staff Mobility Committee - Planning, Finance and Human Resources Committee - Quality Assurance Committee - Common Higher Education Area Committee - Audit Committee
4. The Secretariat- IUCEA Secretariat is headed by an Executive Secretary deputised by 2 Deputy Executive Secretaries, one heading the Divisions of Higher Education and Research Support Systems (the only filled position) and the other, the Division of Planning, Finance and Administration. The current Secretariat staffing stands at 28 contract staff, 8 Project staff and 1 temporary staff.

Membership

IUCEA membership comprises of universities, university colleges, other degree awarding institutions, and currently stands at 134 members (July 2021) HEIs distributed in all Partner States. However, there are more than 300 HEIs in the EAC. HEIs membership to IUCEA is by application but a review of the IUCEA Act 2009 proposed that all HEIs in EAC should automatically be members.

V.2. Current Resources (Human & Financial)

The human resources at IUCEA Secretariat are currently headed by an Executive Secretary deputized by one Deputy Executive Secretary. The current Secretariat staffing stands at 2 Executive Staff, 19 Professional Staff, 10 general staff, 9 Project Staff and one temporary staff. The institution has 45 established positions of which 31 are currently filled. IUCEA is currently funded through contribution from Partner States, Member HEIs, and grants from Development Partners. The remittance of funds from Partner States and Member HEIs has been slow over the years and this has led to the accumulation of arrears and consequently delay in the implementation of various strategic interventions. Currently IUCEA has 2 ongoing World Bank

funded projects that is ACE II and EASTRIP which are ending in December 2023 and December 2024 respectively. The institution is implementing the EAC/KfW Scholarship Project phase I which is ending in December 2023 and phase II of the same project which is about to start will run for a period of five years. IUCEA also collaborates with other development partners such as SIDA, GIZ, DAAD and AfDB funding.

V.3. Resource Needs (Capital, Human & Financial)

Completion of the IUCEA Headquarters phase II will be key to the implementation of some of the strategic interventions that are envisaged by IUCEA. Phase II will provide adequate office space for the growing functions and expanding needs. The capacity of some units at IUCEA such as the research and innovation unit requires enhancement and inadequately staffed units will need support in order to fully implement their roles. IUCEA has to come up with creative resources mobilization strategies to attract more funding from development partners.

V.4. Budget estimates for implementation of the Strategic Plan 2021 – 2026

Table 5: Budget Estimates

| No | Description of SO | Budget estimates for SP 2021 – 2026 ('000) | | | | | TOTAL |
|----|--|--|------------|------------|------------|------------|-------|
| | | FY 2021/22 | FY 2022/23 | FY 2023/24 | FY 2024/25 | FY 2025/26 | |
| 1 | Advocate for and foster the implementation of the EAC Common Higher Education Area | 1,000 | 900 | 1,150 | 1,150 | 1,000 | 5,200 |

| No | Description of SO | Budget estimates for SP 2021 – 2026 ('000) | | | | | |
|----|---|--|------------|------------|------------|------------|-------|
| | | FY 2021/22 | FY 2022/23 | FY 2023/24 | FY 2024/25 | FY 2025/26 | TOTAL |
| 2 | Establish and Implement university leadership training programmes in the region for world class postgraduate supervision, teaching, and learning | 750 | 1,050 | 1,000 | 850 | 500 | 4,150 |
| 3 | Establish and implement a regional information hub for integrated higher education | 500 | 600 | 800 | 500 | 400 | 2,800 |
| 4 | Advocate for a digital learning infrastructure that focuses on enhancing quality and innovation of teaching and learning in higher learning institutions in EAC | 670 | 650 | 645 | 550 | 805 | 3,320 |

| No | Description of SO | Budget estimates for SP 2021 – 2026 ('000) | | | | | |
|----|---|--|------------|------------|------------|------------|--------|
| | | FY 2021/22 | FY 2022/23 | FY 2023/24 | FY 2024/25 | FY 2025/26 | TOTAL |
| 5 | Develop a regional research and innovation agenda for Higher Learning Institutions (HLIs) in collaboration with stakeholders that caters for a balance between knowledge generation and product/policy innovation | 1,900 | 3,500 | 3,630 | 2,970 | 3,600 | 15,600 |
| 6 | Strengthen Institutional Capacity and Governance of Inter-University Council for East Africa to discharge its mandate effectively and efficiently | 2,400 | 4,000 | 4,250 | 3,200 | 3,300 | 17,150 |
| | GRAND TOTAL | 7,220 | 10,700 | 11,475 | 9,220 | 9,605 | 48,220 |

VI. PLANNING, IMPLEMENTATION, MONITORING AND EVALUATION

Overview of the Monitoring and Evaluation

The implementation, planning, monitoring and evaluation of this Plan will be regular, effective and rigorous. The processes involved will be guided by IUCEA's wealth of experience in coordinating and facilitating implementation of EAC higher education policies, strategies, frameworks and programmes. With a number of operational guidelines, this Plan will be implemented in an institutional context that is considerably enhanced by the gains of an effective and efficient organisation. Staff will be optimally deployed across all the strategic priorities of this Plan with emphasis on teamwork, participatory management and results-oriented individual and team performance. There will also be use of regional experts to complement the in-house skills mix in a cost-effective manner, but with considerable care to avoid over out-sourcing of professional functions that are primary responsibilities of staff.

Monitoring and evaluation under this Plan will be conducted at regular intervals to ensure that performance matches expected outputs, outcomes and impacts. To facilitate the monitoring and evaluation process, the performance monitoring and evaluation framework will be finalized and followed. The framework, provide appropriate indicators to be measured at all results level and operations. During this Strategic Plan, we will conduct two independent external evaluations of the performance of IUCEA with the first conducted in June 2023, and the second at the end of 2025. The following principles will be followed while undertaking the evaluations:

- Relevance: the continued relevance of the strategic plan's goal and strategic objectives in light to the dynamic environment during and after its implementation;
- Efficiency: extent to which the management of the Strategic plan implementation were within budget;
- Effectiveness: the extent to which outputs were translated to outcomes;
- Value for money: maximising the impact of money spent in the implementation of the Plan;

- Sustainability: continuity of IUCEA programme results will after project implementation.

Planning, M&E Implementation

The overall objective is to support coordination of responsible individuals and stakeholders in undertaking monitoring and evaluation of the plan. The M&E strategy will guide generation of data for: (i) evidence-based planning; (ii) accountability; (iii) monitoring and evaluating policies, programmes and projects; (iv) institutional learning; and (v) decision making. The planning department shall oversee the coordination and implementation of the Plan. It will compile updates on implementation progress semi-annually. The semi-annual and annual reports will be compiled and internal progress reviews organized every year in January and August.

Planning Monitoring & Evaluation Task Schedule

Table 6: planning monitoring and Evaluation Task Schedule

| Key events | Purpose/description | Output | Lead Agency | Time framework |
|--------------------------------|---|----------------------------------|-----------------------|------------------------------|
| Annual priorities/plans | Annual priorities shared (derived from strategic plan). | Priorities and budget estimates. | Departments or units. | Q1 |
| Semi-annual updates. | Implementation progress. | Reports | Departments or units. | Q3 (January) and Q1 (August) |
| Stocktaking report | Updates on EAC-HEA. | Report | Ad-hoc committee. | August |
| Pro-gramme and sector reviews. | Progress review meetings. | Meeting | Planning unit | Q3 (January) and Q1 (August) |
| Mid-term evaluation | Assess progress of strategic plan at mid-term | Progress report | Planning unit | Dec 2023 |

| Key events | Purpose/description | Output | Lead Agency | Time framework |
|------------------|--|-------------------|---------------|----------------|
| Evaluative study | Assess overall implementation of the strategic plan. | Evaluation report | Planning unit | July 2026 |

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