



## EAST AFRICAN COMMUNITY

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### IN THE EAST AFRICAN LEGISLATIVE ASSEMBLY (EALA)

#### The Official Report of the Proceedings of the East African Legislative Assembly

#### 111<sup>TH</sup> SITTING - SECOND ASSEMBLY: FOURTH MEETING – FOURTH SESSION

Wednesday, 6 APRIL 2011

*The East African Legislative Assembly met at 2.30 p.m. in the Chamber of Deputies, Rwanda National Assembly, Kigali.*

#### PRAYER

*(The Speaker, Mr Abdirahin Abdi, in the Chair.)*

*The Assembly was called to order.*

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#### MOTION

**FOR THE CONSIDERATION AND ADOPTION OF THE REPORT OF THE COMMITTEE ON REGIONAL AFFAIRS AND CONFLICT RESOLUTION ON THE ON-SPOT ASSESSMENT OF THE EAC/GTZ SMALL ARMS AND LIGHT WEAPONS (SLAW) INTERVENTION PROJECTS IN RWANDA, UGANDA, BURUNDI, KENYA AND TANZANIA**

**The Chairperson, Committee on Regional Affairs and Conflict Resolution (Mr. Abdul Karim Harelimana (Rwanda):** Mr. Speaker, Sir, I beg to move:-

THAT, the report of the Committee on Regional Affairs and Conflict Resolution on the On-Spot Assessment of the EAC/GTZ Small Arms and Light Weapons (SALW) intervention projects in Rwanda, Uganda, Burundi, Kenya and Tanzania be adopted.

**Mr. Mike Sebalu (Uganda):** Seconded.

**Mr. Harelimana:** Mr. Speaker Sir, we were able to lay the Report last week. It is a very big Report of at least 56 pages.

Mr. Speaker, Sir, Legislatures fulfil a number of important functions in a democracy: *they represent the people*, reflecting and bringing their needs, aspirations, problems, concerns, and priorities to the policymaking and policy-amending process; *they make laws*, the rules that govern a nation and/or region; and *they exercise oversight*, assuring that laws and programmes are carried out legally, effectively, and according to legislative intent. The

representation function is fundamental, for it shapes the democratic character of the other two functions. Legislatures can legislate and conduct oversight, but without effective mechanisms of representation, they cannot be democratic, and are not likely to act in the interest of society as a whole.

1. Laws and public programmes often do not turn out as expected or intended, whether due to design flaws, implementation problems, or social or economic changes. Hence intervention by the legislature may be needed to detect and correct problems. Thus, sustainable oversight promotes accountability of the executive more effectively.

Mr. Speaker Sir, it is against the above background that the East African Legislative Assembly's (EALA's) Committee on Regional Affairs and Conflict resolution (RACR) carried out an *on spot assessment* of the East African Community/German Technical Cooperation on issues of Small Arms and Light Weapons (EAC/GTZ-SALW) interventions in the region. The Committee divided into five Teams made a five-day on spot assessment of the projects in Rwanda, Uganda, Burundi, Kenya and Tanzania from 9<sup>th</sup> – 13<sup>th</sup> March 2010, 7<sup>th</sup> – 12<sup>th</sup> November 2010 and 21<sup>st</sup> – 26<sup>th</sup> November 2010 respectively.

The five Teams held discussions with officials of the Ministries of the EAC Affairs, the Ministries of Internal Security and/or Affairs, the National Defence Forces, the National Police Forces and the National Focal Point Committees on SALW of the Member States as well as the Regional Centre for Small Arms (RECSA) in Nairobi - Kenya. The Teams visited Arms Registries and Arms Marking Machine centres in: Kigali – Rwanda, the National Police headquarters; Kampala – Uganda, the Lugazi Police Station; Bujumbura – Burundi; Nairobi – Kenya, the Kenyan National Police Headquarters; and Dar-Es-Salaam – Tanzania. The Teams had the opportunity to visit Arms Destruction Workshops in: Kigali - Kanombe Barracks; and Bujumbura – within the Army Barracks; Dar-Es-Salaam - Kurasini Police Arms Destruction Centre. While the Rwanda Team also visited Mutobo Demobilization and Reintegration Camp for Ex-Combatants from Congo DRC and had live dialogue with them, the Tanzanian Team visited Mzinga Corporation in Morogoro which manufactures and or imports engineering products and commercial explosives.

**Objective:**

Mr. Speaker Sir, the Committee carried out its oversight role by visiting and assessing activities on the ground pertaining to the project. The on-spot assessment had the following specific objectives:

- (a) To comprehend and appreciate SALW project activities in the EAC;
- (b) To understand the functioning of the EAC/GTZ SALW initiative;
- (c) To brainstorm on the challenges faced in the implementation of the Project;
- (d) To visualize challenges; and
- (e) To carry out a comprehensive review of SALW activities and report back its findings to the Assembly.

**Methodology:**

Mr. Speaker Sir, in carrying out its mandate, the Committee employed various methods, which included the following:

- (a) review of literature on EAC/GTZ SALW Intervention Project in all EAC Member States;
- (b) review of media reports including radio, print and electronic;
- (c) meetings and interactions with the ministries of EAC Affairs, defense, internal affairs; chief of defense forces, inspector generals of police, NFP Coordinators and designated SALW Committees, government officials, civil society organizations and various stakeholders in the fight against proliferation of illicit SALW; and
- (d) Field visits to arms marking, destruction and demobilization centres.

**Observations and Conclusions**

Mr. Speaker Sir, the Committee was impressed by a number of good practices from the EAC/GTZ SALW Intervention Projects in the five EAC Member States visited. They range from:

- (i) Multidisciplinary approaches used such as awareness raising campaigns, sports, drama and economic empowerment as incentives to voluntary disarmament contributed significantly to social behavioural change on the fight against illicit SALW.
- (ii) Community economic empowerment has thus far been found more significant in realizing considerable progress in actions against SALW. This is evident in most of the incentives for income generating activities given to communities engaged in illicit firearms.
- (iii) Streamlining gender strategies aimed at addressing the problem of illicit SALW is highly important. Women have shown the capacity to persuade family and community members to surrender illicit SALW, especially when they were trained and actively participated in peace building programmes.
- (iv) Although there is remarkable political will and involvement of the government authorities in the fight against illicit proliferation of SALW in the sub-region; decreasing demand, possession and use of illicit SALW still require coordinated initiatives, especially in the sensitization process and economic empowerment of communities, through income generating activities as incentives and rewards.
- (v) Since voluntary disarmament approach involves community ownership and participation, there is need for stakeholders in action against illicit proliferation of SALW should consider taking on board various stakeholders including authorities and opinion leaders.

Mr. Speaker Sir, finally, the Committee would like to thank the following personalities and institutions for having facilitated the on spot assessment to all EAC Partner States:

- (i) The Rt. Hon. Speaker EALA for working an extra mile in facilitating and making sure that the Committee got the funding to enable it to carry its oversight functions effectively in all the five EAC Member States;
- (ii) The Officials of the EAC Member States responsible for the fight against proliferation of illicit SALW for the warm reception, hospitality and courtesies extended to the delegations during their on spot assessments;
- (iii) The Office of the Clerk for ensuring that all logistics were in order prior to the on spot assessments to the respective EAC Member States; and
- (iv) All Members of the Committee for their active participation of the EAC/GTZ SALW intervention project.

### **Recommendations**

Mr. Speaker Sir, while there are registered tremendous achievements in actions against illicit SALW, it is important to note that there is still a long way to go in tackling the problem of illicit proliferation and misuse of SALW.

The impact of the wide availability and use of SALW in many parts of our sub-region impedes economic development and poverty reduction efforts. It is thus significant that EAC governments and development partners engage more fully in arms control and reduction measures and appropriately integrate armed violence into mainstream development policies and programmes.

Much more efforts are needed in harmonizing cross-border activities against illicit small arms, such as cross border awareness meetings, information sharing and creation of cross-border anti-SALW community clubs. This will ensure the level of progress in addressing the problem of small arms in border communities shared by two or more countries.

In tackling the problem of illicit firearms, it is important to consider the strong link between small arms, conflict and development programmes. To realize more tangible results from actions against illicit SALW, stakeholders need to allocate enough resources to economically empower the communities through income generating activities.

There is need for the EAC Member States governments to set aside sufficient budgets and manage the most sensitive security components of the peace and security programmes and not leave them under foreign expatriates as that would amount to compromising the future security of the sub-region.

Awareness campaigns on illicit SALW should be extended to both primary and secondary schools. This will ensure involvement of children for early warnings and information sharing on the problem of illicit proliferation of SALW.

Mr. Speaker Sir, I submit the report of the Committee on Regional Affairs and Conflict on the on-spot assessment of the projects in Rwanda, Uganda, Burundi, Kenya and Tanzania from 9<sup>th</sup> – 13<sup>th</sup> March 2010, 7<sup>th</sup> – 12<sup>th</sup> November 2010 and 21<sup>st</sup> – 26<sup>th</sup> November 2010 respectively for deliberations and adoption.

I beg to move.

*(Question proposed)*

**Mr. Mike Sebalu (Uganda):** Thank you very much Mr. Speaker. I do rise in support of this Report that has been ably presented by the Chairperson of the Committee. He has given us a very good brief of what transpired. I just want to make a few additions in terms of illustrating some of the issues that we encountered while in the field.

First of all it was indeed a good exercise that gave us the opportunity as a Committee of Parliament to undertake our responsibility of oversight over a very important and strategic project that is being implemented in various partner States and coordinated at the regional level by the secretariat. I want to move to page 55 and specifically address myself to recommendation 240 as indicated therein. The specific aspect that I want to address myself to is to do with our partner States to engage more fully in arms control and reduction measures. This is a very important aspect given that we are in the process of reducing the effects SALW. If we do not deal with the supply side, if we do not mitigate at that level to make sure that we control and ensure that reduction is undertaken, then this exercise maybe ending up in futility.

It is therefore, important that partner States do take this very seriously in terms of ensuring that all leakages that lead to SALW ending up in wrong hands are dealt with in a manner that is sustainable so that we do not get this problem escalating. Although these attempts are registering good results, it needs to be sustainable in that respect.

Mr. Speaker, Sir, when you go to recommendation 2.4.3 this is another area that we really need to look at and follow to ensure that at the end of the day we do not get a bad deal. The recommendation as read, there is need for EAC partner States to set aside sufficient budgets, manage the most sensitive security components of the Peace and Security Programmes, and not leave them under foreign expatriates, as that would amount to compromising the future security of the sub-region. The example I want to bring is to do with the experience we got in the Republic of Burundi. I did lead a group to Burundi and while there we witnessed something, we think needs to be checked for the future security of our region in general and partner States in particular.

We did go to a military provision where these arms are supposed to be destroyed from and the armoury where they are kept. What disturbed us was to find that the key to this armoury was in the possession of an expatriate a French man. We could not even access the facility before this French man could give us an objection. We were with officials from Burundi and it is within the barracks. Even then, the security does not seem to be ensured or guaranteed and an expatriate must keep the key. Our concern was in the whole Republic of Burundi there is no single Burundian who can take charge of this key and take possession of this strategic installation.

Mr. Speaker, Sir, in as much as we need help there are certain strategic aspects of it that must be within our own capacity to deal with if we are to manage our security and some of these

aspects on sustainable basis. We did raise this matter with the authorities who were also concerned but it appears those arrangements were within the agreements that were made in terms of the support that was being given. So this recommendation does not only apply, I have just brought this example to illustrate that there are so many grey areas in terms of operationalizing some of the arrangements we have with our development partners that leave us very vulnerable as partner States in particular and a region in general. So, we must ensure that whatever arrangement we go into there are those interests that must never be left open so that we have certain aspects of our security being protected to a level that would make us safe as partner States and a region.

I do not ever see a possibility of an arrangement where one of our own can be given a responsibility of that nature in any of the Western security installations or establishments. So for us to be that magnanimous and let a whole armoury be in the hands of an expatriate... He opened for us and gave us a time frame. He had to lock and we had to move away. I really found that to be a bit disturbing given that I was in the East African Region doing work within our region. This recommendation is very important in order to mitigate those kind of scenarios.

Mr. Speaker, Sir, this project is doing tremendously well and I think we have been able to make some achievements. However, for us to be sustainable in this aspect we really need to deal with the internal arrangements. When we went round we were looking at those capacities to be built from within. I think it would be more sustainable also for us as a region to engage our neighbours some of whom are part of the supply side. We have got the SALW corridor moving all the way from Eritrea, Ethiopia and Somalia and running through the corridor. If we deal with the internal aspects well without engaging with those other neighbours with the view of controlling the entry of illegal, illicit SALW within our region then it may not be sustainable. So, a mechanism needs to be worked out to ensure that there is some working arrangement and collaboration with the neighbouring States to ensure that they put in place mechanism that can control the entry into our region. Otherwise, when we deal with our internal arrangements and we do not manage the entry then it can be counter-productive as well.

Finally, this project is funded by GTZ and it is run as a project something that makes me fear that assuming that the GTZ pulled out one day, would this project be sustainable? Would we still push it and yet it is important in as far as it has a bearing on the security and peace within our region. I would like to encourage as this Report has also indicated that our partner States set aside good funding provisions from their budgets to ensure that we domesticate this activity. We have got support of the ground and it is up and running but to make it more sustainable it is imperative that our Governments do make budgetary provisions to ensure that we sustain this activity in a manner that would ensure and guarantee our security. Likewise there is need for money to be made available at the secretariat not to have this run as a project but to create a mechanism of sustainability at the regional level so that then it can be coordinated and overseen in a manner that would make it useful to the region.

Otherwise, I support the Report and the recommendations that are therein. They are very good recommendations that will add value to our region in terms of riding us of this menace of SALW which are responsible for some of the criminality that we see in the region and compromise the security of the region.

**Dr. Aman Kabourou (Tanzania):** Mr. Speaker, Sir, let me also take this opportunity because it is my first time to speak in Kigali, this time round, to thank the Government and Parliament of Rwanda for – (*Interruption*) -

**The Speaker:** Have you been quiet since you came to Kigali or is it in the House that you have not spoken?

**Dr. Kabourou:** Mr. Speaker, Sir, in this Assembly.

Let me just thank them for everything as I am used to saying. We have been happy for these ten to 14 days. I hope this will continue to be the case next time round.

Mr. Speaker, Sir, let me say that I am also a member of the Regional Affairs and Conflict Resolution Committee and that I participated in some of the activities written here. I was part of the ground that visited Burundi and Tanzania. Now, maybe I should from the very beginning support what hon. Sebalu has said about this business of having NGOs in military facilities. Honestly I do not even know the qualifications of those people who are in charge of the weapons in the military base. Were they just civilians or soldiers? Do they belong to NATO? Do we know what they say to NATO alliance about Burundi's preparedness? Again, Burundi is part of the EAC. This is terrible. We do not know these people. Were they vetted? We are not sure.

That brings me to an even more important issue; if the issue is illicit SALW because we are talking about "illicit". These things are owned by ordinary citizens, people might not have any military training and therefore, they cannot be a threat to the military. You begin to wonder why one partner State in the EAC has this under the military and Tanzania where I visited also has this activity under the police. Is this a criminal issue or a military strategy matter? Why do we not tell the GTZ, the guys from Germany who run the SALW programme or project to first of all have an agreement with the EAC on how we want to treat this matter? Is it military issue or is it simply a criminal issue?

After that, I would also want to know if in trying to minimize the possession of these SALW we look at the origins of the weapons. By that, I mean is it possible to find somebody with a weapon, which has not been registered to allow them to continue having it if they seem innocent enough? That is; this is a guy who just bought a gun and they want to use it for hunting or maybe they even made their own gun. Now, they did not register anywhere because it was not necessary because they made it themselves. It is good technology for Africans. Now, the police come to this person and tell him' "Okay, gun you have a locally made gun". The guy then says, "Fine, I have it. I use it for hunting. Before I go hunting I get some authorization from the Ministry of Wildlife". Is it possible for the Government to say, "Register your gun and keep it"? I do not like this idea of just, simply because you have a gun it is a crime. I have a gun. I have not killed anybody. I have not used it in any robbery and now I am not supposed to have it because it is a gun. I do not understand because in some other countries these things are like in the Constitutions. In the United States; the First amendment, the right to bear arms. I mean having a gun; that is allowed as long as you do not commit any crimes with these things. In Africa the moment somebody sees you with a gun it is a crime.

Mr. Speaker, Sir, this is terrible for me. I think there is a lot of victimization here. If you look at the arms industry anywhere in the world, it is probably at the cutting edge of technology. If a person can make a gun, you know they have acquired good technology. In Africa we need

these kinds of people. We cannot victimize them. We were in Tanzania, the Ministry of Defence and the Ministry of Home Affairs, the officers there told us that even this business of people starting to wear military uniforms...I said what is wrong with that? If a person just bought a cloth in a store and those things were bought from wherever they were made, suddenly they are being victimized for wearing a military type cloth. I do not think it is the law anywhere, Mr. Mwinyi, honestly. This is a cloth and in many other countries these things are allowed. Here in Africa because we have this difficulty with small arms, maybe you have people in Uganda who are fighting wars because of whatever reasons and we have some examples in here, Lakwena and other people who obtained arms illegally. That is another issue but is it just any arm? That is what I do not like.

Mr. Speaker, Sir, I know this is a little controversial but we cannot simply accept anything because somebody wants to help us with some money to do this or that. Every single machine that is used in this programme comes from somewhere in Europe. We do not make them ourselves. We even got into some minor quarrel with my friend Hon. Lotodo I think in Nzinga and we wanted to know how many African countries make guns. We realized that perhaps except for South Africa nobody else makes guns. Therefore, all the guns that we have we literally imported from the Europeans, Chinese or whoever else it is. And there comes the good fellow who says, "Okay guys if you have guns you can bring them to us and we will destroy them". All these things have been bought by African resources. I do not care if somebody smuggled and took gold out to Belgium or England and bought guns. That is an African asset that has been used over there. Now they are coming to tell us, you chop off these guns, they do not mean anything to you. Yes, I can understand, we need good governance in Africa. Yes, we do not want people running around beating up people, stealing their property like in Karamoja and other places in Kenya where people literally have to have guns. This is because somebody can come even from Ethiopia and want to steal their cattle, what should they do?

Mr. Speaker, Sir, with all these recommendations what I am trying to say here is that we have to make a distinction. We have to have a clear stand on what it means for somebody to have a gun. If this gun is not used illegally to kill people, rob banks and we find the individual with the gun, do we have any right to say you have no right to bear guns? Do we want to think twice and say maybe it is time some African have their own arms to protect themselves?

Thank you.

**The Speaker:** Hon. Kabourou, they cannot procure arms, they have spears so they can use African spears instead of guns.

**Ms. Dora Byamukama (Uganda):** Mr. Speaker, Sir, thank you for giving me this opportunity to make some comments on this very important Report. I would like to congratulate Committee for coming up with this very important Report.

Mr. Speaker, Sir, I would like to make some three broad points and also propose some additional recommendations. The Committee may be able to throw some more light on these issues. Following on what Dr. Kabourou said, I can appreciate where he is coming from but I would like to say that maybe if the Report had articulated clearly the causes as to why people in the East African region and our neighbours feel that they should have SALW then we would be able to address these issues more. If we look at the end results it would be like we are mopping the floor when the tap is still running.



Mr. Speaker, Sir, allow me to highlight the fact that right now the fact that we have as our neighbours and this is common knowledge, Southern Sudan, the Democratic Republic of Congo and other areas which have traditionally had SALW, clearly shows that this will still continue to be a major issue and this Committee should continue to work on this issue with the diligence it has already shown. Let me just say that some of the courses, apart from the lack of a Government which is very authoritative like in the case of some of the neighbours, some of the causes are based on the fact that there is also wide spread unemployment. When you have wide spread unemployment, these young people take up arms for all kinds of activities. Apart from that we also have the problem which has come up from the international regime of terrorism. Connected to this is the issue of trafficking of persons. So as we talk about free movement of persons the issue of SALW becomes a reality because amongst those people who will be travelling across the borders there will be people who will be travelling with these SALW.

Apart from all these, I would like to agree with hon. Dr. Kabourou that lack of adequate security from the Government also makes people take up arms. Therefore, just like in the case where people may lose confidence in the justice system and start committing what is called mob justice which is actually not justice, it is an indicator that people do not feel comfortable that the Government is in position to protect them. Therefore, we need to look at some of these courses because the Report has focussed very much on the issue of voluntary disarmament. I think there is also another aspect, which we need to look at; the fact that this is criminals.

This is my second point. I know if you combine the two when arguing you may lose out on one but the fact that this issue of illegal possession of firearms is criminal should not be left out. People should be reminded that if you have SALW and you do not have a license to possess them then it is a criminal act and is punishable.

So, when you look at the Firearms Act of the different partner States I think we need to go back understand and appreciate, for example, if you are found to be illegally possessing a gun in the Republic of Uganda will you face the same punishment as if you are committing the same act in the Republic of Tanzania, Rwanda, Burundi or Kenya? If I can spend one month or six months in jail for possessing an illegal arm then it is not prohibitive enough for me. Therefore, I may cross over to another country which will not punish me as harshly. I would like to urge the Committee to consider looking at the Firearms Acts and laws of the partner States with the aim of us coming up with a legal regime which will enable us to regulate on how firearms should be possessed. Even in the USA the fact that you have a firearm does not guarantee you security. The security that is guaranteed is the fact that if you have a firearm, your neighbour has a firearm. So if you shoot they also shoot. Most likely the law will take its course maybe in a swifter manner.

Now talking from the East African perspective, I think we need to look at this closely and ensure that our laws are harmonized and that all our people know that possessing a firearm is illegal. Much as there is amnesty for voluntary disarmament this cannot be sustained forever.

Mr. Speaker, Sir, I would like to move on to another point which was addressed in the Report. This point is under observations. I thought maybe from these observations and conclusions which is on page 53 we would make a recommendation. It reads:-

*“Streamlining gender strategies aimed at addressing the problem of illicit SALW is highly important. Women have shown the capacity to pursued family and community*

*members to surrender illicit SALW especially when they were trained and actively participated in peace building programmes”.*

This is a very important point and a point that maybe should have been brought up and developed in the recommendations so that there is more training, participation by all the other groups that are usually marginalized. Of course, this include young people as is noted in the curriculum, the women as well as others who may not usually be included in such programmes.

Linked to this particular observation is the fact that all the East African partner States are signatories to the UN resolution 1825 on Peace Building and Post-Conflict. This Resolution obliges all member States to pay special attention to needs of women, children and traditionally marginalized groups in the peace process. Therefore, I would like to urge the Committee to follow up and assess as to whether the East African partner States are actually operationalizing this very important UN Resolution so that this observation is further enhanced by this particular activity.

With those few comments, I would like, once again, to thank the Committee and to state that I support the Motion.

**Ms. Margaret Zziwa (Uganda):** Thank you very much Mr. Speaker, Sir. I want to say that I am a member of the Committee. I just want to add my voice in thanking the chairperson in the able presentation of this Report, which has been precise. Considering the volume and the amount of work and time, which was invested in this exercise, I want to say thank you very much.

Specifically to add one or two other areas, which I think, were very intriguing to me as a person. I went to Kigali to Rwanda, I was able to appreciate together with my Committee that when we talk about SALW really it is a wide range of ammunitions. Actually, in most cases we tend to think it is only this shotguns but is actually a very wide range. The extent for which this problem affects our region is quite vast. I want to say that this issue is very important. We also need to lease at an appropriate time, maybe with other initiatives within the greater region. That also coincides with the suggestion, which Hon. Dora was talking about, with other initiatives within the region or in the greater ambit of the region on the courses. In addition to insecurity, which the areas maybe experiencing the initiatives which other organizations may have, we need to borrow a leave on some of them. The problem is big, but of course, this was mainly to make sure that these weapons are marked so that they are tracked. Where they come from perhaps may not be a question on this equation yet it is a problem. I think at an appropriate time we need to find out the sources. We need also to find out what initiatives are there for instance in the great lakes region conference there is an extensive arrangement, which covers the other 11 States within the Great Lakes Region. In some instances, these are areas of origin of these small arms; the zone around the far Eastern border with Kenya, that is a very volatile area. The areas around the Western part of Uganda, the northwestern part is also very volatile and others. So we need to find out what other initiatives can be helpful to make sure that the proliferation of SALW is reduced to the minimal.

The second one I want to commend is the effort which I saw in Rwanda which was being undertaken by the Rwandan Government on the victims of SALW in that those people who have been carrying the small arms and light weapons, of course again, not ignoring what hon. Dora has brought to the Floor; the issue of the law. In Rwanda they acknowledge a thing that

yes many of these victims who carry SALW could have been circumstantial. Circumstances could have arisen from this problem. They established a rehabilitation centre where these people are taken and rehabilitated. I think it should be an important initiative particularly in areas where there has been conflict. The courses of conflict are many but I think the mechanism of dealing with SALW there is a component of sensitization; dealing with the areas in which at time people may be ignorant of consequences of using SALW. Not only that but also to let them know the grave effects of these SALW. Others carry them to protect themselves for instance in northern Uganda and north-eastern Uganda many of the Karamajong carry these SALW to protect their cows and protect themselves against cattle raiding. They do not know they are actually disrupting a whole generation. They kill the youth, they kill themselves. I think this is one of the things we need to see how best to include in the component of SALW.

We thank the GTZ for bringing this technology of marking the guns and destruction itself both in terms of burning and in terms of cutting. Here in Rwanda we saw a lot of guns which had been cut. Of course, later on we did not know how they deal with the cut pieces, either they are smelted into some steel or otherwise. But still we appreciate that definitely so many guns had been destroyed. But if we do not tackle the source that would be wasted effort.

Thank you very much and I thank the chair for the Report.

**Mr. Harelimana:** Thank you Mr. Speaker, Sir, for allowing me to comment on what hon. Members have said.

I thank all of them for supporting the Motion and the idea they came with. Like what Hon. Sebalu said about looking into the supply end. That was a concern for all of us because apart from South Africa and maybe Egypt other SALW which we see in the region come from very far from our continent. These people who are assisting us in looking into the issue we are asking them this question. We asked the partners and stakeholders but they did not give an answer to that. So, I support the idea of us looking into the source and origin of these SALW and then take a proper decision on that.

Concerning the issues that a *Mzungu* was seen down there in the barracks in Burundi, that can play with our security, I do not know the agreement between that group and the Government of Burundi but you never know maybe he was a white Murundi. It is possible sometimes to have some different colours in one nation. But if he is an expatriate, that would be a problem which we should think about also.

We need also to have budget. I think it came in the recommendations that we need the budget from the Government because we were talking about the issue of security. If we put our security on others hands I think we are not secure at all.

Hon. Kabourou, I think it is difficult because the harm of these small arms is more than just keeping it in your house or hunting with it. I know in all our partner States I think people should have been given permission to keep them. That is what is done. What we call illicit is the other one which is not licensed. That can cause problems. So having it without permission from authorities is dangerous. If you want to keep it, go to the concerned people, seek permission and then keep it in your house. If you do not, you can be a suspect.

Hon. Byamukama, thank you for the proposals you made. I think it is good to add in the recommendations something to do with the women because they did a very nice job in trying

to fight the illicit SALW. We can add that phrase of more training and more participation of women in fight against illicit SALW. That follow up is needed to see whether all partner States are implementing that resolution for the UN.

Hon. Zziwa I thank you also for the contributions you made in supporting the first one from Hon. Sebalu about looking into the source and origin of these small arms.

Mr. Speaker, Sir, I thank all Members who have contributed to this debate and I thank you for giving me this opportunity and I beg that the House adopts the Report.

*(Question put and agreed to)*

Resolution adopted.

### MOTION

#### **FOR CONSIDERATION AND ADOPTION OF THE REPORT OF THE COMMITTEE ON GENERAL PURPOSE ON THE ON-SPOT ASSESSMENT OF THE EAC PROCESS ON HARMONISATION OF EDUCATION SYSTEMS AND INTEGRATION IN SCIENCE, TECHNOLOGY, SPORTS AND CULTURE IN THE CONTEXT OF THE COMMON MARKET**

**Ms. Sebtuu Nassor (Tanzania):** Mr. Speaker, Sir, I beg to move:-

THAT, the report of the Committee on General Purpose on the On-Spot Assessment on the EAC Process of Harmonisation of Education Systems and Integration in Science, Technology, Sports and Culture in the Context of the Common Market.

**Mr. Frederic Ngenzebuhoro (Burundi):** Seconded.

**Ms. Nassor:** Mr. Speaker, Sir, under the Provisions of Article 5, 1 and 2 and Article 120 (c) of the Treaty for the Establishment of the East African Community, the Partner States undertake to closely co-operate amongst themselves in the field of social welfare with respect to, among others, the development and adoption of a common approach towards education and training. Particularly, Partner States agreed to cooperate in human resources development policies and programs and also harmonise curricular, examinations, certification and accreditation of education and training institutions in the partner States through joint action of the relevant national bodies charged with preparation of such curricular.

Annex F (ii)(a ) and (b), Rule 88 of The Rules of Procedure of the Assembly mandate the Committee with oversight over the work of the EAC and sectoral committees emanating from the provisions of the Treaty that can include among others; cooperation in the development of Sciences and Technology, social and cultural activities.

It is in cognizance of the mandate of the EALA as the legislative arm of the East African Community that the Committee on General Purpose carried out an on-spot assessment on the EAC process of harmonisation of education systems and opportunities for integration in science, technology, sports and culture from the 22<sup>nd</sup> to the 25<sup>th</sup> of November in all Partner States.

## **2.0 BACKGROUND**

Mr. Speaker Sir, education and training play a crucial role of enabling a region or country to define its priorities and aspirations. It is a means through which any region can determine the type of human resources which will facilitate economic growth and development.

A renewed commitment has been made that the goals and aspirations be realised through a harmonised curricular with labour demands having changed over the years.

To facilitate the regional integration agenda and process, particularly the free movement of human resources across countries within the region and outside, the East African countries identified the harmonisation of the education curriculum, standards, assessment and evaluation of education programs as a priority. It should be noted that harmonisation does not necessarily mean complete uniformity of systems but similarity in all the aforementioned aspects.

The harmonisation of education systems all over the world to establish synchronised education systems is a strategy for strengthening the capacity of institutions to meet many emerging educational needs. Through innovative forms of collaboration, education can be systematically improved against common agreed benchmarks of excellence thereby facilitating mobility of teachers and students.<sup>1</sup>

### **3.0. OBJECTIVES OF THE ASSESSMENT**

Mr. Speaker Sir, the general objective of the exercise was to assess the ongoing EAC process of harmonisation of education systems and identify opportunities for deeper integration in science, technology, sports and culture in the context of the Common Market. The specific objectives were:

1. To assess the process, status and impact of the ongoing harmonisation process with specific emphasis on the political perception and policy approach as well as the expectations in the Partner States.
2. To explore opportunities and prospects for further and deeper integration in sectors related to education and training, in the area of science, technology, sports and culture.
3. To find out the opportunities opened up so far by each Partner State the education as well as in terms of integration opportunities in science, technology , sports and culture;
4. To identify best practices by visiting at least one proposed centres of excellence identified by the Partner States to establish best practices and assess the EAC approved criteria to case study the said centres and come up with recommendations on the process of establishment of the centres; and
5. Carry out sensitisation on the Common Market Protocol and available opportunities in the region in the context of regional integration.

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<sup>1</sup> Study on the Harmonization of the East African Education Systems Final Report by the IUCEA, Nov 9/2009.

#### **4.0 METHODOLOGY**

Mr. Speaker Sir, the Committee Members in teams of five subcommittees as shown on page 6 and 7, each accompanied by a subcommittee Secretary held meetings with the following stakeholders:

- i. Ministers and officials of the Ministries of Education, Vocational Training, Science, Technology, Sports and Culture ( as well as that of Trade in the Republic of Burundi) ;
- ii. Members of Parliament from the Education, Science, Technology, Sports and Culture parliamentary committees;
- iii. Representatives/Chairs of the Body/Commission/Committees and policy makers in the education sector;
- iv. Officials charged with the implementation of the Common Market Protocol in areas of education reform and integration in training, science, technology, culture and sports; and
- v. Representatives /Heads of students from universities, colleges, Deans of faculties of Education, technical and vocational education of both Government and private sponsored universities.
- vi. A questionnaire was administered to the stakeholders and institutions in the education, science, technology, sports and cultures sectors;
- vii. A site visit to at least one proposed Centres of Excellence in each Partner State;
- viii. Sensitisation on the Common Market protocol by members of the Committee was carried out throughout in the question and answer sessions. Stakeholders and respondents questions were responded to by the members and answers were recorded.

#### **5.0 COMPOSITION**

Mr. Speaker Sir, the Sub-Committee composition was as follows:

##### **REPUBLIC OF KENYA:**

1. Hon. Reuben Oyondi, Chairperson
2. Hon. Sarah T. Bonaya, Member
3. Hon. Dr. Bilal Said Gharib, Member

##### **REPUBLIC OF UGANDA**

1. Hon. Lydia Wanyoto Mutende, Chairperson
2. Hon. Margaret Nantogo Zziwa, Member
3. Hon. Fredric Ngenzebuhoro, Member

**THE UNITED REPUBLIC OF TANZANIA**

1. Hon. Sebtuu Nassor, Chairperson
2. Hon. Dr. John Didas Massaburi, Member
3. Hon. Safina Tsungu Kwekwe, Member

**REPUBLIC OF RWANDA**

1. Hon. Dr. James Ndahiro, Chairperson
2. Hon. Dr. Odette Nyiramilimo, Member
3. Hon. Nusura Tiperu, Member

**REPUBLIC OF BURUNDI**

1. Hon. Leonce Ndarubagiye, Chairperson
2. Hon. Straton Ndikuryayo, Member

**6.0 STATUS OF THE EAC EDUCATION PROJECTS AND PROGRAMMES**

Mr. Speaker Sir, the Committee made reference to the reports submitted by the Principle Education Officer of the EAC Secretariat providing detailed status and update of the process on meetings so far held and progress and process of cooperation in the sectors under review.

Article 102 of The Treaty Establishing the East African Community, states that in order to promote the achievement of the objectives of the Community as set out in Article 5, the Partner States agree to co-ordinate concerted measures to foster cooperation in education and training within the Community through:

- (a) Co-ordinating their human resources development policies and programmes;
- (b) Strengthening existing and where necessary establish new common research and training institutions;
- (c) Cooperating in industrial training;
- (d) Developing such common programmes in basic, intermediary and tertiary education and a general program for adult and continuing education in the Partner States as would promote the emergence of well trained personnel in all sectors relevant to the aims and objectives of the Community;
- (e) Harmonising curricular, examination, certification and accreditation of education and training institutions in the Partner States through the joint action of their relevant national bodies charged with the preparation of such curricular;
- (f) Reviving and enhancing the activities of the Inter University Council for East Africa;
- (g) Encouraging and support the mobility of students and teachers within the Community;

- (h) Exchanging of information and experiences on issues common to the educational systems of the partner States;
- (i) Collaborating in putting in place education and training programmes for People With Special needs and other disadvantaged groups;
- (j) Encouraging and supporting the participation of the private sector in the development of human resources through education and training; and
- (k) Identifying and developing centres of excellence in the region including universities.

The issues on Education, Science and Technology are discussed in reference to aspects under implementation of previous Council Decisions on Education, Science, Technology, Culture and Sports. This includes also the steps so far taken by the EAC Secretariat with regard to the related issues in the sector of Education that have an impact on the harmonisation process namely:

- a) Centres of Excellence
- b) Hosting the EAC Organs and Institutions
- c) East African Science and Technology Commissions Protocol Bill
- d) Harmonisation of EAC Education Systems,
- e) Mutual recognition of Academic and Professional Qualifications
- f) Inter University Council of East Africa
- g) University Fees for East African Community Students
- h) Credit accumulation and transfer system; and
- i) Quality Assurance framework in East Africa.

#### **A. Centres of Excellence**

The criteria for selection of the Centres of Excellence have already been reviewed. The Council of Ministers, at its 19<sup>th</sup> meeting:

- (i) Adopted the revised criteria for the establishment of the EAC Centres of Excellence;
- (ii) Urged the Partner States to continue supporting institutions to be designated as Centers of Excellence;
- (iii) Directed the Secretariat to work out modalities for extending technical and financial assistance to Centers that shall be designated by 2010/2011;
- (iv) Urged the Partner States to submit the names of proposed institutions not exceeding five (as per agreed reviewed criteria) to be designated as Centers of Excellence by 2010/2011; and
- (v) Directed the Secretariat that the issue of distances from the capital for the proposed institutions to be designated as Centers of Excellence should not be regarded during the verification exercise.

#### **B. Hosting of EAC Organs and Institutions**

The Council of Ministers, at its 18<sup>th</sup> Meeting, deferred its decision on the hosting of organs and institutions to its 19<sup>th</sup> meeting. This decision to host the newly established EAC organs and Institutions was to await the outcome of the comprehensive study by the Secretariat as directed including the hosting of the East African Science and Technology Commission (EASTECO).



The Secretariat was directed to come up with a roadmap on the hosting of EAC organs and institutions taking into consideration the principle of equity in the distribution of the said institutions and organs. At its 20<sup>th</sup> Meeting, the Council of Ministers was asked to take note of the above mentioned directive.

The Secretariat is yet to communicate to the Partner States on whether the road map has been developed as had been requested by the 19<sup>th</sup> Council Meeting.

### **C. East African Science and Technology Commission Protocol**

The Republic of Kenya and the United Republic of Tanzania have ratified the EASTECO Protocol and the instrument of ratification deposited with the Secretary General at the EAC. The Republic of Rwanda and Burundi have been urged to ascent to the protocol whereas the Republic of Uganda is yet to ratify the Protocol. The 5<sup>th</sup> Sectoral Council on Education, Science and Technology, Culture and Sports directed that the East African Science and Technology Protocol be amended to include the functions of the Governing Board. These amendments were not affected since some of the Partner States had not ratified the protocol. Furthermore, Article 25 of the protocol, which empowers the Partner States or the Governing Board to propose amendments to the Protocol, could not be invoked since none of the Partner States had proposed amendments and the Governing Board was not yet established.

In view of these observations, the 5<sup>th</sup> Sectoral Council stayed the amendments of the protocol until it is fully ratified by the Partner States and brought into force and to note that the functions of the Governing Board have been included in the Protocol.

### **D. Harmonization of EAC Education Systems and Training Curricula**

The EAC sourced the services of the Inter University Council for East Africa (IUCEA) to research, analyse and collate the views on the Education System and Training in the Partner States. The report on the Study of Harmonisation of the East African Education systems was handed to the East African Community Secretariat on 9<sup>th</sup> November 2009 by the IUCEA. The report only highlighted the Education systems in Partner States at various levels. Some of the recommendations made are:

- Establishment of a Regional Committee on the Harmonisation of the East African Education System and Training curricula with the mandate to take charge of the recommendations and to transform into a quality assurance facility.
- The report emphasizes increased networking of interrelated group of curricula and examination systems linked in such a way that they can influence each other and not necessarily harmonizing of structures.
  - The harmonization would be based on duration of learning and comparability of content in terms of depth and scope rather than the form it takes structure wise;
  - Harmonization would focus on competencies to be achieved at each level rather than specific subjects to be taught and the examinations would be geared towards the measurement of achievement of competencies and learning outcomes.

The harmonisation exercise started in 1998 and since then, the EAC Secretariat has organized 5 Country stakeholders' workshops, one in each Partner State.

In addition, 8 Experts workshops were also held in each of the 8 sub sectors (Pre – Primary and Primary, Secondary, TVET and Teacher Education). Two experts’ workshops were held in each of the sub sectors namely: curriculum examinations/assessment.

The views given in the national stakeholders and experts’ workshop will be consolidated into an EAC Regional Validated Report which will be used to update the Harmonisation of the East African Educational Systems and Training Curricular Report.

The EAC Secretariat is expected to organize an experts’ workshop to consolidate the views of national stakeholders and to finally incorporate them into the final report.

#### **E. Mutual recognition of Academic and professional qualifications**

Article 11 (a) of the East African Community Common Market Protocol provides that for the purpose of ensuring the free movement of labour, Partner States undertook to mutually recognize the academic and professional qualifications granted, experience obtained, requirements met, licences or certifications granted, in other Partner States. As a way of implementing this, the East African Community through the High Level Taskforce (HLTF) embarked on the process of developing an annex to provide guidelines on the process.

The High Level Task Force discussed, negotiated and finalized two annexes on Mutual recognition of Academic and Professional Qualifications and the schedule on the framework indicating levels and corresponding descriptors for both general education and Technical and Vocational Education and Training (TIVET) qualifications in the Partner States. The High Level Task Force however, did not finalise the schedules of Mutual recognition of Professional qualifications as there are very many professional bodies in the Region and consultations with professional bodies in Member states indicated that a schedule sent out earlier to be completed to supply important information was not clearly understood and thus needed to be reviewed.

The High Level Task Force recommended that;

- competent authorities from Partner States should develop common benchmarks for recognition of foreign qualifications within the next one year;
- competent authorities from Partner States facilitated by the East African Community to develop Mutual Recognition Agreements to facilitate the free movement of professionals,
- Member states need to pass legislation to regulate professions that have been committed but are yet to be regulated to enable entering into Mutual Recognition Agreements with their counterparts in other Partner States; and EAC Secretariat requested to expedite on the ongoing harmonization of education systems and training curricula in the Community.

#### **F. University Fees for East African Community Students**

The Sectoral Council directed the IUCEA to speed up the implementation of the decisions (EAC/CM/Decision 48) of the Council of Ministers meeting which directed Partner States to apply common policy to students’ admission, scholarship and fees to all EAC Students.

#### **G. Credit Accumulation and Transfer Systems (CATS) Project**

This is a framework that can be used by universities to monitor, record and reward passage through a modular degree course and to facilitate movement of students between courses and institutions.

The Credit Accumulation and Transfer System (CATS) is a project that involves the five Partner States. It is implemented under the auspices of the Inter-University Council for East Africa where the East African Higher Education Regulatory Bodies and Student Credit Regulatory Bodies are working together towards creating the Students Credit Accumulation and Transfer (CAT) System at the East African Regional level. The main goal is the facilitation of student mobility within institutions in the East African region by developing the minimum transferable credits recognized by participating universities.

The areas that have so far been covered in the development of the curriculum standards are: Agriculture, Medicine, Engineering and Basic Sciences. The other areas set to be covered within the current financial year are: Computer Science, Information Technology, Business Studies and Education.

#### **H. Quality Assurance Framework in East Africa**

The first attempt to development of an East African Quality Assurance framework began in September 2005 when the IUCEA Governing Board. The IUCEA Secretariat then set up a Committee consisting of Senior University Administrators and CEOs of the national Quality Assurance Regulatory Accreditation Agencies (QARA) in the three East African Countries in November 2005.

The German Government, through the German Student Exchange Programme (DAAD) in collaboration with the Inter – University Council of East Africa, has continued to sponsor senior university managers, Quality Assurance administrators and other stakeholders from the Partner States. Training and capacity building both locally and in German Universities introduces them to aspects of a regional quality assurance framework as practiced by European Countries.

The IUCEA has prepared a Quality Assurance handbook for East African Universities that spells out the objectives and goals of a common East African QA framework and has been distributed to all universities in East Africa as a Common QA instrument. The Handbook aims at supporting East African Universities in implementation of good quality assurance practices by applying similar standards and criteria; as formulated by competent authorities, developing an adequate internal quality assurance system that fits international developments in higher education, and making universities identify their own standards by offering internal self – assessment instruments. Trainings on the use of the handbook and other quality assurance aspects are still ongoing.

### **7.0 FINDINGS**

#### **7.1 The Republic of Kenya**

In the Republic of Kenya, the subcommittee met officials from the Ministry of Education, the Ministry of Higher Education, Science and Technology and the Ministry of Culture and National Heritage who informed them on the status of the harmonisation process, challenges faced and recommendations.

Meetings were also held with the relevant Parliamentary Committee and students and Deans of universities.

### **7.1.1 Visits to the Centers of Excellence**

The proposed Centres of Excellence that the Committee visited were: The University of Nairobi, School of Health Sciences and The Kenya Institute of Education (KIE).

### **7.1.2. The University of Nairobi, School of Health Sciences.**

The Medical School is the biggest unit with unique units not found anywhere else in the region. The unit also has a section which is working on getting a vaccine for the HIV/AIDS virus. The institution trains students from all the East African Countries and South Africa has the following schools with particular impressive characteristics as well:

- (i) College of Health Science
- (ii) School of Medicine
- (iii) School of Dental Science

The students trained there are from Uganda, Botswana and Malawi as well as Kenyans. The post graduate programme has students from Uganda and Tanzania where an exchange program for examiners has been developed with the University of Muhimbili in Tanzania.

- (iv) School of Pharmacy

This School was started 36 years ago and has students from the Republics of Kenya, Uganda, Nigeria and Namibia and has an exchange programme with external examiners from Makerere University, Uganda

- (v) School of Nursing Sciences

All the students in the undergraduate programme in this section are Kenyan citizens. The post graduate programme has students for Tanzania, Cameroon and Malawi.

- (vi) School of Tropical Health Sciences
- (vii) Institute of Tropical and Infectious diseases

Due to the HIV/AIDS pandemic, it was realised that other tropical diseases were being neglected. The unit boasts a well equipped laboratory working in conjunction with the University of Manitoba in the USA. The unit has level three labs which handle very infectious disease like Ebola and other haemorrhagic fevers from the East and Central African Region. It has two Masters Programmes which include Medical Statistics and Tropical and Infectious Diseases.

- (viii) HIV Prevention School.

The management of the University praised the process of creation of centers of excellence as a good and timely process that will assure quality and excellence. The following recommendations were made:

- That a Joint admissions Board needs to be put in place to address the issue of different university systems that are difficult to harmonise, assess and give credibility to the

institutions, their academic credentials as well as oversee the entire harmonisation process.

### **7.1.3. Kenya Institute of Education (KIE)**

The KIE Institute which is the leading centre for curriculum development in Kenya was established in 1968. It provides quality, relevant and affordable education and training programmes and related services through continued research, evaluation and monitoring according to client needs and does the following:

- i) Conducts research and prepares syllabuses for the Country;
- ii) Conducts research and prepare teaching and evaluation material and aids to support syllabi;
- iii) Conducts in- service and workshops for teachers and teacher trainers
- iv) Conducts orientation programmes for teachers for field education officers
- v) Prepares distance education training for teachers, students and the general public; and
- vi) Conducts educational research in Kenya

The institute also showcased the following facilities:

- (i) a state of the art broadcasting unit that is educating students via radio programmes,
- (ii) a curriculum and evening program for children living and working in the informal sector and slums with child headed households due to the HIV/AIDS epidemic,
- (iii) an adult learners and young semi literate adults education programme.

The institute has provided services to Zimbabwe, Lesotho and is assisting in setting up curricular in Rwanda and Tanzania as well. Lastly, a unique program for Children with Special Needs has also been formulated with sign language in Swahili and a peace education component has been developed for streamlining in the syllabus of the Democratic Republic of Congo.

## **7.2 Emerging issues**

With regard to the issue of integration, Country initiatives have been incorporated in the following manner:

- In the education curricula in the country, and the issues are covered under the Social Ethics Education subject;
- Kiswahili is now an official and national language in Kenya with the promulgation of the new Constitution; the Ministry of Culture and Sports has been directed to promote

Kiswahili as a *lingua franca* by promoting the publication of Kiswahili literature, teaching and documentation of research and information.

- The EAC Essay Competition also contributes to issues of integration and the various themes usually focus on the EAC regional diversity which is presently a curriculum issue;
- The East African Secondary School games also contribute to issues of integration though this is not necessarily organised by the EAC.
- For harmonisation, the country position is focussing on competencies and learning outcomes at each level.
- Meetings to validate the report of the IUCEA have not taken place. This affects the progress on the implementation of summit decisions in general but specifically, the EAC harmonisation process.
- Universities in Kenya are implementing the same fees policy for all East Africans following a directive from the Permanent Secretary of the Ministry of Higher Education Science and Technology.
- Credit transfers within the Partner States have not been addressed.
- There is need to establish a commission to study harmonisation of education systems in terms of goals and curriculum details which will allow students and teachers to move within the region to join education institutions.
- The Partner States should also identify and share their strength in their various education systems. They should be able to take stock of their skills and address issues of disharmony.
- The EAC should endeavour to create more awareness on the integration process, its challenges, and opportunities and benefits. It was observed that the majority of citizens do not understand what the integration process is all about. This should include tours and visits to the universities.
- There is need to clarify the role of national professional bodies in facilitating mobility of professionals.

### **7.3 Specific recommendations:**

- i. The EAC Secretariat should urgently hold the joint stakeholders meeting to validate the report immediately. The cancellation of meetings should also be minimised as much as possible.
- ii. The Implementation Committee on harmonization should be set up so as to guide the work of the Task Force to support the mobility of students across the region.
- iii. Mutual recognition of qualifications includes the need to clarify on the role
- iv. Professionals should apply to professional bodies in home countries before applying for recognition in host countries.

- v. A clear roadmap to achieve the harmonisation of the education systems within should be drawn.

## **8.0 The Republic of Uganda**

The subcommittee met with officials from the Ministry of Education and visited the IUCEA.

### **8.1. Visit to the Inter University of East Africa (IUCEA)**

The IUCEA on its part has had steady progress in fulfilling its mandate by advancing policy initiatives in the education sector and these have included: promotion of transfer of credits gained at university levels by the councils responsible for higher education in the Partner States, East Africa Schools Sports Competitions, Education exhibitions by National Council for Higher Education and under bilateral arrangements like Uganda-Rwanda and Uganda-Burundi Joint Permanent Commissions.

### **8.2. Centres of Excellence**

The members of the Sub Committee were informed that the process of identification of Centres of Excellence has not been finalised. While the criteria for qualification were known, it was observed that the criteria were difficult because all institutions were encouraged to apply yet it would have been a more useful and meaningful process if emphasis could be put on specialised skill, competencies and approaches that are not in any other similar institution within the region. Moreover the standards set are not high enough implying that any institution is eligible yet resources to fund these centres are already limited.

The Ministry did however identify and showcase Nakawa Vocational Training Institute (NVTI) as one of the proposed centres of excellence. It was established in 1971 in cooperation with the Government of Japan through JICA and its primary objective is to provide vocational training skills to school leavers and apprentices in enterprise and to upgrade and assess competencies of industrial workers. From 2004-2006 in a bid to consolidate project achievements and improving responsiveness to industrial training needs in terms of technology transfer , a program known as Third Country and In country training introduced Electricity; Factory Automation/Programmable Logical Control, Electronic, Digital Technology, Automotive; Electric fuel Injection. Later on a project for Instructor Training for Vocational Education Training (ITVET) aimed at upgrading competencies was introduced.

### **8.3. Emerging issues**

- Common fees for the region seem impractical at the moment due to the fact that the Ugandan Government highly subsidizes its nationals thereby making education cheaper in Uganda.
- A Kiswahili syllabus has been developed and will soon be compulsory in all primary schools whereas it is already taught at secondary school level;
- Initiatives have started in developing qualification standards, certification of competencies and the development of training modules.
- The harmonisation process should critically look at the specific characteristics of Partner States.

- Fear has been expressed that harmonisation might create loss of regulatory sovereignty and might lower professional standards.
- Regional systems of regulations might be inflexible making it difficult to introduce innovations.
- The standards for qualification of centres of excellence are too low.
- The criteria do not emphasise uniqueness in terms of special skills, competencies and approaches of potential centres of excellence.

#### **8.4. Specific recommendations:**

- EAC Monetary Union should be fast tracked to harmonize currency divergence to ease payment of school fees. (foreign students)
- Policy makers in Uganda should formulate loan facilities for students pursuing higher education.
- Harmonization should not be based on uniformity of education systems and structures but on observance of agreed basic education processes and and outcomes, content of curriculum and examinations.

#### **9.0 The United Republic of Tanzania**

The Sub Committee met with officials from the Ministry of Education and Vocational Training, Ministry of Information, Culture and Sports, Ministry of Communication, Science and Technology. Zanzibar, having separate ministries was also visited on the 25/11/2010.

At the Ministry of Information, Culture and Sports, the subcommittee was informed that sports, tourism and culture sectors had a clear roadmap that was guiding the ministry in its integration process that started in 2008. The process has so far involved engagement with the media, media owners, the private sector and other stakeholders and interaction has included sensitization programs, training of media players in professionalism and gathering of views. The following impressive roadmap (to be implemented before 2015) was presented:

1. Exchange of Artistic groups in member states, performing exhibitions, festivals, films, music, production, exchange of Swahili experts and translators;
2. In the cultural sector, sectoral policies are currently under review to reflect the integration process and before June 2011 will have gone through the necessary considerations and be adopted by Parliament;
3. Opening up of media and broadcasting services subsector: both Radio and Television services to be opened up by 2013; orchestra entertainment services: By 2013, Authors and Composers activities will be opened up. Arts and Crafts including basket weaving, batik and wider exhibitions are being encouraged on a regional scale. However, budgeting has so far only been for participation and there is need now to consider hosting events on a larger scale.
4. Bagamoyo College of Arts, Mallya Sports College in Mwanza and Mweka Wildlife College are specialised institutes that were showcased, the latter being the only one in East Africa has applied for certification on international level.



5. Sports: The challenges are to be overcome by 2011 include: presently sports clubs are attracting foreign players but local players need to be supported. Sports courses are being upgraded to diploma and degree levels at the University of Dar es Salaam. In addition, a huge national sports stadium has been completed in Dar es Salaam and is expected to be one of the biggest in sub-Saharan Africa with a capacity of 60, 000 people and will attract big sporting events .

At the Ministry of Communications, Science and Technology, there was no information about EAC programmes including the harmonisation of education systems and training curricular.

### **9.1 Visit to Dar es Salaam Institute of Science and Technology (DIT)**

DIT boasts an ICT program that is financed jointly by cooperation with India and trains professionals in IT. It has developed a super computer with high speed and memory capacity of 24 Terra bytes. This super computer is multipurpose and used to facilitate telemedicine, video conferencing and e-learning. These facilities are used for example for real time medical consultations, job interviews. DIT has 9 regional sub centres which include Bagamoyo, Zanzibar, Arusha, Mwanza, Morogoro and Kibaha where facilities can be accessed at community based health centres to provide healthcare remotely.

The Institute also has a Centre for the Conversion of vehicles from petrol usage to the use of compressed natural gas. The Centre has received requests for training students from Malawi, Zambia, Rwanda, and Kenya. The conversion is being done in partnership with University of Dar es Salaam but there is hope for partnership with SIDA and UNESCO which will assist in curricular development and capacity building of staff. By June 2010, there were 20 vehicles in use in Tanzania and the cost of conversion is between 2-5 million Tanzanian shillings. The private sector has however, not as yet shown interest in investment in the area.

The Sub Committee found it necessary to visit Zanzibar, which has separate ministries from the United Republic of Tanzania. The Committee interfaced with officials from the Ministry of Education and Vocational Training and the Ministry of Information, Tourism, Culture and Sports. Zanzibar has unique cultural heritage with unique costumes, artists and artwork, henna paintings, decorations, hair combings, Taarab music and traditional healers.

### **9.2 Emerging issues**

- There was lack of information flow from the EAC Secretariat and EAC Ministry on the status of consultations and negotiations on the harmonisation process.
- Currently, it may not be possible to harmonisation in education and training due to differences in competencies.
- Frustration arising from slow progress in the harmonisation process coupled with cancellation of meetings by EAC secretariat.
- National harmonisation process is progressing at the university level but initiatives as yet for the non formal and alternative education.
- The alarming long standing disinterest in the sciences particularly maths and physics puts Tanzanian students at a disadvantage even when joining other universities.

- There is confusion on what constitute as a centre of excellence and the criteria applicable for qualification.
- The mastery of the Swahili language in the domain of the older generation.
- There has been extensive research on different Kiswahili dialects in Zanzibar.
- A Kiswahili dictionary has been developed.
- The promotion of the Kiswahili language is also being done through fortnightly radio and television broadcasts while at the same time, training media practitioners as well.
- An application had also been lodged to authenticate Kiswahili as having originated in Zanzibar.
- Traditional healers in Zanzibar are already organised with regular meetings and modest advancements have been registered in organising, researching and mobilising traditional/herbal medicines and practitioners.
- With regard to sports, Zanzibar is determined to develop sports tourism and beach sports like volleyball and football particularly with facilities like Amani Stadium, Pemba and Nguja for hosting of games.

### **9.3 Specific recommendations:**

- i. There is need for regulatory bodies for professionals, to develop ethics and codes of conduct that would be applicable across the region.
- ii. There is need for increased budgetary allocation to be made by Partner States governments to science and technology which will in turn boost research and development and consequently create a link between innovation and industry.
- iii. The Nelson Mandela African Institute of Science and Technology should be developed as one of the centres of excellence in the region to focus in postgraduate studies in sciences, entrepreneurship, research excellence and engineering.
- iv. Harmonisation should concentrate on areas of convergence and central examination board be established after harmonisation of standards.
- v. EAC should have commensurate programmes for non-formal and alternative education as they cater for the needs of a significant percentage of youth.
- vi. To preserve and promote continuity of the Swahili language there is need to encourage research, publication, literature and manpower training in the language.

### **10.0 The Republic of Rwanda**

Meetings were held with the Ministers of Education, Sports and Culture and East African Community Affairs. Stakeholders also included the Task Force that negotiated the Common Market Protocol as well as Academia and Members of Parliament.

### **10.1 Visit to the proposed Centre of Excellence**

The status on proposed centres of excellence generated a lot of debate on whether a list has been submitted to the EAC Secretariat or not. The delegation explained the status regarding the revision of criteria and the ongoing process of re submission of lists by the Partner States. Because the position could not be clearly established, the delegation sampled Kigali Institute of Science and Technology (KIST) but neither the Ministry of Education officials nor the Institute's management and leadership were sure of it being a centre of excellence. The University management explained that the university was already in the process of ensuring quality assurance whereby validation of all courses is done by professors mainly from partner states so that the quality of exams is similar to the best universities in the region and thus harmonisation is already on course. The management urged that skills and technology transfer be ensured by exchange programs in the overall harmonisation of curricular program.

In the meeting with the Parliamentary Committee on Science, Technology, Youth, Culture and Sports, the members thanked the EALA subcommittee members for the updates and documentation they shared with them, for following up the harmonisation process and urged the members to oversee the implementation process. They went on to agree that though they had so far no knowledge of the harmonisation program, during their oversight function, the Parliament would henceforth ensure that it monitored the progress when the process commenced. The members of EALA also urged the members to take the issue of harmonisation on board while drafting national laws.

Partner states were urged to establish budget lines in their national budgets for the harmonisation of education systems and curricular and to include and give greater attention to sports and culture in the harmonised curricular.

### **10.2. Emerging Issues**

- There are gaps in the education system with regard to the English language and this is being regulated by recruiting teachers from the region.
- There has been delay in harmonisation of school calendar, curriculum and syllabi at different levels as well as mutual recognition of academic qualifications.
- A Commission governing sports and culture has not yet been put in place but a policy has been developed.
- Plans to have a Language Development centre, a Kinyarwanda Academy and Sports Academy are underway as well as to institutionalise national service (*Itorero*) which is a concept that combines the idea of national service and civic education.
- The process of ensuring quality assurance and validation of courses was in process.
- Rwanda has not commenced on harmonisation project
- No identification of centres of excellence has been done though proposals have been made.
- There is no regional accreditation framework and this affects the determination of equivalency.

- Disparity of teacher remuneration between local and expatriate teachers could lead de-motivate local teachers and xenophobia.

### **10.3 Specific recommendations:**

- i. EAC should coordinate the harmonisation process so that partner states can move in unison.
- ii. Whilst taking into account expatriate fees, harmonisation of teacher remuneration should be inbuilt into the harmonisation of curriculum and training.

### **11.0. The Republic of Burundi**

The sub Committee met the Ministers of Primary and Secondary Education, Higher Education and Scientific Research, Youth, Culture and Sports, officials of the Ministry of Trade, the Rector of the University of Burundi and the Parliamentary Committee on Education and Social Affairs. The visit to the proposed centre of excellence (Institute CELAB - Centre des langues Appliquees du Burundi) was not possible because no prior information had been provided on the visit and the Institute was closed.

With regard to prospects of deeper integration in culture and sports, the ministry has organised cultural exchange tours and regional exhibitions and the participants has travelled to partner states to document best practices. Football, basket ball and volleyball tournaments have also been organised but the appeal was that these should take on a regional dimension.

### **11.1. Emerging issues**

- There is agreement between Rwanda and Burundi for same fees structure within the Region. The two Partner States also are working on mutual recognition of academic qualifications.
- Education is a function of many factors in a country including security and stability. The Ministry of Culture and sports have developed an innovative method of providing six months internship to university graduates to give experience to the youth.
- Burundi has passed through a conflict period hence there are many unemployed youth, child soldiers and demobilized ex combatants who have special needs and need special attention with rehabilitating educational programs.
- There is information gap whereby the University of Burundi as well as the parliamentary Committees on Education & social affairs and that of Social services are neither aware of the EAC integration process nor the harmonisation process.

### **11.2 Specific recommendations:**

- There is need for capacity building in the area of qualified teachers for the Kiswahili and English.
- Funding both from the national budget and donors or partnerships should be encouraged.
- Harmonization of education curriculum and training should take into consideration the special needs of youth who have emerged from difficult circumstances.

## 12.0. Conclusion and General Recommendations

Mr. Speaker Sir, the Committee appreciates that it is not an easy process to harmonise curriculum and training of five different education systems in the region with a thinly staffed Education directorate at the EAC secretariat. The process of Harmonisation of Education and training curricular has not fully taken off or been implemented, not even the basic preparatory activities. The process that started in 1998 (whose phases are displayed on the EAC website), has been concluded. This, coupled with the uncertainty (except in the Republic of Kenya) about the process of proposed centres of excellence are largely due to information gap between the EAC secretariat, Partner state ministries (especially the ministries of EAC affairs) and stakeholders. Moreover, the IUCEA report was handed over in 2009 and has yet to be validated.

The harmonisation of curriculum and training and the identification of centres of excellence are a very important projects of the EAC and crucial to the integration agenda. Consequently, more serious efforts to fast track the process are urgently required. The Committee duly acknowledges and appreciates the effort being applied by the both the Secretariat and the Partner States although there is room for improvement.

The Committee recommends:

1. The Ministries of East African Affairs should not only coordinate the activities of the EAC Organs and Institutions but should take on a particularly serious sensitization and branding agenda for all EAC projects and programs within Partner States. Further, the Council of Ministers should appraise itself with the problems of the Partner States Ministries and to address them in a timely manner.
2. In general, Partner States should give priority to EAC projects and programs during national policy formulation without prejudice to national priorities.
3. The Partner States should be urged to set aside a budget to compliment the efforts of the EAC in the harmonization process.
4. The EAC Secretariat should establish a practical working relationship between the Secretariat and the key stakeholders in the Partner States to finalize on pending projects and programmes in the Education Sector.
5. The EAC Secretariat needs to widen and scale up communication, interface, consultations and updates with major stakeholders and embark on large scale publicity and sensitization drives with regard to EAC projects and programs. This should feature prominently in the EAC Communications Strategy and in the activities of the Department of Corporate Communications.
6. The EAC Secretariat should acknowledge that the Partner States are not at par and therefore the uniqueness of each partner state should be considered  
during the harmonization of curricular and training. Harmonisation should be achieved in a manner that wholesomely accommodates the unique country philosophies, cultures, values and aspirations.
7. The East African Legislative Assembly should be allowed by way of more funding, to carry out on spot assessments on implementation of projects and programs since this

is very useful, productive and educative way of assessing the direction of the integration agenda as well as act as guiding tool through assessment and re-evaluation. The synopsis view provided by such assessments keeps the Assembly abreast with achievements as well.

8. Education exhibitions should adopt a regional perspective rather than each partner state going it alone.
9. Harmonized students' support services should be developed across East African region for instance information dissemination, loan facilities, counseling and guidance centers etc.
10. Manpower survey should be conducted to identify skills gap in EAC Member States.
11. Since science, technology, sports and culture provide a basis for integration and strengthening of ties in the identified best practices, regional sports & Culture festivals and science fairs should be promoted and strengthened to facilitate increased interface and deepen and widen the EAC the integration.
12. Due to the huge and crucial mandate of the IUCEA, Partner States should clear their arrears and urged to pay timely subscriptions so as to enable IUCEA deliver on its mandate.

Mr. Speaker Sir, I beg to move.

**Dr. George Nangale (Tanzania):** Thank you, Mr. Speaker, Sir. I want to commend the Committee on General Purpose for their exemplary work on the assessment on this important area of cooperation – education.

Mr. Speaker, Sir, last week this House adopted an on-spot assessment report conducted by the Committee on Agriculture, Natural Resources and Tourism where the issue of harmonization of tourism and education across East Africa was highlighted. I did not have the qualifications stipulated by this Report as recommendation No.6.

Education is the driver of all sectors. Education drives agriculture. Education drives health. Education drives trade which the hallmark of our integration process. Education drives industrialization and you can continue naming basically all the other sectors. There was a politician in Tanzania who said, "*Elimu kabla kilimo kwanza*". I agree with him 100 per cent.

Reading between the lines of this Report it informs us that we are still far apart. I believe that harmonization of all policies at the East African level should be based on a shared vision rather than considering the unique country philosophies, cultures, values and aspirations. When face book, twitter, and you tube came along they did not consider the uniqueness values of our countries. We are all there.

Mr. Speaker, Sir, I support this Motion with exception of recommendation No.6.

**Dr. Said Gharib Bilal (Tanzania):** Thank you, Mr. Speaker, Sir, let me first declare my membership to this Committee on General Purpose. I must say that we were very privileged to have the opportunity to have had the on-spot assessment of what was going on in the region as far as integration is concerned.

I want to begin by insisting that harmonization of curriculum and training is an important integration in many ways. It goes beyond bringing together efforts and aspirations to bring in line our training facilities, curriculum, and institutions. Harmonization of training of curriculum particularly in higher level of learning goes beyond affording our youngsters the opportunity to benefit from specialized institutions of specialized training. I think it goes to bring the opportunity for harmonizing the upbringing of our youngsters. What I mean here is that in education you not only have the official exposure to the book and the teacher but also the characteristics of the institutions and the attendance characteristics that goes with the environment of the institution. Imagine a youngster in Kajiado learning in Zanzibar or a youngster from Mbale in Uganda wanting to learn in Zanzibar, it is more than simply getting education but learning other ways of life; eating fish, ugali or matoke. Therefore, I think it really contributes to the moulding of what we perceive as the future character of the people of East Africa; one people, one destiny.

Mr. Speaker, Sir, let me address myself to two issues when it comes to harmonization. First of all I think we came across a situation when we were not sure what is involved in harmonization. I want to bring the issue which was captured in this Report that harmonization should not be based on opportunity of education systems and structures but observance of agreed education processes in outcomes, content of curriculum and examination. I think what we see here ties well with issues about fee structure in Uganda, for example, on page 20. There was a concern that the fee structure cannot the wanting of people outside Uganda. What I mean here is; we are not saying that we should have one common fee. What we are saying here is that whatever structure we should have here should take into consideration the mitigating circumstances within the country but they should also take into consideration that they are East Africans and there are other people other than East Africans outside Uganda. I am saying this because I know there are situations, for example, if I quote the United States where I went to school a student in New York or New Jersey and a student outside the United States they all have different fees to pay to an institution in New York. The one in New York pays a lower fee than the one who comes from New Jersey and is lower than the one from outside the United States. If we take into consideration we may have a fee structure that is agreeable or accessible by East Africans when they want to study for example in Utalii College in Kenya.

Another issue here is of the centres of excellence. I remember long time ago when I was an officer in Arusha the character that defined the centres of excellence in East Africa. Here we are today and we witness that we have problems in defining what is a centre of excellence has to be. We have a situation here in Tanzania where there is confusion on what constitutes a centre of excellence and the criteria applicable to identify one. That is on page 24. We also have a situation in Rwanda where neither the Ministry of Education officials nor the institutes management and leadership were sure of being a centre of excellence. So we have a problem here. I think we should just rush to go and flash out ideas or labels that this is the centre of excellence. We should sit down and seriously dwell on what should really be defined as a centre of excellence in our situation. Otherwise, we will end up with this confusion which we are lucky to come across as we did on this on-spot assessment.

Mr. Speaker, Sir, I just wanted to point out those issues and show the important of the on-spot assessment and the issues that were brought forth because of this visit.

Thank you.

**Mr. Augustine Chemonges Lotodo (Kenya):** First and foremost, I want to congratulate the Chair for presenting the report eloquently and I want to thank the Committee for bringing the issues on this Report.

In the conclusion and recommendation 5.6 on page eight, it was quite clear that actually we do have a thin staff in the education directorate in Arusha. I believe that as a Community we need to put some issues as a priority. I am saying that because in the course of last year there was a town where they were conducting the recruitment of new staff. The process was stopped mainly because there was financial constraint from our partner States. We are trying to address serious issues that need to be addressed like these of education, culture, and sports. I think this is a call to our Council of Ministers that actually we really need enough staff in Arusha to undertake the programmes that we need to do. We will actually be falling behind the targets that we want to do and we shall not be able to do anything if we allocate only ten per cent of our budget yearly when we have many things to be done.

I also want to say that in East Africa and all our countries in sports our countries are doing well. We need a policy in this direction. We really need sports universities, which are lacking. I do not think any of our partner States have sports universities in order to promote sport within the region. So it is good, assuming very well that we need to concentrate on what we do very well rather than trying to do everything at the same time. I would really like to emphasize that we need a policy direction on sports as far as this department is concerned.

On culture we seem to be doing well because we have this Bomas of Kenya, Tanzania and culture is being promoted well within the region. However, I also want to say that on the issue of Inter-University Council of East Africa, it is a policy direction that we need to treat East Africans the same. We need East Africans when they go Uganda for education they pay the same school fees. So even in hospital, we know already in national parks across our region we pay the same fees for East Africans and different fees for those who come from outside. I think we need to get some of these policies right rather than trying to say that we allow differential payment within the same country on the same sector.

My point is that let us have these things clear. We want to become East Africans to be able to enjoy the goods and services within our region.

Mr. Speaker, Sir, I support what is in the Report fully and ask that next time when we shall be doing our budget let us try and ensure that we have more staff in Arusha to be able to undertake the programmes and projects we want to do.

Thank you.

**Dr. James Ndahiro (Rwanda):** Mr. Speaker, Sir, I am a Member of this Committee and I rise to support the Motion. But I have a few clarifications to make. One is on recommendation No.6; that recommendation is not meant to mean that we have come to the specific concerns that will hamper the progress or the harmonization process. It is meant to suggest that different cultures and specific issues must be taken on board while harmonizing. For example, it would be easy to harmonize everything else apart from the different tools we use for---(??). A kid in Rwanda might use an example of the cow to understand different things because he or she knows the cow whereas the same kid in northern Kenya might need to see an image of the camel. If you talk of the camel in Kigali, very few children –  
(Interruption) -



**The Speaker:** Hon. Ndahiro, we have many cows on that side also. *(Laughter)*

**Dr. Ndahiro:** Mr. Speaker, Sir, those are the objects that would inform our children.

Another issue is that yes you might that the education system in Rwanda starts with six - six - four, six years in primary, six years in secondary and four years in university. In Uganda you might find 7-6-3. The essence is that everybody entering a university in East Africa must have spent at least 16 years of education. That is what matters. The difference between six and seven or eight and whatever so long as the content in those six year and the content in seven years enables the kid to move a step ahead. That is what matters. That is what that recommendation is saying.

The other issue is about centres of excellence. To say that the Ministry and other people are not even aware whether they have a centre of excellence does not mean it is ignorance or lack of communication. What it means is that centre of excellence criteria is still undergoing a process of change. We have not come up with agreeable criteria. It continues to change. In East Africa to say that using this criteria each State can evaluate the schools or other centres to determine where it qualifies to be an East African centre of excellence. We are informed that even those we thought were centres of excellence like Utalii College, Soroti Flying School *et cetera* are not yet accepted as centres of excellence because there is a revised criteria which has not been used and adopted. So the issue of centres of excellence is still ongoing. We should encourage the Council of Ministers to look into that matter and come up clear - *(Interruption)* -

**Dr. Odette Nyiramilimo (Rwanda):** On a point of information, Mr. Speaker, Sir, I thank Hon. Ndahiro for giving me the way. I wanted to inform Hon. Ndahiro that the question of the centres of excellence, which do not know they are, is a big problem. When we arrived at Kigali Science and Technology University, they did not even know that they had been selected as a centre of excellence while in the Ministry of EAC affairs it was well recorded that the institute was one of them. In the Committee Report, we thought it was good to mention this since it is a problem. Why should the people in the centres named centres of excellence not be aware?

**Dr. Ndahiro:** Mr. Speaker, Sir, we had a report from the Inter-university council on the harmonization of Education System in East Africa. That report still requires to be validated and it has the experts who worked on that report. They have been waiting for opportune time to present their findings to the Council of Ministers. After the adoption of that Report, other activities would follow, including those of setting criteria, harmonization, and different things. I think the problem we have is that we commission studies but when it comes to adopting the findings of those studies, we take a lot of time and waste time.

I would appeal to the Council of Ministers to look into these expert reports and adopt them for the sectoral committees so that we can use and own the findings on those reports. Otherwise, the harmonization of education is import.

It was supposed to have followed one schedule of the common market, which they had wished to negotiate first so that when it is annexed to the common market it will give way to the harmonization process. That is mutual recognition. This was not part of that study by the Inter-university Council because it was negotiated under the Common Market Protocol. That schedule, we were just recently informed that they finalized it in Bujumbura recently. We

need that information flow and that study to be adopted by the Council of Ministers so that we can use them

Otherwise, I support the Motion.

**Dr. Lwanyantika Masha (Tanzania):** Mr. Speaker, Sir, I am not a Member of the Committee that produced this report but I have a couple of comments in light of my interest in the subject matter. I will be very brief.

I notice on page ten in recommendation seven they are hinting on the need for the Assembly to continue engaging in this matter. I support them on that. The title of the Report includes many very important things. The whole process of harmonization of education systems; the words are, “education systems” and integration in science, technologies, sports and culture.

My understanding of education systems is such a broad matter. It is not just harmonization of curriculum. It is harmonization among other things what hon. Ndahiro has referred to, the process by which students reach university, how many years they spend, what kind of teaching is done, what kind of facilities they have, the whole content of subject matter. I listened this morning the Tanzania Minister for East African affairs talking to the Assembly in Tanzania. He was commenting on the question of language; Kiswahili and English and its use and how there has been an effort to use English teachers from Uganda and Kenya in Tanzania and offering to send Tanzania Kiswahili teachers to other countries. It is a very broad subject area.

Now, the key question we need to answer is harmonization for what? Why harmonization? Under the Common Market Protocol we have all these freedoms; movement, labour and all other things. The question of labour is very important in this particular area. The harmonization of education systems so that our graduates at any level can find work and compete for work equally in any place in East Africa. That is the purpose. Hopefully there will an additional purpose that the harmonization will be building in the mind of young people appreciating a sense of being East Africans. That is part of the curriculum development.

The way we teach our teachers, how do we teach them? That is part of the educational system. I realize that a committee doing sport assessment in a matter of a week or so cannot get into the details of all this. This is why I support them going back to look at this as way of keeping engaged in this particular question. However, there is a larger purpose beyond just free movement of labour. To me there is a larger purpose behind it all. We should be looking at how we can create within the EAC system the nucleus of the future Ministry of Education, Culture and Sports we should be talking about what is it you can set up to prepare the eventuality in a political federation where we are going to prepare this to set up the nucleus instruments mechanism organizations that would be doing that kind of job in a federal structure where we are going. Now I realize the Committee is working on the basis of what is in the Treaty. We know that to make the Articles in the Treaty meaningful we need to translate them either into protocols or into laws. You know my preference; my preference is for enactment of laws rather than protocols. If we must have protocols then maybe we need to have a protocol or protocols on these subjects. In my judgment creating a commission to give them legal weight to do this kind of work which the Committee has started. That will make sense and that commission would be the essence of starting to build the structures and elements of what would become a Ministry of Education. I realize we already have a structure which attempts to deal with higher education through the Inter-university Council

for East Africa for university education we already have that structure. I do not know well it is working. Unless we have structure which could be doing that job in a federal structure, but we do not have any for the other levels of education. I would recommend that in addition to all the recommendations in there, we seriously agree with the Assembly remaining engaged in this matter and hopefully future recommendations would include this vision of starting the elements of what would deal with these matters in a federal system we are looking for.

**Mr. Dan Ogalo (Uganda):** Thank you, Mr. Speaker, Sir, for giving me the opportunity to contribute to the Motion before the House. I wish to begin by thanking the Committee for the production of this report and the hard work they have put in it to enable us debate it this afternoon. You can see that the Committee in order to get this work moving even had to divide themselves up into sub-committees, which they did not need to. They could have insisted and said they work as a Committee but their selflessness forced them to divide themselves up to enable us have a report by this time. I thank them for that work.

Mr. Speaker, Sir, yesterday I learn a great lesson in a meeting we had with President Kagame that we the Assembly must keep on pushing, pushing, and pushing. Where we see a chair and even other people are seeing a chair we must as an Assembly keep reminding them that this is a chair.

That was a great lesson to me because certain things in the Community are so discouraging that one can easily give up. The lesson of pushing, pushing, and pushing is great to me.

One, centres of excellence; we are told that there appears to be confusion as to what centres of excellence are. Page 24 the Committee informs us that there is confusion on what constitute the centre of excellence and the criteria applicable for disqualification. The first centres of excellence were put in place in 2001 and we are in 2011. Ten years down the road, we are still confused on what a centre of excellence is. In 2001 three centres of excellence were identified; Soroti Flying School, Utalii and Mecca (?). Surely, there must have been criteria under which those centres were identified. For us ten years down the road to still not be clear as to what a centre of excellence is and what it is supposed to do show that there is a problem in the way we are managing the affairs of the Community. With respect, I must put this at the feet of the Council of Ministers. Surely how does the Council of Ministers justify that this area within its jurisdiction is unknown to East Africans ten years later? How do you justify that? If there are any centres of excellence for East Africa, they are supposed to be institutions or at least East Africa must have an interest in them. The first place of call on who should have an interest in my humble submission is the Council of Ministers. It is an embarrassment for us now at this time to be told that we all do not know what all this is about.

Which brings me to the second point, why is this happening? In my humble view it is because, with greatest respect to the Council, the Council of Ministers has abdicated its responsibility. I remember in Bujumbura the Committee on General Purpose had an offer to do a reallocation within the budget. Not to ask for any more money but to do reallocation within the budget to ensure that there is some presence of at least the chairperson of the Council of Ministers in Arusha to fill the political vacuum in Arusha. Surprisingly, the Council of Ministers did not buy that idea. Until the Council of Ministers moves from the capitals, takes the rightful positions in Arusha, we shall continue to have after 20 years someone still asking us, what is all this? What is happening?

I would plead with the Council of Ministers; this is not the first time I am making this plea. I am making it because now I believe that must be pushing, pushing, pushing over the same position. My plea, which I have made before, is that the Council of Ministers should move to Arusha and take specific portfolios for each of them. If the portfolio of centres of excellence fall under hon. Kategaya for example, I want him to take responsibility because I have somebody to ask and say, what is all this about? This general Council of Ministers without pinning the responsibility is what is causing this problem.

I want to plead again with the Council of Ministers; you are Ministers of the Community, your place is in Arusha. Move to Arusha and we shall not have these embarrassments of after ten years there are centres of excellence in existence and people are saying, where are they? We do not see them. I want to push you to see them like I am seeing them – (*Interjection*).

**Mr. Sebalu:** On a point of clarification, Mr. Speaker, Sir. The clarification I want to seek from Hon. Ogalo who has ably put his point and more so to do with pushing and pushing and pushing is whether the Council of Minister are not engaging in protracted way of also pushing in the opposite direction not to go to Arusha. (*Laughter*)

**Mr. Ogalo:** Mr. Speaker, Sir, my sincere hope is that we should all be pushing in the same direction. That the Assembly, Council, Court, Secretariat are all Organs of the Community looking at the objectives of the Community as one. The objectives are defined for us. So I am really hopping that we should be pushing in the same direction. However, if there is that possibility that the Council is pushing in the reverse, I would only plead that we come on the same side and push in the same side. There are objectives to be achieved by the Community. The framers of the Treaty and the people of East Africa gave us this Treaty and told us to implement it. So, we should be pushing from the same side.

The second point I rise on is on page 25. Where there is a specific recommendation that there is need for increased budgetary allocation to be made by partner State Governments, to science and technology and so on and so forth. Again, this is a matter which has been addressed by the Assembly before. The question of the budget; we know under the Treaty I think it is Article 132 which reads that the budget of the Community shall be financed by equal contributions by the partner States and blah, blah, blah, to be determined by the Council. Again, the Treaty is placing some powers into the Council over the budget.

Therefore, the Council has some responsibility about the EAC budget. All along it has been accepting almost everybody now that the position of equal of equal contributions is no longer anywhere. Under the Treaty the institution and authority, which can move us away from that, is the Council of Ministers. I have heard that a study has been commissioned by the Secretariat to look into this alternative financing. To me this is contradictory because I was given to understand that the Summit had actually dealt with this matter and handed it over to the Council of Ministers. The Council of Ministers is supposed to have come up with a decision on the matter. From what we were informed, the Council of Ministers then also sent this to the partner States and said, “What do you think about this?” So the issue of alternative financing, the last time we had it was tied down in the partner States. To me this is a matter, which is in the strategic plan, the partner States already agreed upon it. It did not need again referring it to the partner States. To me it required a decision of the Council to say, “We are going this way now”. That was my understanding.

We are still tied down with this because a decision has to be made. Again, I must plead that this studies we keep commissioning, alright the Council can refer it to the partner State and

also commission a study but how long would this take? Really in the strategic plan there are even alternatives already laid there. You do not have to look further. So again I would plead with the Council of Ministers that the question of the budget ultimately lies with the Council. We may fail to come through F and A, Coordination Committees, all that, as the Treaty is concerned is irrelevant. As far as the Treaty is concerned it is the Council of Ministers. The Council of Ministers must take responsibility for this.

Mr. Speaker, Sir, the other matter I wish to comment on is to be found at page 21 where fear has been expressed that harmonization might create loss of sovereignty. This is another problem that we have. Everything you touch, there is sovereignty. If the partner States had intended that they would keep everything sovereign to them, they would not have created the Community. There must have been an intention that there must be some powers, which must be ceded to Arusha. However, continue having this problem of oh this is sovereign to us to absurd extent sometimes.

Article 8(4) of the Treaty the partner States said Community organs, institutions, and laws shall take precedence over similar national ones on matters pertaining to the implementation of this Treaty. So you into a simple matter like creating accreditation to the Inter-University Council of East Africa then somebody in a partner State says our laws have given us this authority you cannot have it there. Then why did the Treaty make us say that the laws of this Assembly take precedence over the national laws? Somebody says, "This is sovereignty, this is our thing!" Really, the question of sovereignty is being pushed so far. We can be helped by the Council of Ministers to draw a line between those matters, which can be dealt with in the Community, and those, which we can leave to the partner States.

Lastly, again, this is a matter, which is a plea; there has been a recommendation about legal frameworks, I would plead that time has come for us to identify seriously those areas on which we can properly litigate and we should not be shy to litigate about and those we can leave to the partner States.

With those few words, I support the Motion.

**Mr. Speaker:** My last speaker will be General Muntu.

**Major General Mugisha Muntu (Uganda):** Thank you, Mr. Speaker, Sir. I am not a Member of this Committee. However, I would like to make a few observations. First, I want to thank the Committee for a job well done. It is quite a wide area. I think it is a good start and it points us to the right direction. I think it also requires further and deeper study. So I hope that during the budgeting process this Committee will be given adequate support to study this area further.

Hon. Masha made a presentation which in away crystallized by own thinking on this issue. He enabled us to realize that this harmonization is for a purpose. We need to harmonize first what there already is with the different systems in the five partner States for purposes of realizing the objectives of the integration process. I would like to bring in another perspective on top of that.

One; this process in as far as I can see is to harmonize what there already is or what existed in the partner States. I believe each partner State because of the specific needs of each Partner State created it. Now we have a Community we are integrating five countries. We are integrating them for a purpose. I would like to see the Committee at some point link in to the

long-term strategic objectives of the Community. We do not have them yet. I do not know the strategic plan we are going to have whether it is the five year or ten year or whether we have the long term where we would be saying by the year say 2040 we want the region to have reached this point.

If we are able to get that then it give us an opportunity to start working from the end state backwards. Basically what it would tell us if for example we know that we want to advance our economies to a certain point by 2040 or 2050 then we would know what needs to be done therefore. What kind of professions would need to be developed by universities and other institutions of learning to the specific activities that would be done to respond to the market that would have been created internally? If it is for domestic consumption or for export it would need to be tailored to the demands or the needs of whatever activities we would be carrying out. Unfortunately as we speak now we do not have that. So, each university and even those engaged in the polytechnics as we speak must be producing graduates according to the requirements of the five partner States as we are now.

It is an areas I think the Committee, I believe, will have to work very closely with the Council of Ministers hopefully when presenting the Strategic Plan, I hope a number of these issues have been taken into consideration. If they have been taken into consideration then other issues will have to be discussed. For example, is it now the Government that is going to carry out that or do you simply work out a broad framework of standards to which the private sector now will respond to so that whoever wants to turn out whatever caliber of graduates can go and establish a university of a polytechnic in any of the five partner States. If I have got my polytechnic in Bujumbura they can produce graduates and they will go and work wherever anybody who is an investor puts a factory in the five partner States because they are going to be responding to this particular requirement within the market. It is not something I think is easy to crystallize right now. I am just trying to crystallize so many things in my mind. I hope the Committee can take them up and as we discuss the strategic plan that they link with the Council of Ministers to see how these things can be evolved.

With that let me come to the end. Before that, let me make a comment on what Mr. Ogalo was talking about of pushing and pushing and pushing. Sorry for using an example which touches ladies; I know mostly when you are in labour you have to push. However, if there is an obstruction I understand many times doctors carry out a Caesarian Section. I suspect there is going to be time if pushing and pushing, if we find there is an obstruction would there be a requirement for C-Section? That is on a light note. We are all working towards the common objectives. I believe we will push together and attain those common objectives. Thank you.

**The Minister for EAC Affairs Burundi and Chairperson, Council of Ministers, (Ms. Hafsa Mossi) (Ex-Officio):** Thank you, Mr. Speaker Sir. I have just realized that the Council of Ministers needs a C-section to deliver.

I stand to support the Motion and to thank the Chairperson of the Committee and hon. Members of the Committee. I think this exercise will help not only the Council of Ministers but also all those people involved in implementing the ideals contained in Chapter 16 of the Treaty. The recommendations as they were spelt out will also assist the Council of Ministers to analyze and also address the challenges that we are facing as EAC in harmonizing the curriculum but also while we are implementing the Common Market Protocol. Allow me however to point out that the Report was made before some workshops were conducted. I have been informed that five workshops have been conducted and they were covering

education in sub sectors like pre-primary school, primary school, secondary education and technical education as well as training.

I also learnt that a consultant has been hired to draft a strategic plan for each sub sector I have just indicated. Within the context of the Common Market, the implementation of the Common Market work on annex on mutual recognition of academic qualifications is on an advanced stage.

Mr. Speaker, Sir, all these efforts may not be enough but I believe they are firm starting point.

I have also noted with great attention that the Report pinpoints the need of adequate budgeting recommendations, emphasizing on harmonization on all aspects of education through interaction, consultations, expeditions, handling of studies, support for IUCA and also the Centres of Excellence. For that I support the Motion.

With those remarks, I beg to support.

**The Speaker:** Hon. Minister, I think when Hon. Muntu talked about C-section, he meant getting rid of Ministers. I hope you do not support his notion.

**Ms. Nassor:** Thank you, Mr. Speaker, Sir. I allow me to thank all the Members including hon. Chair of the Council of Ministers for their comments and for supporting this Report. I am not going to comment on every comment, which has been made by the Members, but I would like just to say a few things.

One, allow me to thank the Chair for her support and for informing us and updating us on the five workshops which have taken place. I think this to us is very good because what we have been asking ourselves; in this harmonization process we are only looking at university level but we have not looked at primary, secondary and technical education. But at that same time I hope the Minister realizes that this directorate of education in the EAC has been established since 1998. However, to date if I am not wrong there is only one officer. Therefore, I would urge the Chair that this department be strengthened especially now that these workshops have been done.

Mr. Speaker, Sir, most of the Members have commented on centres of excellence and also on harmonization. Harmonization as Hon. Dr. Masha has said, is in the context of the Common Market. Now, when we look at harmonization we are not only looking at the systems. He himself has said that we have to look at curriculum, training, and a number of other services. I think when something has been started we have to have somewhere to start. Therefore, this harmonization started with the curriculum and training but as well as looking at science and other areas as sports is also a process for integration. I do not think this is the end of harmonization although it is over harmony since 1998 when harmonization process started it has been very slow. We could say probably it is still in the first phase. There are three phases. If you look at it in the website and the way we have found it in the field, it is still in the first phase.

It is supposed to be ending by now but it is still in the first phase. We would urge that it should be revisited to see what went wrong or what are the challenges? As the Chair has indicated, we have many other challenges. What are the challenges that should be taken aboard to enable us to move?

The second is the centres of excellence. We have indicated that officials we have met have said that they fear what these centres of excellence, they are in confusion, or they do not really know.

Somebody has indicated that it is not really confusion; it is the understanding about the criteria. They were following different criteria and then they were given other criteria. Now these criteria, which they have been given, are still new and so I think even the directions and guidance, which these partner States have been given, are not right. You find that they are to look for more than one Centre of Excellence before they are sent to the EAC. Now that is why other people have said that the criteria are low; anybody with a school, an institution or science programme will go and say this is a centre of excellence because it is too low. We also urge that that be revisited.

Finally, I would just like to point out on what hon. Nangale has said about harmonization and our recommendation No.7. In this recommendation, we mentioned that we have to look at the philosophies and curriculum. We have to accommodate the uniqueness of countries philosophies, cultures, values, and aspirations. I think everybody appreciates uniqueness. Just let us imagine when Hon. Mkaruliza invited us and we saw those people performing there, did we not appreciate, did we not want them to be in our country also? That is the uniqueness, which we are talking about – *(Interruption)* -

**The Speaker:** Hon. Ndarubagiye, you are not supposed to clap in the House. *(Laughter)*

**Ms. Nassor:** In developing the curriculum, because we are starting with that, when we develop curriculum we have to indicate philosophies. We have to look at cultures, values, and aspirations not so that a common vision is very important.

With those remarks I would like thank hon. Nangale, hon. Bilal, hon. Lototo, hon. Ndahiru, hon. Masha, hon. Ogalo, hon. Muntu and hon. Chair.

With those remarks, I beg to move.

*(Question put and agreed to)*

Resolution adopted.

### COMMUNICATION FROM THE CHAIR

**The Speaker:** Hon. Members, we have come to the end of business today. Before I adjourn, I would like to recognize in the gallery two officials from the WFD who, as you know, helped us in terms of communication and the newsletter. They are Mr. Paul Silk and David Tholbe.

We have come to the end of business, but before I adjourn, I would like to thank, on my behalf and on behalf of the Assembly, His Excellency Paul Kagame, the President of the Republic of Rwanda for having addressed us during the special sitting and also for having invited us in his office where we could get words of wisdom from him. We say asante sana.

I would also like to thank the President of the Senate of Rwanda and the Speaker of Chamber of Deputies of Rwanda who have allowed us to us Parliament for the last two and a half weeks. Thank you very much.

Last but not least I would like to thank the Rwanda chapter of EALA who have made us stay very comfortable and organized most of what we are seeing here.



I would also like to thank His Excellency Pierre Nkurunziza the President of Republic of Burundi and chairperson of the EAC summit for having come all the way from Bujumbura to come and address us in Kigali and give us the state of the EAC address.

I would like to also say that tomorrow we going to Genocide commemoration. The function is happening tomorrow. As you know all of us are supposed to be there in the morning. Hon. Members the buses will leave your hotels at 7.00 a.m. You should be ready by 7.00 a.m. because we are coming through here and then going to the Prime Minister's office and then all delegations leave from the Prime Minister's office.

I would like to say that we are having two small meetings after the session. One is the Tenth Anniversary Committee it will be a short meeting. We will meet in Committee Room A. The House Business Committee will also meet in Committee Room B.

### **ADJOURNMENT**

**The Speaker:** With those few remarks, I would like to adjourn the House until Tuesday, 17 May 2011.

*(The House rose at 5.10 p.m. and adjourned until Tuesday, 17 May 2011)*