

**STUDENTS' MOBILITY AND REGIONAL INTEGRATION WITHIN
SELECTED UNIVERSITIES IN EAST AFRICAN COMMUNITY**

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DECLARATION

DECLARATION BY THE CANDIDATE

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DEDICATION

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ABBREVIATIONS

AASF	African American Students Foundation
AU	African Union
COMEDAF	Conference of Ministers of Education of the African Union
EA	East Africa
EAC	East African Community
EASTECO	East African Science and Technology Council
EHEA	European Higher Education Area
ESIB	The National Unions of Students in Europe
ESU	European Students' Union
HE	Higher Education
HERAF	Health Rights Advocacy Forum
IUCEA	Inter University Council for East Africa
MDGs	Millennium Development Goals
OAU	Organization of African Unity
OECD	Organization for Economic Co-operation and Development
PAU	Pan African University
PHR	Physicians and Human Rights
UNESCO	United Nations Education Science and Cultural Organization
UK	United Kingdom
UN	United Nations
USA	United States of America

ABSTRACT

In the current decade, studies have indicated increasing trends of student mobility globally. The East African Community (EAC) has been aiming at enhancing open borders which enables more people including students from its member states (Kenya, Uganda, Tanzania, Rwanda and Burundi) to move freely, interact and learn from the diverse environments in EAC. This enables them to find new ways of achieving the goals they have in common. The world polity and the world culture theories of globalization, explains the important role played by students' mobility trends in universities in forming international and regional integration in EAC. However, there is no proper and reliable statistics on the number of Kenyans accessing higher education in foreign universities and also the number of those who returned after completion of their studies. With such drawbacks, determining the existing trends of student mobility in East Africa (EA) proved hard. Therefore, this research aimed at studying students' mobility in selected universities in EA. The specific objectives of the study were: to establish the trend of student mobility in East African universities, to investigate how student mobility contribute to regional integration in the EAC and to find out how universities in EA can be integrated in order to achieve a regional integration among higher learning institutions through students' mobility. This study was conducted through survey design. Owing to the scope of the study, random sampling technique targeting universities in EAC to obtain reliable response was used. Relevant data from universities in member states of EAC was collected using questionnaire presented to the registrar of academics and/or the international office of the selected universities. The other source of information included the relevant Ministry responsible for Education in each country studied, UNESCO (United Nations Education Science and Cultural Organization) data on mobility and the Commission responsible for higher education in each country. Data analysis was done using Statistical Package for Social Sciences (SPSS) and therefore established the trends of student mobility in selected universities in EA. The researcher came up with recommendations on how student mobility in universities in EA can be used to enhance regional integration. It came apparent that there are more foreign East African students than other foreign students in the selected universities in EA with over 30% in Kenya, majority being Tanzanian (11.1%) and almost 75% in Uganda, majority being Kenyan (33.6%) which is strength to regional integration process in the EAC region as students from EAC with diverse cultures interact in these universities. Specific programmes and services that are geared towards increasing students' mobility rates and cooperation among universities in EA were being offered by majority of the selected universities. In order to fasten regional integration, emphasis on these specific programmes and services is crucial.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presents the background to the study, the statement of the problem, theoretical framework, conceptual framework, definition of terms, objectives, justification and significance of the study, and the scope and limitations of the study.

1.2 Background to the Study

This section includes the background to the study which encompasses student mobility trends and regional integration. Student mobility refers to international students who travel to a country different from their own for the purpose of tertiary study (Ischinger, 2006). A student exchange programme is a programme in which a student, typically in secondary or higher education, chooses to live in a foreign country to learn, among other things, language and culture. These programmes are called 'exchanges' because originally the goal was an exchange of students between different countries. Student mobility can also be defined as any academic mobility which takes place within a student's program of study in post-secondary education. The length of absence can range from a semester to the full program of study (Sean and Alex, 2008). Student exchange can be movement of students within region (intra-regional mobility) or between regions (inter-regional mobility).

Student mobility in higher education involves students moving from their own countries to universities in other countries. These countries may be within their region or in other regions. However, previous studies have proved student mobility to be very significant within countries located in a specific region. This implies that intra-regional flows are stronger than inter-regional flows. For example, the data on distribution of students of regions by destination region in 2004 (UIS, 2006) indicates intra-regional flow as follows: North America and West Europe (90.83%), East Asia and Pacific (40.00%), Central Asia (30.44%), Sub-Saharan Africa (21.12%), Central and East Europe (20.93%), Latin American and Caribbean (16.53%), Arab States (13.12%) and South and West Asia (1.68%) (Varghese, 2008). This means that in as much as North America and West Europe lead in intra-regional student mobility at 90.83%, that of Sub-Saharan Africa still stands very significant compared to other regions at 21.12% by 2004. As we see an upward trend in terms of growth of student numbers, these percentages may have risen even higher in 2011/2012 academic years in the case of EAC and therefore affect regionalization process greatly. Therefore, it is important to analyse Students' Mobility within EAC as it is a swiftly growing phenomenon worldwide and hence impacts greatly on regional integration.

Among European students studying abroad, 81% are studying in another European country, while among Asian and North American students registered as studying abroad, 28% and 44%, respectively, remain within their continent. The preference of European students to remain in Europe can no doubt be attributed to the Bologna Process and to new Erasmus Programme promoting this type of mobility (though the introduction of Erasmus Mundus has since expanded the new Erasmus Programme to

cover the whole world). For their part, African Students have a clear preference for Europe – France alone receives 55 percent of all African Students in Europe and 42 percent of all international African students enrolled in the Organization of African Unity (OECD) area.

In turn, students from America most often choose to stay in the region, though almost 40 per cent also opt to study in Europe. Asian Students aim mainly for North America (40%) and, though 28 per cent also go to study in the Asia-Pacific region, in particular in Australia, 32 per cent also choose to go to Europe. Here again, the average conceal major variations, as the United Kingdom (UK) (43%) and Germany (29%) together host 72 per cent of Asian students studying in Europe (International Organization for Migration, 2008). This means that most mobile students prefer to study in universities in their Continent and in this particular case, of African students who study out of their continent, most of them prefer to study in European universities.

Student mobility has been increasing in the current decade all over the world. Analysis based in Indicators of Education Systems (INES) data from UNESCO, OECD and Eurostat underlines the rising volume of migration of foreign students, with the proportion of the total number of students enrolled in OECD countries rising by an average of 5% between 1995 and 1998 (OECD, 2002).

There are many factors that influence mobility in Africa in relation to globalization. Higher education in the developing world has been profoundly affected by the processes of colonialism, globalization and neo-colonialism (Wende, 2001). One of

the striking features of the student mobility on the African Continent is its regional character, particularly how inter-country mobility reproduces patterns of colonization. Southern and Eastern Africa tended to have a British colonial influence, and West Africa was largely under the influence of France, while Central and North Africa were a scramble between France and Germany (Roshen, 2008). However, there are also other factors that influence mobility in determining where students move to. The direction of student migration is governed by geographical, linguistic, cultural, historical, institutional and academic considerations (OECD, 2002). This explains the difference in distribution of international students involved in intraregional mobility across Africa.

The ongoing regional developments in Europe involving higher education started in 1950s. The European Economic Community, after its foundation in the 1950s, initially addressed educational matters only in the areas of vocational training and the transition from education to employment. When higher education became part of the European agenda in the 1970s, one of the first activities was to promote student mobility. Joint study programmes were established in 1976 and remained in operation for about a decade. They provided financial support for networks of departments that exchanged students for a period of up to one year and also included some funds – though on a modest scale (Rupert et al., 2009). This marked the onset of an aggressive higher education regionalization process which brought about several programmes such as Erasmus programme, Leonardo da Vinci programme and the Bologna process which are well known to participate greatly in student mobility.

In 1987, the Erasmus programme was inaugurated. Its name not only reminded one of the Dutch humanist and theologian Desiderius Erasmus Roterodamus (1466-1536), but also served as an acronym for the European higher education activities and to broaden their scope. It rapidly became the most visible of the various newly emerging European educational programmes. Though its financial resources did not reach the amount needed to pursue the ambitious aim initially set by the European Community of supporting a temporary study period in another European country for 10% of higher education students, Erasmus became the largest mobility programme hitherto established (Rupert et al., 2009). Supporting student's higher education became a very vital issue in the Erasmus programme. The funding of higher education students played a big role in encouraging student mobility in Europe.

Besides, the Leonardo da Vinci Programme, which funded practical projects in the field of vocational education and training with initiatives ranging from those giving individuals work-related training abroad to large-scale co-operation efforts played a big role in students' Mobility' internationally. The programme became well known through its promotion of trans-border mobility, which allowed participants to gain work and study experiences abroad. The programme has provided funding for staff and trainee exchanges benefiting nearly 127,000 people in vocational education. Effectiveness improved in 2000-2002 compared to the previous programme period (1995-1999). The number of beneficiaries increased between 2000 and 2002 (180 pilot projects in 2000 and 204 in 2001) (Rupert et al., 2009). This led to a sharp increase in students' mobility globally.

Student mobility has been increasing in these years between universities, bringing a lot of checking and paper work to student affairs offices and students. In addition to that, 33 European Ministers responsible for higher education signed in 2003 in Berlin, Germany, the Bologna Declaration where they agreed on a unified educational system in Europe (Bologna, 2003). This Bologna Process successfully led to the establishment of the European Higher Education Area (EHEA) through making academic degree standards and quality assurance standards more comparable and compatible throughout Europe, in particular under the Lisbon Recognition Convention. The EHEA aims at enabling as many students, academic staff and holders of qualifications to move within as large a part of Europe as possible with as few obstacles as possible (Council of Europe, 2005). This successfully led to cooperation among institutions of higher learning in European countries.

The history of student mobility in East Africa dates back to 20th Century. On Sept. 11, 1959, eighty-one students from East Africa were flown to New York City on a chartered flight. These students were then dispersed to colleges and universities throughout the United States and Canada. Based on the success of the 1959 program, African American Students Foundation (AASF) obtained new scholarships for approximately 250 additional students from Kenya and six other East African countries. What was termed as "Airlift Africa, 1960" brought 295 students to New York City on four separate flights by mid-September (The University of California, 2008). This led to many East African students and well renowned leaders to access higher education abroad. Many pioneer leaders of African countries including those of East Africa studied abroad. Edward Frederick William David Walugembe Mutebi

Luwangula (Mutesa II) of Buganda, the first president of Kenya Mzee Jomo Kenyatta and president of Tanzania Julius Kambarage Nyerere among others, were among the pioneer African leaders to attain education abroad.

There has been high inter-regional and intra-regional mobility in Africa. Large countries whose language is more widely used internationally attract a larger number of students, especially if they come from one of the member countries of a regional economic group (European Union, NAFTA) (OECD, 2002). Data on destination of foreign students in the OECD area by region of origin and changes between 1998 and 2009 indicates that the rate of student mobility of students moving from Africa to OECD countries in North America, Europe and Asia Pacific since in 2009 stood at 21%, 74% and 4% respectively. This is an increment by 2% since 1998 for those who moved to North America and Asia Pacific. However, 99% of the foreign students hosted by Sub-Saharan African OECD partnering countries are themselves from Sub-Saharan Africa (Vincent-Lancrin, 2011). This is a clear indication that intra-regional mobility in Africa is high. Regionalization is strengthened by cooperation of countries in various sectors with higher education being a very important area of collaboration. Because the world is going global, countries are aiming at forming regional and global networks. Europe is a good example in the process of globalization whereby citizens of member states are allowed to cross borders for a reason or another.

Another reason for high rates of movement of students abroad is that, there are also some who seek admission to overseas universities because of the perception that they provide better education than what is provided locally. The cost to the parents as well

as the country is enormous. For example, an annual fee of over Ksh.1 million the student pays in the U.S.A or U.K could support about ten students on government sponsorship in Kenya. Others want to escape the long duration it takes to complete university education in Kenya because of constant closures. There are also those who attend these universities to access courses and programmes that are not available locally. Others may be attracted by the prospects of being employed upon completion of their studies (Kinyanjui, 2006). These are some of the many reasons that trigger students' mobility round the globe.

Since the late 1800s under the then British East Africa, the countries of East Africa have been searching for ways to integrate. The search led to the establishment of the East African Community (EAC) in December 1967, which later collapsed in 1977. One main problem of attempts at integration in East Africa in particular and Africa in general, has been that they have been leader-led. The leaders have been spearheading the process of regional integration. Whether it was the Organization of African Unity (OAU) or now the African Union (AU), the people at the grassroots have played no role in their establishment and consolidation (Kasaija, 2006). Leaders have not put efforts in involving the natives in the journey towards integration process which forms the core of integration. Among the members of the society, students come in handy in the process of integration. The impact of higher education in enhancing integration through students cannot be ignored. It is therefore high time to involve the citizens in regional integration issues.

During the first two decades of independence, higher education institutions played the role of meeting the manpower requirements, in addition to undertaking programmes offered to address the urgent needs of nation building and Africanization. The role of higher education at that time was that of mediating between the urgent socio-economic needs of the East African region specifically to each country. The period was characterized by intense and creative debates on what constituted appropriate content of the courses offered by various departments of the university.

Although these debates were most intense in the social sciences and humanities, they were notable in other academic fields as well. African nationalism, dignity, identity and culture as well as socialism were major forces in shaping the debates and the re-orientation curriculum. Thus, the ideologies of nationalism and human capital had a major imprint on the development of higher education in East Africa and Kenya in particular (Kinyanjui, 2006). Higher education is composed of various societal dimensions that may enhance smooth working of structures that enhance understanding of regionalization in EAC. These include: law, culture, politics, economics and global impacts among others.

In a nut shell, student mobility in EAC involves movement of students within the region. These students especially in the higher education sectors will interact with other students from other member states of the region and therefore build cohesion among them. They will be in a position to learn in a novel environment and find how to go about challenges in all realms of life as they integrate into the new environment with diverse cultural setups. Therefore it is important to consider student mobility

trends with emphasis on higher education in relation to forming a strong regional network in East Africa.

1.3 Statement of the Problem

In the past years, EA has been striving towards achieving regional integration that will make East African countries become one community, which is currently the EAC. Various sectors have been considered important in the process of regionalization. These include socioeconomic, information and technology, and education sectors. The EAC aims at providing new opportunities and enhance existing training provision. This is in order to develop and strengthen innovative approaches aimed at improving and providing top quality training and education focused to meet current and future skills needs and technical innovations in the region. Improving and provision of top quality training and education is a fundamental prerequisite for the implementation of a successful regional integration process.

One big step towards achieving this is opening the borders of partner states to enable people to move about from one country to another. Currently, there have been cases of citizens from one East African country moving to another so as to access education or carry out trading activities. This current trend has pin pointed the fact that there is mobility within the partner states of the EAC.

However, student mobility trends within East Africa have not been well established. Statistics on regional mobility is also scarce (Kinyanjui 2006). It is thus problematic understanding existing trends of student mobility in East Africa even with the long

history of regional mobility in the partner states. Governments in East Africa are notoriously averse to generating data on mobility. Furthermore, economic migration in the region does not seem to attract the same level of interest and analysis as rural-to-urban and forced migration. It is certain, however, that several factors trigger migration in the region (Nyaoro, 2010). This implies that a clear student mobility trend had not been fully established in East Africa.

Mobility is an increasing phenomenon and one that characterizes many systems of education worldwide. There is evidence that student mobility has been taking effect within East African countries. With the revival of EAC, there could be new dimensions to this. Therefore it is important to investigate current mobility trends within EAC (this will include data on mobile students from the region studying in Kenya and Uganda).

1.4 Objectives of the Study

The main aim of the research was to provide an empirical analysis of student mobility in higher education institutions within universities in East Africa.

The specific objectives of the study are:

- i) To establish the student mobility in universities in East Africa, specifically in Kenya and Uganda.
- ii) To investigate how student mobility contribute to regional integration in the EAC.

- iii) To find out how universities in East Africa can be integrated in order to achieve a regional integration among higher learning institutions through students' mobility.

1.5 Research Questions.

The following questions are addressed:

- i) How many foreign students from East Africa are studying within the universities in Kenya and Uganda; member states of the EAC?
- ii) How does student mobility contribute to regional integration in the EAC?
- iii) How can universities in East Africa be integrated in order to achieve regional integration in East Africa through student mobility?

1.6 Justification and Significance of the Study

Students' mobility is gaining more importance in research globally. However, this field has not got much attention in East Africa. It is problematic understanding existing trends of student mobility in East Africa even with the long history of regional mobility in the partner states (Nyaoro, 2010). Therefore, this study of students' mobility in East Africa helps the researcher to evaluate the trends of student mobility in East Africa and how student mobility in Higher Institutions of learning in East Africa play the role of strengthening regional cooperation. This implies that the research evaluates the rates of student mobility in universities in East Africa and therefore gives an insight into the movement of university students within East Africa. Because there are many universities in East Africa, the area of interest was

universities in Kenya and Uganda. Universities are ideal for study because they involve students who play a great role in regional integration process as they participate in various activities and programmes in their universities and the surrounding community.

The research gives a detailed analysis of the outcome; based on the pattern of students' mobility obtained in East Africa and how foreign East Africa students in universities in the region play a role in the integration process of EAC. This helps understand the phenomena more and therefore, come up with recommendations that may impact on the policies and other functions affecting mobility in East Africa. Bearing in mind the current trend of the world developing into a 'global village', East Africa has a role to play in order to achieve world standards of regional integration.

1.7 Scope and Limitations of the Study

Among the universities in East Africa, universities in Kenya, Uganda, Tanzania, Rwanda and Burundi were targeted. However, only universities in Kenya and Uganda were used. The area of focus of the study was enrolment of foreign East African students in universities in East Africa because the study is interested in student mobility trends in East Africa. The reason of choice to study at least one public university is due to the fact that they are government institutions and hence are governed by the stipulated government policies. A number of private universities were targeted because of their reliable data on students' Mobility.

By the time of the study, Kenya had 7 public and 18 private universities; Uganda had 5 public and 18 private universities; Tanzania had 8 public and 14 private universities, while Rwanda and Burundi had one university each. Since the number of East African universities were many, the researcher intended to obtain information from Kenyatta University, Moi University, University of Nairobi, Egerton University, Maseno University, Jomo Kenyatta University of Agriculture & Technology, Masinde Muliro University of Science and Technology in Kenya. Private universities included: Catholic University of East and Central Africa, Africa Nazarene University, United States International University, Mount Kenya University and University of East Africa, Baraton. In Uganda: Busitema University, Gulu University, Kyambogo University, Makerere University and Mbarara University of Science & Technology. Private included: Kamapala International University, Kampala University, International University of East Africa, St. Lawrence University (Uganda), Ndejje University, Islamic University in Uganda and Bugema University. In Tanzania public universities targeted included: University of Dar es Salaam, Muhimbili University College of Health Science, University College of Land and Architectural Studies, Sokoine University of Agriculture, Open University of Tanzania, Mzumbe University. Private universities targeted included: International Medical and Technological University (IMTU), Hubert Kairuki Memorial University (HKMU), Aga Khan University and St. Joseph University in Tanzania. In Rwanda: National University of Rwanda, in Burundi: University of Burundi. This makes a total of nineteen public universities.

Another source of information the researcher obtained data on student mobility was the Commission for Higher Education. This body offers information services to the secretariat, Commissioners, students and staff of universities in Kenya and the public. The information services offered include library, Internet and public advisory. The researcher also got information on student mobility from the Ministry of Education. The ministry of education is concerned with all education matters in the country. The UNESCO is a non-governmental organization which provides expertise to governments on reforming and rebuilding educational systems. The Organization promotes literacy and education programmes for all, throughout life. UNESCO coordinates operational projects in basic, secondary, technical, higher, distance and HIV/AIDS education. With the information on Student mobility and regional integration, UNESCO provides relevant information for the study.

The researcher aimed at establishing the trend of students' mobility in order to come up with ways to integrate East African universities so as to enhance regional integration in East Africa through student mobility. The study involved collection of relevant data from various universities in East Africa. This was demanding and time consuming, bearing in mind the limited time span of the research period. To curb this, an appropriate research plan was used so as to ensure activities run in right chronological order. This means that the researcher made a plan of how the research was to be conducted in the countries. The researcher visited these institutions in Kenya, Uganda and Tanzania and presented the data collection tools. To other institutions that were distant, the data collection tools were posted to avoid unnecessarily travelling which would have been time consuming. However, the

researcher visited a good number of universities to make a follow up of data collection. Owing to this fact, the choice of research tools was limited to questionnaires and document analysis.

The research being a survey, the findings of the study can be generalized. This may be faced with slight divergence of findings from the reality. The study involved collection of data from respondents. This implies that the information needed relied much on the respondent's reliability and readiness to rely information. It was hoped that the information the respondents would give could be used for generalization in this study.

1.8 Theoretical Framework

There are many theories that can be used to explain the concept of student mobility in the context of globalization. These include: world system theory, world polity theory and world culture theory. However, this study uses the latter two.

However, it is important to briefly explain the World System theory and why it is not adopted in this study. Frank Lechner (2000) captures the definition of World-system as any historical social system of interdependent parts that form a bounded structure and operate according to distinct rules, or "a unit with a single division of labour and multiple cultural systems" (Wallerstein, 1974). The explanatory power of the model; world-system theory on a global scale is stronger than all the other theoretical models in explaining the existing global inequality.

This theory explains mainly how the countries of the globe differ (Zhu, 2003). Because this theory emphasises on the global difference, it was not adopted to suit the research topic which involved regional integration. Besides, from the analysis of the world-system theory as given by Frank Lechner (2000), it is clear that the theory explains globalization in economic and political context but does not give priority to cultural nor educational context. The research dwelling much on mobility of students, needs educational and cultural grounds for further explanations concerning regional integration. This explains why the researcher does not use this theory.

Among these theories, world Polity theory and World Culture theory were adopted in the study. Lechner (2000) gives the definition of polity as a “system of creating value through the collective conferral of authority” (Meyer, 1980). The system is constituted by a set of rules, also called frames or models. Actors in the system are “entities constructed and motivated by enveloping frames” (Boli and Thomas, 1997). The world polity contains no single actor or institution defining what is valuable for the world as a whole. “Instead of a central actor, the culture of world society allocates responsible and authoritative actor hood to nation-states.”(Meyer et al., 1997). Their authority is rooted in a world culture: a set of universally applicable models that define who legitimate actors in world society are, what goals they can pursue and how they can pursue them.

While World Polity models defines sovereign states as key actors, enabling authorities to construct collective goals and devise the means or programmes to produce them, state officials are not the only ones engaged in such authoritative creation of value

(Meyer, 1980). Therefore, the natives and foreigners with the help of other institutions can contribute positively to integration irrespective of the diverse cultures they have.

Also, international nongovernmental organizations represent, carry out, and elaborate global principles. They are “built on world-cultural principles of universalism, individualism, rational voluntaristic authority, progress, and world citizenship” (Boli and Thomas, 1997). This explains the vital role played by organizations including universities, in fostering integration of countries all over the world. The foreign students get to comply with the tenets put in place in the institutions in order to achieve their goals. With common regional goals in EAC incorporated in the system, regional integration can be enhanced.

Knight (2004) defined globalisation and internationalisation as the economic, political and societal forces pushing higher education towards greater international involvement and internationalisation as the activities of higher education institutions in response to these forces. In the context of this theory, globalization is defined as the growth and enactment of world culture. Since at least the middle of the nineteenth century, a rationalized world institutional and cultural order has crystallized that consists of universally applicable models that shape states, organizations, and individual identities (Meyer et al., 1997). Therefore, world polity theory conceptualizes the world as a unity with culture as a societal force.

World culture exerts pressure toward isomorphism. Institutionalization of world models leads to structural similarity. Thus, nation-states adopt similar constitutional

forms, public educational systems, policies on women's rights and the environment, etc. (Meyer et al., 1997). This emphasizes the similarity or identity of structure of the world culture. Therefore, each and every state has to join hands with others in order to realize a common regional society where student mobility in higher education is important.

Globalization encourages nations to aim at achieving common goals such as the MDGs (full). However, pursuit of similar goals by similar states leads to intense competition. “The greater the number of entities . . . that pursue similar interests requiring similar resources, the more the entities will come into conflict with each other and develop theories of one another as sources of social ills” (Meyer et al., 1997). This is a challenge that is experienced in the East Africa region and may have significant effects on the trend of students’ Mobility in the region.

World society legitimates different kinds of actors - individuals, states, interest groups, and international organizations. These are bound to come into conflict. A case in point is the tension between claims to equality by individuals and state justifications for specialization that produce inequality, or particular groups may claim a right to cultural distinction and autonomy against state pressure toward homogenization (Wallerstein, 1997). This is another problem as explains the theory and is against the act of making the world homogeneous or uniform in all aspects.

The World Polity Theory acknowledges the challenge of conflicts between different groups that come with global integration and its propriety. It further explains the

integration process clearly using world culture and therefore can be used to explain in detail harmonization of diverse cultures. However, the World Polity Theory does not explain world culture in detail. Therefore, World Culture Theory can be used to reinforce the World Polity Theory.

World Culture theory is a label for a particular interpretation of globalization that focuses on the way in which participants in the process become conscious of and gives meaning to living in the world as a single place. In this account, globalization “refers both to the compression of the world and the intensification of consciousness of the world as a whole”; in other words, it covers the acceleration in concrete global interdependence and in consciousness of the global whole (Robertson, 1992). It involves the crystallization of four main components of the “global-human circumstance”: societies (or nation-states), the system of societies, individuals (selves), and humankind; this takes the form of processes of, respectively, societalisation, internationalization, individuation, and generalization of consciousness about humankind (Robertson, 1991; 1992).

Rather than referring to a multitude of historical processes, the concept, above all captures “*the form* in terms of which the world has moved towards unicity” (Robertson, 1992). This form is practically contested. Closely linked to the process of globalization is therefore the “problem of globality” or the cultural terms on which coexistence in a single place becomes possible (Robertson, 1992). World culture denotes the multiple ways of defining the global situation, conceived as responses to this shared predicament (Lechner, 2000).

In this context, globalization refers to the compression of the world and the intensification of consciousness of the world as a whole (Robertson, 1992). The “wholeness” of the world is a key element when considering student mobility as an agent of regionalization. In thought and action, it makes the world a single place. What it means to live in this place, and how it must be ordered, become universal questions. These questions receive different answers from individuals and societies that define their position in relation to both a system of societies and the shared properties of humankind from very different perspectives. The confrontation of their world views means that globalization involves “comparative interaction of different forms of life” (Robertson, 1992). In the world of academics, universities as institutions of higher learning are universal in nature. This goes in line with universal doctrines of academics.

However, in a compressed world, the comparison and confrontation of world views are bound to produce new cultural conflicts. In such conflict, religious traditions play a special role, since they can be mobilized to provide an ultimate justification for one's view of the globe; the resurgence of fundamentalist groups, innovative traditionalists with a global agenda, is a case in point (Lechner, 2000). Conflict arising from globalization hinders integration of EAC. As a process that both connects and stimulates awareness of connection, globalization dissolves the autonomy of actors and practices in contemporary world order. In this process of relativization, all units engaged in globalization are constrained to assume a position and define an identity relative to the emerging global whole (Robertson, 1991; 1992).

The main structure of the world culture theory is such that it analytically evaluates globalization to comprise the set of dynamic relationships among the four core units- societies, international system, individual selves, humankind. Empirically, globalization involves the “conjunction of different forms of life” (Robertson, 1992). This is expressed concretely in the interaction between actors or groups holding different views of world order. This is the strength of this theory as it emphasizes interaction between various groups from diverse cultures. In student mobility, students from different countries move to another country and therefore enhancing interaction between them. Apart from individual interaction, the governments as stakeholders and policy makers play a big role in the integration process and therefore have to interact and come up with universal policies.

The world culture theory functions through the process of relativization. This is whereby each unit in the emerging world order takes shape relative to the others that surround it. For instance, as nation-states become subject to universal standards derived from a common conception of humankind, citizenship in those societies become relativized. The relativization of societies as part of the inter-state system occurs concretely in revived concerns about national identity (Lechner, 2000). This is concerned with internationalization which is a key element in regionalization whereby student mobility is a vital phenomenon.

Although globalization does not create a common culture in which everyone holds the same beliefs and values, it does create a single arena in which all actors pursue their goals by deliberate comparison with others, using at least some common standards as

yardsticks. Early cases are Peter the Great's Russia and Meiji Japan (Nettle and Robertson 1968; Robertson, 2000). Emulation takes the form of selectively incorporating ideas from a global arsenal (Robertson, 1995). The goals of education in higher institutions of higher learning are universal. Therefore, the movement of students from one country to another in search of higher learning is a means of incorporating ideas as students with diverse cultures meet.

Glocalization process of world culture theory stresses that the universal ideas and processes involved in globalization necessarily are interpreted and absorbed differently according to the vantage point and history of particular groups. (Robertson, 1995). More generally, glocalization captures the way in which homogenization and heterogenization intertwine (Robertson, 1995). In the EAC, the vantage point was in economic grounds. A common market was established by the East African countries which called for trade between EAC member states. This brings about cross border movement and therefore may have triggered students' mobility in the region.

In globalization, the universal must be made concrete (e.g., state sovereignty embodied in particular forms of government), the particular becomes endlessly diffused (e.g., all peoples can and must have their distinctive identity). Hence globalization is "a form of institutionalization of the two-fold process involving the universalization of particularism and the particularization of universalism" (Robertson, 1992). The concept of universalism and particularism as explained in the

world culture theory thus acknowledges diverse cultures and need for integration as is the case of EAC.

An important contribution of world culture theorists is research demonstrating the existence of common global educational practices. A premise of world culture scholars is that all cultures are slowly integrating into a single global culture (Spring, 2009). The world is currently viewed as a global village which goes in line with world culture theory. The education sector plays an important role in culture promotion and integration. Therefore, higher learning provides an arena where sharing of diverse cultures is evident, bearing in mind the universal nature of higher learning institutions. With cross border movement of students, people share much that leads into regional integration.

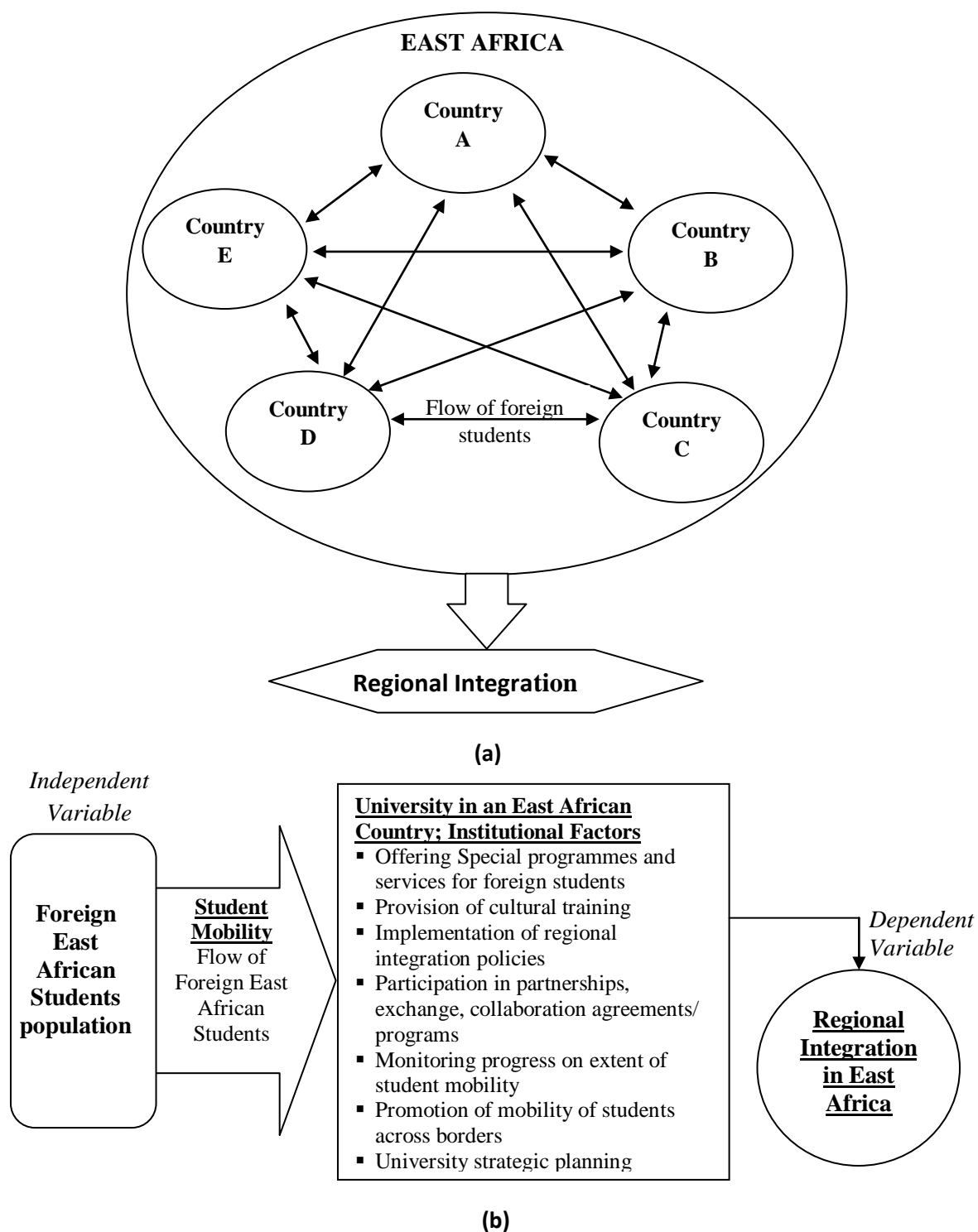
The problem with world culture theory from Anderson-Levitt's point of view is that it does not account adequately for the diversity of ways in which global (or more specifically Western) reform policies are resisted, 'creolized', or rejected at the local level in particular regions, schools, or classrooms (Lechner, 2000). However this may not be a weak point when it comes to issues related to student mobility. This is so because the study dwells much in regional level of higher education and not local; which is the area of concentration of the research.

To conclude, world culture theory portrays the process as ongoing and open-ended. All features of world culture, discussed above, entail continual change. Cultural conflict is the most common mechanism. Globalization provokes reaction or

resistance. A case in point is Islamic fundamentalism. While opposed to the form of globalization that produces a world of equal cultures, fundamentalism substitutes its own global vision. Fundamentalists attempt to define global fundamentals and operate in terms of globally diffused ideas (Robertson, 1992). While world culture theory emphasizes the role of reflexivity and worldviews in globalization, in principle change can originate anywhere. World culture theory is causally agnostic (Lechner, 2000). Therefore, as far as regional integration and student mobility is concerned, World Polity and World Culture Theory which complement each other, in a great way apply to this study.

1.9 Conceptual Framework

The conceptual framework provides a clear concept of the areas in which meaningful relationships are likely to exist. Thus, the conceptual framework works in conjunction with the goals to justify the study (Leonard, 2007). The conceptual framework in this research can be summarised diagrammatically as shown in figure 1.1



Source: Author

Figure 1.1: Conceptual Framework

Section (a) of figure 1.1 shows intra-regional flow of students within member states of East African community where the arrows represent students moving from their countries to another East African country. Section (b) of figure 1.1 shows the flow of foreign East African students into one of the universities in East Africa. Both diagrams indicate that students' mobility in the long run lead to regional integration. This means that student mobility being an independent variable is acted upon by some factors in universities as indicated in figure 1.1 part (b) to finally ensure that regional integration, a dependent variable; in East Africa is achieved.

1.10 Operational Definition of Terms

In this section, there is need to define the terms: globalization, higher education, international students, internationalization of higher education, regionalization, and student mobility, as used in the research.

East African Community: In this study, the term is used to refer to refer to students from Uganda, Kenya, Tanzania Burundi and Rwanda who study specifically in Kenya and Uganda.

Foreign Student: The term foreign student refers to any student in an institution who come from another country. In this context, the foreign student refers to the foreign student in a university in East Africa originating from any East African country (Kenya, Uganda and Tanzania).

Globalization: In this study, the concept of globalization is adopted from Knight's definition which sees globalization as the flow of technology,

knowledge, people, values, ideas, capital, goods, and services across national borders, and affects each country in a different way due to the nation's individual history, traditions, culture, and priorities (Knight 2004). Therefore, the flow of students from one country to another is an element of globalization.

Higher education: This research uses the term “higher education” to refer to the tertiary education sector and mainly to courses of study that prepare students for scientific and research-oriented careers, as well as careers that call for a high level of professional qualifications. Some study courses are oriented toward specific and more practical, technical skill sets. The study refers higher education to a formal education provided by an institution of higher education and whose successful completion is marked by conferring a university degree, that is a bachelor's, master's, doctorate or other diploma (Förg et al., 2009). In this research Higher education will narrow down to higher education at university level.

International Students: This research uses the term “international students” to refer to students who have crossed borders expressly with the intention to study. In this study, international students describes the ‘mobile’ students; the foreign students in an institution.

Internationalization: This study uses the term internationalization as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional

and national levels (Knight, 2008). In close connection to this, OECD (1999) suggests that internationalization is the integration of an international or intercultural dimension into all of the activities of a university, including the teaching, research and service functions. Internationalization includes the policies and practices undertaken by academic systems and institutions - and even - individuals - to cope with the global academic environment. Globalization may be unalterable but internationalization involves many choices (Hyland, 2008). Hence, globalization and internationalization are intertwined and both influence students' Mobility and regional integration in East Africa as it affects students, staff, the curriculum and institutional management (Justin Irina, 2004). Internationalization is one of the ways a country responds to the impact of globalization yet, at the same time respects the individuality of the nation. Therefore, globalization can be thought of as a catalyst while internationalization is the response, albeit a response in a proactive way (Knight, 1997).

Regionalization: This research adopts Jürgen Enders definition of regionalization. Regionalization can be described as a process of growing regional co-operation or even integration on equal terms at all levels and sectors, such as institutional partnership across borders. This applies to the current phenomena of student mobility in the European Union. On the other hand, another part of regionalization can be interpreted as “part and parcel of the globalization process, establishing co-operation among neighbours in order to counteract the pressure from other parts

of the world” (Enders, 2004). Regionalization is the tendency to form regions, or the process of doing so. It describes the process by which regional economies, societies, and cultures have become integrated through a global network of communication, transportation, and trade. This implies that there must be a strong binding factor. For this case, regionalization tends to regionalization in East Africa with prime focus on higher education.

Student Mobility: Student mobility is defined as any form of international mobility which takes place within a student’s programme of study in higher education. The length of absence can range from a short trip to the full duration of a course of study (Higher Education Funding Council for England et al., 2004). International student mobility refers to students studying in a foreign country (Kemal, 2011). This implies movement of students or trainees who go abroad to study in an institution such as full study abroad towards a degree, part of an academic partnership for home degree (study abroad) or a joint degree, and students in exchange programs. In this case, student mobility is confined into international students studying in universities in East Africa, narrowing down to those from East African countries.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the relevant literature on the subject of students' mobility and regional integration. This section will present the following subsections: students' mobility and integration of higher education, students' mobility in Africa, integration of East African countries, education and students' mobility in the regionalization process, open borders and students' mobility, internationalization of higher education and students' mobility, and global partnerships and student mobility.

2.2 Student Mobility and Integration of Higher Education

As defined earlier, student mobility refers to international students who travel to a country different from their own for the purpose of tertiary study (Ischinger, 2006). Horizontal mobility means that students spend a period of their studies in another country. Vertical mobility means that students take a full degree abroad. From the definition of student mobility it follows that student mobility involves movement of students from one institution to another. This may be movement from one institution to another or even outside the country. Ischinger (2006) adopted the use the terminology "international student" when referring to student mobility while she relates the terminology "foreign student" to non-citizens enrolled in a country (that is; comprising some permanent residents and providing an overestimated proxy of actual

student mobility). In this study, the researcher dwelled much on foreign East African students in universities located in East Africa.

Forming global networks through education is evident in many parts of the world. Europe is one of the regions that have been noted to have an upper hand in matters concerning regionalization. Since the end of the 1990s, European integration of higher education has gone through a remarkable ‘upward’ episode. One important intergovernmental element in this has been the signing of the Bologna Declaration, which included the intention expressed by the signing countries to construct an EHEA, and the launching of the subsequent process. The EU member states that signed the declaration were apparently prepared to loosen their embrace of the principle of subsidiary and give up their opposition to the principle of harmonisation, at least in an intergovernmental setting (Neave and Maassen 2007: 140). The question whether the Bologna process is ‘the start of something new’ or should be interpreted as a new phase in a long-term trend is addressed in Neave’s chapter in this book. Neave clearly opts for the second alternative and sees the Bologna process as an important element in an ongoing wave of change fostering more competition, internationalization, increased academic productivity and regionalization (Amaral, 2009).

The purpose of the Bologna Process (or Bologna Accords) is to create the European Higher Education Area by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe, in particular under the Lisbon Recognition Convention. It is named after the place it was proposed, the

University of Bologna in the Italian city of Bologna, with the signing in 1999 of the Bologna declaration by Ministers of Education from 29 European countries. This was opened up to other countries signatory to the European Cultural Convention of the Council of Europe; further governmental meetings have been held in Prague (2001), Berlin (2003), Bergen (2005), London (2007) and Leuven (2009). This shows the extent to which these European countries are committed to ensure that regional integration achieved through higher education.

Since the signing of the Bologna Declaration, many meetings have taken place at which the Bologna process has been discussed. The European ministers of education met in Prague (2001), Berlin (2003), Bergen (2005) and London (2007) to discuss the 'Bologna developments' and the measures that need to be taken to make sure that the main Bologna objectives are realized in 2010. Also, European university leaders and student unions, as well as other stakeholders, have met on various occasions to reflect upon the Bologna process (Amaral, 2009). This is a clear indication that the European region is really determined to realize their goals of regionalization of higher education.

2.3 Student Mobility in Africa

The trends of student mobility, integration, regionalization and the role of education in globalization process in East Africa is worth considering as far as this study is concerned. During the first two decades of independence, higher education institutions played the role of meeting the manpower requirements, in addition to undertaking programmes offered to address the urgent needs of nation building and

Africanization. The role of higher education at that time was that of mediating between the urgent socio-economic needs of the East African region specifically to each country. The period was characterized by intense and creative debates on what constituted appropriate content of the courses offered by various departments of the university. Although these debates were most intense in the social sciences and humanities, they were notable in other academic fields as well. African nationalism, dignity, identity and culture as well as socialism were major forces in shaping the debates and the re-orientation curriculum. Thus, the ideologies of nationalism and human capital had a major imprint on the development of higher education in East Africa and Kenya in particular (Kinyanjui, 2006).

Although East Africa has had a long history of regional migration, there are no accurate data to approximate the numbers involved or that can be used to make future projections. Governments in East Africa are notoriously averse to generating data. Furthermore, economic migration in the region does not seem to attract the same level of interest and analysis as rural-to-urban and forced migration. It is certain, however, that several factors trigger migration in the region (Nyaoro, 2010). This implies that a clear student mobility trend has not been fully established in East Africa. Therefore this study was set out to establish student mobility trends within the selected universities in EAC and its impact on regional integration.

2.4 Integration of East African Countries

The first EAC was founded in 1967, but fell apart in the late 1970s due to political friction between the original members – Kenya, Tanzania and Uganda. The trade bloc was revived in 2000, with Burundi and Rwanda joining in 2007. But almost a decade after EAC was first revived, there is still no body dedicated to synchronize science policies in the region. Breaking of EAC shows how EAC has been a weak regional network in terms of trade, social and educational aspects Nordling (2009). However, EAC has been putting maximum effort to ensure regional integration takes off.

In as much as integration of East Africa countries is in progress, it is evident that the leader's interests are in political integration. Much as the idea of political federation of the region faces great challenges, small strides have been taken towards achieving a politically federated East Africa. The very fact that the treaty of EAC mentions political cooperation is a plus in itself. A look at the treaty that established the defunct EAC reveals that political cooperation was not one of its objectives. By the end of 2006 the leaders of East Africa committed themselves to signing a protocol establishing a customs union. The Secretariat of EAC worked round the clock to bring this occasion to fruition. This was signed on 20th November 2009 by the EAC Heads of State, the East African Community Secretariat, as was expected has been inundated with calls from various quarters, investors, traders, transporters, and students among others, eager to know what the signing of the Protocol portends for them. The purpose of this note was to offer general information about the operationalization of the EAC Common Market Protocol. This was another milestone on the path towards achieving political integration. The former President Kibaki of Kenya asserted that 'once the

customs union is complete it will be closely followed by the finalization of the instruments for the common market, which include freedom [of movement] of labour and residence across the region' (Kasaija et al., 2006).

He further argues that truly, real integration of East Africa is on the way to materialization. In addition, other small steps that have been taken to enhance the integration of the region include the launching of the East African Passport and the East African flag. Others include the establishment of the East African Business Council, and the East African Defence Affairs Unit, among others. It has to be remembered that the framers of the EAC treaty put the private sector and the civil society at the centre of advancing the region's integration. Small steps they may seem, but these activities have helped to further East African integration. Studies are being undertaken by experts to further harmonize the three countries' foreign and security policies in accordance with the provisions of the treaty.

The recent attempts by the Eastern African countries of Uganda, Kenya and Tanzania to resuscitate the East African Federation provides academicians players in the political leadership and other practitioners with an opportunity to tease out issues and challenging questions pertaining to the current regional agenda, namely fast-tracking of the E.A. Federation. The Draft Treaty for the establishment of the EAC was published in 1998, after which it was circulated in the three countries for debate. After the debates in the initial Partner States, the EAC treaty was signed on November 30, 1999. It came into force on July 7, 2000. In 2001, Kenya, Uganda and Tanzania kick - started an economic bloc known as the East African Community (EAC). In January

2005, the East African Community Customs Union took effect as a precursor to the next phase of economic integration, which would be the establishment of a common market. On October 13, 2006, the consultative process on East African Federation was launched simultaneously in Kampala, Nairobi and Dar es Salaam. The consultative process spans from October 2006 to May 2007. As the consultations were being launched in the three countries, Burundi and Rwanda concluded the signing of historical agreements to join the EAC after years of negotiations. Rwanda first applied in 1996 and Burundi followed suit in 1998. These developments mean that an economic bloc of an estimated 100 million citizens is slowly unfolding (REDET, 2007).

Harmonizing science and education has been an EAC's agenda from the word go. Its first strategy from 2000 to 2005 emphasized on joint research, training and policymaking in science and technology to solve common problems. In 2003, following calls by East African scientists for a dedicated body to write regional science policies and encourage collaboration, the EAC announced provision for an East African Science and Technology Council (EASTECO) to be up and running by July 2004.

The Inter-University Council for East Africa (IUCEA) is a strategic institution of the East African Community established in 1980 as Inter-University Committee (IUC) which collapsed in 1990, revitalised in 1999 as the current IUCEA by three member states of EAC; Kenya, Uganda and Tanzania. The IUCEA whose secretariat is based in Kampala, Uganda is responsible for the development and coordination of higher

education and research whose main roles are to: advise the East African Community on higher education matters; coordinate the development of higher education and research in the East African Community through facilitating networking among higher education institutions in the region, and with external institutions; facilitating Maintenance of quality standards and harmonization of higher education systems for promoting regional integration; providing support for the development of higher education systems and research.

The strategic interventions of IUCEA specified in the roadmap have already been integrated into the 4th EAC Development Strategy (2011-2016) and they focus on the following areas: operationalizing the IUCEA Act 2009 which spells out the objectives, functions, institutional set up and systems of governance and management of IUCEA and implementing the full integration of IUCEA into the EAC institutional framework; enhancing university support systems by developing, promoting and supporting student and staff exchange programmes; enhancing curriculum development strategies and university leadership skills and competences; and mainstreaming ICT into institutional core functions and general support operations; strengthening research support to universities and within the Community; strengthening higher education quality assurance processes in university institutions and eventually establishing an East African system of quality assurance; enhancing regional research management and coordination systems for universities and the Community; and, supporting higher education research in the Community so as to establish a regional education research repository for supporting harmonization of education systems and education sector reforms.

The interventions also includes establishing an East African qualification framework to facilitate harmonization of education and training systems, and student mobility across the region, and harmonization of skills, competences and qualifications, so as to simplify mutual recognition of the latter; supporting the EAC regional integration process through various strategies; and, supporting establishment of systems for the university of the future by promoting responsiveness of university institutions in the region to both excellence and relevance to the society.

IUCEA has been playing a major role in striving to maintain collaboration between universities in East Africa. The Deputy Secretary General, Programmes and Projects, EAC, Ambassador Julius Baker Onen mentioned key strategic interventions which the Secretariat will put in place to ensure that IUCEA becomes an effective and all-embracing research and human resource development institution for East Africa. Among them, Introducing institutionalized “Free Movement of Students” in East Africa was emphasized (IUCEA, 2008). This mainly emphasizes the need to allow students to move within the EAC freely hence promoting student mobility in the region. Therefore it is apparent that integration of EAC needs more educational backing in order to speed up the regionalization process.

2.5 Education and Student Mobility in the Regionalization Process

In this study, it is important to understand the relationship between education and student mobility, and its role in the process of regionalization as a globalization element. Considering the historical perspective of higher education, tertiary Education

has made Substantial contributions in meeting human resources requirements at critical moments of Kenya's development. At independence when the country needed to Africanize and reform inherited colonial institutions such as the civil service, higher education played its part in producing the personnel needed to undertake the tasks. The academic programmes provided in the then three constituent colleges of the university of East Africa, coupled with overseas training, played a crucial role in building of the human resources that enabled Kenya to negotiate through the period of transition, and subsequent decades. As programmes of East Africa were expanded and diversified to meet emerging needs of the region, dependence on overseas education and training became less important in the training of high level manpower for the region (Kinyanjui, 2006). EAC can rely on its own training to enhance its own growth and development through education.

Education is a socializing agent that brings people from different regions together. All over the world, universities, with their essential function of generating and transmitting knowledge are key drivers of cultural, social and economic development. It is therefore fundamental that they operate in an international arena (AVCC, 2001). In this regard, there has been a sharp acceleration of the internationalization process in the recent past (Ogot et al., 2002). Therefore higher learning is an important element to internationalization process.

Universities being international in nature and creators of knowledge, play a big role in internationalization process. This may be true of research, although even here it remains to be defined to what extent and which phase of the production of knowledge

this is in fact a result of concrete international co-operation. In the dissemination of knowledge (the teaching function of the university) however, the national approach certainly prevails. The way higher education is organized and financed also clearly indicates its national character. In places with long traditions of higher learning, institutions are usually involved with religious teaching or schools of philosophy, like for instance the Confucian tradition in china (Teekens, 2004). This gives a clear view of higher education's role in enhancing co-operation among people and different nations.

Internationalization of higher education ensures that universities work towards achieving high standards and quality in service delivery. It being a multifaceted term, internationalization caters for students' mobility in higher education. According to Oyewole (2009), internationalization has variously manifested as: improving standards of educational delivery to international levels; delivery of educational services to other countries through some emerging new modes of delivery, including advanced communication and technological services and other distance techniques; inclusion of international, intercultural and or global dimensions into the curriculum and teaching and learning processes; promotion of international linkages through research, academic mobility for students and staff, collaboration in teaching and projects; and globalization of education through increased emphasis on trade in higher education. According to Jowi (2009), so far, intra-Africa initiatives for internationalization are beginning to take root with support from regional governments, institutions and other bodies. This should lead to even more workable frameworks to facilitate student mobility and credit transfers.

Foreign universities offer serious challenges to the country to expand opportunities improve quality and diversify programmes. It also points towards the need for local universities to be competitive in terms of quality of their programmes and infrastructure, efficient and effective management and be at cutting edge of research and generation of knowledge. There is therefore need for local universities to be competitive, innovative, relevant and sensitive to global changes in the knowledge economy (Kinyanjui, 2006). Therefore there is need to internationalize higher education. This may increase rate of student mobility and therefore enhance regional integration.

2.6 Open Borders and Student Mobility

In economic terms, the barriers between countries and people are being broken down fast. The Human Development Report, 2005 noted, “the space between people and countries is shrinking rapidly as trade, technology, and investment link all countries in a web of inter-dependence,” through the process referred to in modern day parlance as globalization. But the reality of globalization is that in human development terms, the space between countries is marked by deep and widening inequalities and life chances (UNDP, 2006). Therefore mobility is a key element in the process of globalization.

Considering student mobility, movement of students from one country to another is the key element. Education mobility involves higher education which is a major component in the process of internationalization of education. Another cause for migration in East Africa is the building of human capital, especially through

education and professional training. Again, the related migration trend is a direct consequence of common colonial histories. Makerere University in Kampala was related to campuses in Dar es Salaam, Tanzania, and Nairobi, Kenya, and admitted students from all over the region. Like labour migration, educational migration is cyclical, with students staying in boarding institutions until the end of the semester. It is estimated, for example, that there are over 32,000 Kenyan students in Ugandan schools and colleges. This has a direct impact on urbanization, as a vast majority of graduates remain in university cities in search of employment or business opportunities (Nyaoro, 2010).

The break-up of national universities of East Africa in 1970, and the establishment of national universities in Kenya, Tanzania and Uganda, the contribution of higher education to national development was well-recognized. The establishment of national universities was intended to enhance national character and prestige as well as to orient them more towards their respective national building priorities. While each of three institutions had faculties of arts and sciences, there was agreed division of labour in establishing specialized faculties in the constituent colleges. Medicine and Agriculture were retained at Makerere, while veterinary medicine, engineering were established at Nairobi. The faculty of law was established at Dar es Salaam. The establishment of national universities offered them the opportunity to expand opportunities in terms of faculties and student numbers. In this way, they became responsive and relevant to national agenda and priorities. They also came under increasing political control and interference (Kinyanjui, 2006). Establishing universities within the East Africa region offering specified courses enables students

from different countries to cross the borders and therefore leading to integration among foreign students.

The African Union (AU), which has a vision of integration, peace, prosperity and peerge in the global community, regards education as a key instrument in achieving its vision of developing quality human resources and contributing towards increased mobility of Africans around the continent. However, within Africa, there are many different systems of education which are based on different national or colonial and other legacies across Africa. One of the results of this is the lack of mutual recognition of different forms of certification, and this limits African integration and the mobility of students across Africa.

Student mobility comes with challenges such as brain drain. Brain drain, the process whereby a country loses its most talented and educated people to other countries because there is a lack of opportunities in their own has been the case in Africa. One of the most serious challenges facing many African countries is the departure of their best scholars and scientists away from universities. The flow away from domestic academe takes a form of internal mobility (locally) and regional and overseas migration. The term “brain drain” is frequently used to describe the movement of high-level experts from developing countries to industrialized nations (Teferra, 2004). Many students in Africa who are well endowed in academics get scholarships in developed foreign countries especially in Europe and North America for tertiary education. A considerable number of the best performing students don’t return back home. Instead, they get other opportunities that make them stay away from their home

country and therefore contributing less to their home countries. This is a very important issue in students' Mobility in higher education sector.

The Bureau of the Conference of Ministers of Education of the African Union (COMEDAF III) met on the 29-30 October, 2009 in Bamako, Mali to consider the report of the Steering Committee and to approve the draft agenda for COMEDAF IV which was due to be held in Mombasa, Kenya on 23rd – 26th, November 2009. The AUC made a presentation of the Pan African University (PAU) project to the meeting. The presentation focused on the planned impact of the project on academic mobility within Africa and on the brain drain of scarce skills from the continent. The meeting was briefed on the status of the UNESCO-supported Feasibility Study and about the appointment of a High Level Panel to move the project rapidly towards full implementation (COMEDAF III, 2009).

Student mobility in institutions of higher learning is more or less regional movements. According to Machin (2008), international comparisons can shed some light on the issue of the connection between education and regional mobility since low mobility of low education individuals seems to characterize some countries more than others. In this research, the researcher is interested in comparing various counties in EAC with the aim of establishing the trends so as to suggest possible ways it can help build strong regional network.

2.7 Internationalization of Higher Education and Student Mobility

Internationalization of higher education plays a major role in students' Mobility and regional integration. "Internationalization at the national level, sector or institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post secondary education" (Knight, 2004). This is the working definition of internationalization as proposed by Knight (Knight et al. 2008). Therefore, internationalization's of higher education's role in this study is very important.

Harmonization of higher education programmes in Africa as an element of internationalization of higher education in Africa is of high significance in students' Mobility. In implementing the Plan of Action for the Second Decade of Education for Africa (2006-2015), the AU Commission has embarked on a process of developing a framework for harmonization of higher education programmes in Africa. The rationale for this is based on the belief that such an initiative will help to foster cooperation in information exchange, harmonization of procedures and policies, attainment of comparability among qualifications, and possibly the standardization of curricula, so as to facilitate professional mobility for both employment and further study.

While multinational higher education increases access and lowers the cost, they always have elements of inequality. In most cases it is institutions from the developed world that sell their products abroad usually in developing countries without due regard for relevance and quality. In addition, the object for establishing multinational higher education is almost always to make money. For example, the Australian higher

education system has become an industry, earning billions of dollars, which make up for the budget cuts on higher education (Ogot et al, 2002).

This indicates that higher learning institutions have taken part in commercializing their institutions. This is a major drawback especially when it comes to the rates of fees payable to the universities by students. Privately sponsored programmes are on the rise in Institutions of higher learning and have proven to be expensive to many students in East Africa. However, the universities aim at improving their ICT, infrastructure and programmes which calls for demand of resources.

Of late, ICT plays an important role in the institutions of higher learning. According to (Ogot, 2002); a growing number of students utilize the internet to access distance programmes offered by institutions outside their countries. This includes programmes offered by institutions through the internet and other means that do not involve the student in a face-to-face classroom or laboratory interactive experience. This is yet another way of breaking boundaries; taking advantage of technological advancement. However, this requires heavy funding.

Furthermore, he emphasizes on the role of government in educating its citizens. He says that the provision of knowledge has become a commercial transaction for which the beneficiary must pay. The main provider of public funds, the government, is increasingly unwilling or unable to provide resources needed for the expanding higher education sector. Universities and other institutions of higher learning are expected to generate more of their funding, and as a result universities, including public

universities, which have been compelled to sell knowledge. A number of universities, especially those from the developed world, have established profit-making branches overseas while others have gone “on-line” to sell their courses and degree programmes to customers in all parts of the world. Such activities have led to multinational higher education, which means academic programmes, or instructions that are offered by institutions of one country in another. These may be “stand-alone” branches or through overseas initiatives. However, university programmes need to be harmonized in a region to encourage local students to participate in cross-border education.

From the Meeting of the Bureau of the Conference of Ministers Of Education of the African Union (COMEDAF II+) held at 29th – 31st May, 2007 at Addis Ababa, Ethiopia: *Harmonization of Higher Education Programmes in Africa: A Strategy for the African Union*, there is increasing realization globally of the importance of close cooperation between countries through sharing of resources and technologies, addressing common problems, and facilitating the free movement of people. Increased cooperation through trade and services has resulted in a corresponding need for education systems to be adapted to respond to the demands for trained people with recognized qualifications who are able and ready to move and serve in any part of the world. This calls for more financial resources to be availed to enhance cross-border education and regional integration.

On matters concerning finance and movement of students from one country to another, Kenyans are spending enormous financial resources and in some instances, this may result in loss of valuable talents. The Higher Education Board in Kenya was

not able to generate proper and reliable statistics on the number of Kenyans accessing Higher education in foreign universities and was also unable to establish the number of those who returned after completion of their studies (Kinyanjui, 2006). Therefore it proved hard to figure out the existing trends of student mobility in East Africa. On this ground, this research which aims at studying mobility trends can really be helpful.

2.8 Global Partnerships and Student Mobility

The responsibility to foster global partnership lies in the hands of the governance of various countries. Countries across the globe have to come together and establish global partnerships. This can start from regional partnerships involving various sectors with higher education sector being important. For this reason, the heads of various countries do meet in World summits to discuss issues of globalization. The following outcome on Global partnership for development was adopted in the 2005 World Summit attended by Heads of State and Government, at the United Nations Headquarters in New York from 14 to 16 September 2005; that each country must take primary responsibility for its own development and that the role of national policies and development strategies cannot be overemphasized in the achievement of sustainable development (World Summit, 2005).

It was recognized that national efforts should be complemented by supportive global programmes, measures and policies aimed at expanding the development opportunities of developing countries, while taking into account national conditions and ensuring respect for national ownership, strategies and sovereignty. Resolutions made included: (a) To adopt, by 2006, and implement comprehensive national development strategies to achieve the internationally agreed development goals and

objectives, including the Millennium Development Goals; (b) To manage public finances effectively to achieve and maintain macroeconomic stability and long-term growth and to make effective and transparent use of public funds and ensure that development assistance is used to build national capacities; (c) To support efforts by developing countries to adopt and implement national development policies and strategies through increased development assistance, the promotion of international trade as an engine for development, the transfer of technology on mutually agreed terms, increased investment flows and wider and deeper debt relief, and to support developing countries by providing a substantial increase in aid of sufficient quality and arriving in a timely manner to assist them in achieving the internationally agreed development goals, including the Millennium Development Goals (World Summit, 2005).

According to UNDP (2006), many people believe that the key to unlocking the potentials of poor and realizing sustainable development lies in a properly functioning global partnership. He says that partnerships at the national level must begin first and demonstrate success. As players at national level, or instance, the players in the development arena, have somewhat left out the universities as institutions out of the process, even though we know that these institutions are well endowed with researchers and great thinkers who in addition to providing useful insights to conventional development thinking could also question normative positions and provide alternative views and positions. He believes that it is time that people thought about ways and means of constructively engaging the universities, as institutions, in policy formation, planning and project implementation.

Teekens (2004) emphasizes on the argument that universities are in fact international by the very nature of their role and position. As creators of knowledge, which in essence is universal, the very task of the university transcends national boundaries. This may be true of research, although even here it remains to be clarified to what extent and in which phases of the production of knowledge. This is in fact a result of concrete international co-operation.

She further argues that different countries have different structures and educational cultures, and there is little transparency. Most countries demand – by law – instruction in the national language and specific national qualifications for their academic staff. From this perspective, it can be said that higher education is generally national in scope and action and that most internationalization takes place outside mainstream institutional activity.

However, she explains that exchange between professors and inter-university cooperation, in spite of difficulties and national priorities have always formed part of the academic landscape, even when contacts were not specifically labelled as ‘internationalization’. Presently, the internationalization issue in higher education is by no means confined to a specific geographical area or specific academic tradition. In fact the very process of internationalization is nowadays one of the most important ‘national’ trends in institutions all over the world, despite major local differences and different historical developments. Therefore in the formation of global partnerships, student mobility is inevitable.

Internationalization of education plays a big role in student mobility in Africa. Language being a key element in internationalization of education, its role affects students' Mobility greatly. According to Ogachi (2010), the adoption of English as a medium of instruction in the private universities in Egypt, broadens curricular reach and student mobility, limited over the years by the use of Arabic as the medium of instruction in educational institutions. This has played a key role in increasing students' mobility rates in Egypt.

Furthermore, in a study examining international student mobility regarding doctoral education in South Africa: Pull and push factors, language are a pull factor (Chika, 2011). This comes out clearly as South African universities offer French, German, Dutch, Italian and Portuguese. These subjects which are attractive to European speakers of these languages encourage flow of doctoral students from Europe to South Africa. He further argues that as English has become the language of the global economy, many students are seeking opportunities to further their studies in systems that teach through the medium of English. This increases global partnerships as language acts as a catalyst. Thus, the use of English as a medium of instruction in most Universities in East Africa encourages increase in students' Mobility rate. It follows that the use of French in Burundi may reduce in-bound and out-bound students' mobility rates in East Africa because other East African countries use English as a medium of instruction in Universities. The use of Kiswahili language as a common language of communication in many East African countries may contribute

much in students' Mobility and regional integration as students feel part of the community as they use the language locally.

2.9 Summary

The review in the related literature shows that the world is heading towards forming a global network. Forming global networks through education is practical as seen in the European instance where integration of higher education is moving to higher levels marked by the EU member states signing of the Bologna Declaration to construct an EHEA. Global network has to begin with regions such as EAC which comprises of East African countries, namely: Kenya, Uganda, Tanzania, Rwanda and Burundi. Internationalization of higher education stands as a section in the regionalization process and therefore student mobility arises. Education is a socializing agent that brings people from different regions together and therefore could play big role in regional integration. Universities are global institutions in nature and therefore take part in global partnerships. They can be constructively engaged as institutions in policy formation, planning and project implementation. In Africa, higher education institutions played the role of meeting the manpower requirements, programmes for nation building and Africanization and therefore could impact greatly in regional integration through students' mobility.

Since EAC was founded in 1967, it has been putting maximum effort to ensure regional integration moves to the next level. Research is continually being undertaken by experts to further harmonize the countries' foreign and security policies in

accordance with the provisions of the EAC treaty. Other efforts towards integration in higher education include the provision for an East African Science and Technology Council (EASTECHO) in 2004 aimed at harmonizing science and education which has been an EAC's agenda since inception with emphasis on joint research, training and policymaking in science and use of technology to solve common problems. The current Inter-University Council for East Africa (IUCEA) established in 1980 as Inter-University Committee (IUC) is a strategic institution of the East African Community responsible for the development and coordination of higher education and research. The IUCEA Act 2009 spells out the objectives, functions, institutional set up and systems of governance and management of IUCEA and implementing the full integration of IUCEA into the EAC institutional framework. With such efforts among others, regional integration in connection to students' mobility is much influenced by other factors including cultural diversity, language and funding of sectors or initiatives that enhance integration.

Although East Africa has had a long history of regional migration encompassing students' mobility, there are no accurate data to approximate the numbers involved or that can be used to make future projections. In East Africa it is evident that student mobility has been on the rise especially with the opening of east African borders. However, the student mobility trends in East Africa do not come out clearly. The study therefore tries to evaluate student mobility trends among universities in East Africa as through this; the East African Cooperation can be enhanced. This is in the light that most of the studies have not tackled fully mobility and thus one cannot

establish the trends in which student move freely to study in the Institutions of higher learning in the state universities of the EAC.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research methodology used in this study. This includes: the research design, geographical location of the study area, target population, sample size and sampling techniques, research instruments, reliability and validity of the research instruments, data collection techniques, ethical issues in data collection, data analysis and presentation.

3.2 Research Design

A research design is the structure of any scientific work. It gives direction and systematizes the research. Kothari (2004) defines research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to research purpose with economy and procedure. It is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. This study adapted a survey research design. A survey is a means of "gathering information about the characteristics, actions, or opinions of a large group of people, referred to as a population." Surveys produce quantitative descriptions of some aspects of the study population (Pinsonneault, 1991). Survey analysis may be primarily concerned either with relationships between variables, or with projecting findings descriptively to a predefined population.

Survey research is a quantitative method, requiring standardized information from and/or about the subjects being studied. The subjects studied might be individuals, groups, organizations or communities; they also might be projects, applications, or systems. In a survey, the main way of collecting information is by asking people structured and predefined questions. Their answers, which might refer to themselves or some other unit of analysis, constitute the data to be analysed. The information is generally collected about only a fraction of the study population--a sample- but it is collected in such a way as to be able to generalize the findings to the population--like service or manufacturing organizations, line or staff work groups, MIS departments, or various users of information systems such as managers, professional workers, and clerical workers (Pinsonneault, 1991). Usually, the sample is large enough to allow extensive statistical analyses.

The survey is an appropriate method because it allows the researcher get a great deal of information from a large region within a short period of time (Pinsonneault, 1991). Therefore enormous data from universities in East Africa can be obtained using a survey.

The method chosen affects the results and conclusion of findings. Most researchers are interested in getting reliable information that can help them understand a certain phenomenon. A quantitative research usually involves collecting and converting data into numerical form so that statistical calculations can be made and conclusions drawn while a qualitative research is about recording, analysing and attempting to uncover the deeper meaning and significance of human behaviour and experience, including

contradictory beliefs, behaviours and emotions. Because the data required relied on numerical values drawn from the field but needs explanatory backing, the researcher used the mixed method (triangulation). The mixed method is the one that recognizes the limitations of each research method and advocates that the different approaches can be complementary. This means that the trends obtained can be linked to explanations derived from the study.

The research was intended to cover the entire East African region which was to be expensive. Therefore, a survey was an appropriate method because they are relatively inexpensive (especially self-administered surveys). They are useful in describing the characteristics of a large population. No other method of observation could provide this general capability. They can be administered from remote locations using mail, email or telephone. The survey allows one to ask questions about a given topic giving considerable flexibility to the analysis. Standardized questions make measurement more precise by enforcing uniform definitions upon the participants. In surveys, standardization ensures that similar data can be collected from groups then interpreted comparatively (between-group study).

However, survey research method's reliance on standardization forces the researcher to develop questions general enough to be minimally appropriate for all respondents, possibly missing what is most appropriate to many respondents. For example, the researcher targeted the registrar of academics and/ or the international office personnel who may know less about students' personal details and views. Surveys are inflexible in that they require the initial study design (the tool and administration of

the tool) to remain unchanged throughout the data collection. This was done through the test – retest method in the Catholic University of East Africa. Test-retest reliability is done by repeating the same test on a second occasion. The obtained correlation coefficient is between the two scores of each individual on the same test administered on two different occasions. If the test is reliable, we expect the two scores of each individual to be similar, and thus the resulting correlation coefficient will be high (close to +1.0 that is 0.8 or higher). This measure of reliability assesses the stability of a test over time (Sherri, 2011). As opposed to direct observation, survey research (excluding some interview approaches) can seldom deal with "context." Therefore, the researcher intended to use mixed method which involves the qualitative method. This includes using document analysis to give qualitative data on student mobility and Higher education policies.

The period of the data collection has been from November 2011 to November 2012. The respondents of the study involved were the registrar of Academics and the International office of universities in East Africa.

3.3 Geographical Location of the Study Area

Due to the nature of the study, which involves Higher Learning institutions in East Africa, reliable information was obtained from universities in the two East African countries (Kenya and Uganda) who had the relevant data and were able to source it. The choice of a wide range of universities was to enable the researcher get adequate information from the field and be able to link higher education policies of the countries and students' Mobility.

3.4 Target Population

The data required was mainly the number of foreign East African students in each target university in East Africa, the special programmes and services offered to international students and issues related to regional integration. This information was obtained from the registrar of academics and the international office. The study therefore targeted the registrar of academics, and or the International office Administrator who helped the researcher obtain relevant data. Also other relevant information was obtained from other various departments like the human resource department and the directorates of academic affairs of some universities. Inquiries targeted the registrar of academics and the international office personnel.

3.5 Sample Size and Sampling Techniques

Orodho (2005) defines sampling as a process of selecting individuals from a population such that the selected group contains elements representative of the characteristics found in the entire group. The researcher applies non-probability sampling technique which includes deliberate sampling also known as purposive or non-probability and convenience sampling.

Non-probability samples do not allow the researcher to determine this probability. Deliberate sampling involves purposive or deliberate selection of particular units of the universe for constituting a sample which represents the universe (Kothari, 2004). The data required (the number of foreign East African students in universities in East African) was best obtained from the International office and the registrar of academics of each university. This process whereby the researcher selects individuals who are

assumed to bear the required information is called purposive sampling. When population elements are selected for inclusion in the sample based on the ease of access, it can be called convenience sampling. Convenience sampling was used when the researcher went to the field and made use of information that was deemed useful for the study while disregarding those that did not give reliable data. For this case, the researcher tried to acquire data from as many universities as possible in order to get a convenient sample size.

3.6 Research Instruments

The data required was the number of foreign East African students in East African universities. Therefore, to obtain such information, the researcher used a questionnaire as the main research tool. However, the research also required a great deal of information about student mobility and government policies connected to such. Therefore the researcher found out that document analysis will also be of great help in this section. In this section, the research instruments to be used, which includes use of questionnaire and document analysis will be discussed in detail.

3.6.1 Questionnaire

Kothari (2004) states that a questionnaire consists of a number of questions printed or typed in a form or set of forms. The questionnaires are mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own. The method of collecting data by mailing the questionnaires to respondents is most extensively employed in various economic and business surveys.

This research used questionnaire with combined series of closed and open ended questions. The questionnaire was intended to be administered to the registrar of academics and the international office personnel. The sample of the research questionnaire is in appendix I.

3.6.2 Document Analysis

This is where the researcher acquires a suitable document that contains information relevant to the research. Document analysis includes finding significant information embedded in the documents of the organization. This information can be obtained from documents such as memos, minutes, records, official reports, policy statements, procedure statements, plans, evaluation reports, press accounts, public relations materials, information statements, and newsletters. In this study, the researcher planned to access any of the stated documents that have information connected to international students and regional integration from the registrar of academics in order to analyse them.

3.7 Reliability and Validity of Research Instruments

This section discusses the reliability and the validity of the research instrument.

3.7.1 Reliability

Testing for reliability is the other way that researchers have of evaluating whether their variables and findings are effective. Reliability is about consistency. A variable is reliable if someone else who uses it gets very similar results to the original researcher, or if the original researcher uses the measure at a later time, or with a similar group of people and similar results appear (Bowles, 2003).

The reliability of the instruments was to be tested through test-retest for two weeks during the piloting at the Catholic University of Eastern Africa. This was because the Catholic University of Eastern Africa is a well established University in East Africa and shares the same conditions with the other universities under study. However, the researcher had to visit the institutions personally to collect data due to delayed response from the various universities. The researcher had to make a follow up personally in order to obtain reliable data or in some instances, send someone to help in making a follow up. This process was deemed unnecessary because the nature of data collected was only obtained from one source and from the same personnel.

3.7.2 Validity

According to Malins (2004), validity is concerned with whether the research findings make sense, and are credible to the research context – its users, our peers, our readers. Oppenheim (1992) noted that validity tells us whether the question, item or score measures what it is supposed to measure. The content validity of the instruments was tested by the help of the colleagues and also the professionals in School of Education Foundations of Moi University, for whose advice and guidance was incorporated.

3.8 Data Collection Procedures

Data collection is a term used to describe a process of preparing and collecting data. The purpose of data collection is to obtain information to keep on record, to make decisions about important issues, to pass information on to others. Primarily, data is collected to provide information regarding a specific topic. Kothari gives two types of data viz., primary and secondary. The primary data are those which are collected afresh and for the first time, and thus happen to be original in character. The

secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process (Kothari, 2004). For this case, primary data include majority of the information on the survey tool. However, some information may be deduced from secondary data such as university's registry data on student population, policy documents such as university strategic plan.

The data collection process involves a wide range of activities to be successful. Data collection usually takes place early on in an improvement project, and is often formalized through a data collection plan which often involved pre collection activity, data collection and presenting findings. Before carrying out the data collection, the researcher sought permits to conduct the research from the National Council for Science and Technology to obtain a Research Clearance Permit from the Kenya Government.

Once granted the research permit from the National Council for Science and Technology, the researcher visited the Catholic University of Eastern Africa in order to conduct a test-retest process in its Institution of higher learning. However, the response took long and because of time factor the researcher had to visit other universities like University of Nairobi, Nazarene University, Catholic University of East and Central Africa, Jomo Kenyatta University of Agriculture and Technology. This was meant to shift the procedure to universities that would respond faster. Afterwards, the researcher conducted research in various universities in East Africa.

3.9 Ethical Considerations

The word “ethics” is derived from the Greek ethos, meaning a person’s character or disposition, whereas the related term “morality” is derived from the Latin moralis, meaning custom, manners, or character. Philosophers typically describe moral judgments as involving matters of right or wrong, ought or ought not, a good action or a bad one (Allan J. Kimmel 2007). Therefore, ethics should be considered in any research work especially the ones dealing with human beings.

The researcher applied honesty in all kinds of communication. This means that the report data, results, methods and procedures was done with a lot of openness. Also the publication status was given following appropriate treatment especially when it came to considering copyright and/ or patent issues and other forms of intellectual property. The data collected was treated as it is without any alteration or manipulation. The research process was done without any form deception; giving correct information to all bodies pertaining the research.

Bias in collection of data was avoided. This was done by strictly adhering to the research design; according to the plan. The same extended to data analysis, data interpretation and other aspects of research where objectivity stands paramount. Other factors like self-deception were taken care of by the researcher. This was solved by sticking to the research outcome and presenting it in its original form; without any personal influence. The researcher avoided inclusion of personal or financial interests that may end up affecting the research.

The issue of confidentiality is major ethical concern that affects research. Therefore the researcher protected confidential communications, like papers or grants submitted for publication, personnel records, personal records and trade issues. The research targeted human beings. Therefore the researcher respected the human nature of the respondents. Ensuring that the respondents gave information without coercion was strictly adhered to. Promotion of social good and harmony in the interaction process helped prevent social harms. The researcher tried as much as possible to avoid conflicts and rather maximized benefits; respected human dignity, privacy, and autonomy; took special precautions with vulnerable populations; and strived to distribute the benefits and burdens of the research fairly. This made the respondents give relevant information freely.

Discrimination of any kind against the respondents on the basis of sex, race, ethnicity, or other factors that are not related to their scientific competence and integrity was dealt with. The researcher was against discrimination and ensured that no respondent was discriminated by showing equality in all processes involving the respondents. The researchers' personality being a crucial issue, maintenance and improvement of own professional competence, expertise, and integrity was the key aspect of consideration throughout the research process. This means that the researcher followed a good code of professional and moral conduct throughout the research process. The researcher kept promises and agreements; acted with sincerity; strived for consistency of thought and action. The research involved the East African countries and therefore the researcher was well versed and obedient to the relevant laws and institutional and governmental policies.

3.10 Data Analysis Procedures

According to Berthold (2007), data analysis is the process of computing various summaries and derived values from the given collection of data. He emphasizes on the term, “process”. He also argues that data analysis is an iterative process. Data analysis is a practice in which raw data is ordered and organized so that useful information can be extracted from it. The process of organizing and thinking about data is key to understanding what the data does and does not contain (Smith, 2010).

The registry data from the registrar of academics and/or the international office was analysed through the process of coding and using SPSS to come up with relevant information for the research. The data being referred to implies the number of students in each selected university and the regional programmes offered by these universities. The information obtained enabled the researcher to establish the student mobility trends in East Africa in relation to regional integration. The sample of data collection tools; questionnaire is in appendix I and document analysis schedule is in appendix III. The raw data collected from the field was analysed using Statistical Package for the Social Sciences (SPSS) to come up with findings which was used for generalization. The SPSS is a computer programme that enables the researcher to code the parameters used in the research process and the data obtained and hence be able to generate analysed information which can be presented and interpreted a simpler way.

This means that different universities were given codes, and various East African Students coming from each country were also be given codes of representation. Other

parameters include gender, courses being offered and regional integration issues. In this case, the researcher used open, axial and selective coding for analysis purposes as explained by Strauss and Corbin. In open coding, the analyst is concerned with generating categories and their properties and then seeks to determine how categories and their properties vary dimensionally. In axial coding, categories are systematically developed and linked with subcategories. However, it is not until the major categories are finally integrated to form a larger theoretical scheme that the research findings take form of the theory. Selective coding is the process of integrating and refining categories (Strauss and Corbin, 1998).

The various elements of the research include: institutional and students profile; special programmes and services; social or interactive and community related activities for international students; fee payment; promotion of students' mobility across the borders and committees responsible for promotion of students' mobility; cultural training programmes; partnership, collaboration agreements, and exchange programmes with other universities; monitoring progress on extent of student mobility, future projections and integration policy's influence. All these were grouped into categories or linked with parameters such the countries in which students came from or where the institution is located (Kenya, Uganda, Tanzania, Rwanda and/or Burundi), whether the students are (or the programmes or services offered are for) home students, East African or other (non-East African) students. The data obtained from each university was placed into the respective input places in the SPSS program and then percentages which were relevant in making conclusions were deduced. This

information was presented in tables and charts to bring out a clear picture of the scenario.

With prime focus on East Africa, the analysis helped to try establish the trends of students' Mobility in East Africa especially within the selected universities in Kenya and Uganda, how does student mobility contribute to regional integration in the EAC and how universities in East Africa be integrated in order to achieve regional integration in East Africa through student mobility. Finally, the researcher was in a position to come up with generalizations and gave recommendations on how student mobility can enhance internationalization of higher education and regional integration among East African States.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the data analysis, presentation and interpretation. The data, after collection, has to be processed and analysed in accordance with the outline laid down for the purpose at the time of developing the research plan (Kothari, 2004).

4.2 Data Analysis

The term analysis refers to the computation of certain measures along with searching for patterns of relationships that exist among data-groups (Kothari, 2004). In this case, the main groups that form the basis of comparison and arguments revolve round the distribution of students of the five member states of EAC in selected universities in the EAC region. After data collection from the selected universities, the researcher analysed the data obtained from each independent East African country separately and pulled the findings together to get a generalized view of each scenario. This was followed by a comparative analysis of the cases from each country. In the process, the researcher proceeded first with the Kenyan Case then Ugandan case. This was followed by a comparative analysis of both cases. The use of pie charts is to enhance visual representation of the characteristics under analysis while the tables present the actual figures of the analysis.

4.3 Student Mobility Trend in Kenyan Universities

The researcher was able to acquire reliable data from various universities in Kenya including: Moi University, Kenyatta University, University of Nairobi and Africa Nazarene University. This section presents the data analysis in this stated order.

4.3.1 Moi University Case

Moi University was established as the second university in Kenya by an Act of Parliament, the Moi University Act of 1984. The University in the year 2012 operated four (4) campuses, namely: Main Campus, Town Campus, Eldoret West Campus and Odera Akang'o Campus (Moi University Website). Moi University was the second public university to be established in Kenya following a recommendation by a presidential working committee – the Mackay Report (Republic of Kenya, 1981) – to develop degree programmes in vital scientific and technical fields and provide academic programmes with a practical orientation. The university has the distinction of being established on virgin farmland, a feature that contrasts it with the other public universities that inherited existing physical facilities from other institutions. Moi University is located 35 km from Eldoret town (Mwiria, 2007). It had three campuses: Main, Chepkoilel (currently, the University of Eldoret) and Town campus and one constituent college – Western University College of Science and Technology (currently Masinde Muliro University of Science and Technology). Moi is best known in the country for its forestry and wildlife conservation studies, although it also runs academic programmes in engineering, agriculture, physical sciences, medicine and social sciences.

The student population in the 2011/2012 academic year stood at 31,723. Moi University had 13 schools namely: Arts and Social Sciences, Business and Economics, Education, Engineering, Human Resource Development, Law, Medicine, Public Health, Information Sciences, Dentistry, Aerospace, Biological and Physical Sciences, and Nursing. The University offered 15 certificate courses, 27 Diploma courses, 60 Degree courses, 79 masters courses and 20 doctorate courses. The University had a total of 2,669 staff members with a total of 673 academic staff and 1,996 non-academic staff. Out of the 673 academic staff, 493 are male while 180 are female. 1,127 of the non-academic staff are male whereas, 869 of the non-academic staff are female.

Moi University had 15,790 undergraduate Kenyan male students and 14,003 female undergraduate students in the 2011/2012 academic year. There were 1,091 post graduate male students and 705 female post graduate students. This made a total of 31,589 Kenyan students in Moi University, which forms 99.58% of the entire student population. This implies that 0.42% forms the international student population (92 international students). The distribution of foreign students in Moi University is as follows: Tanzanian (16.4%), Ugandan (7.5%), Rwandan (6.7%), Burundi (0%), and others (69.4%). See Figure 4.1.

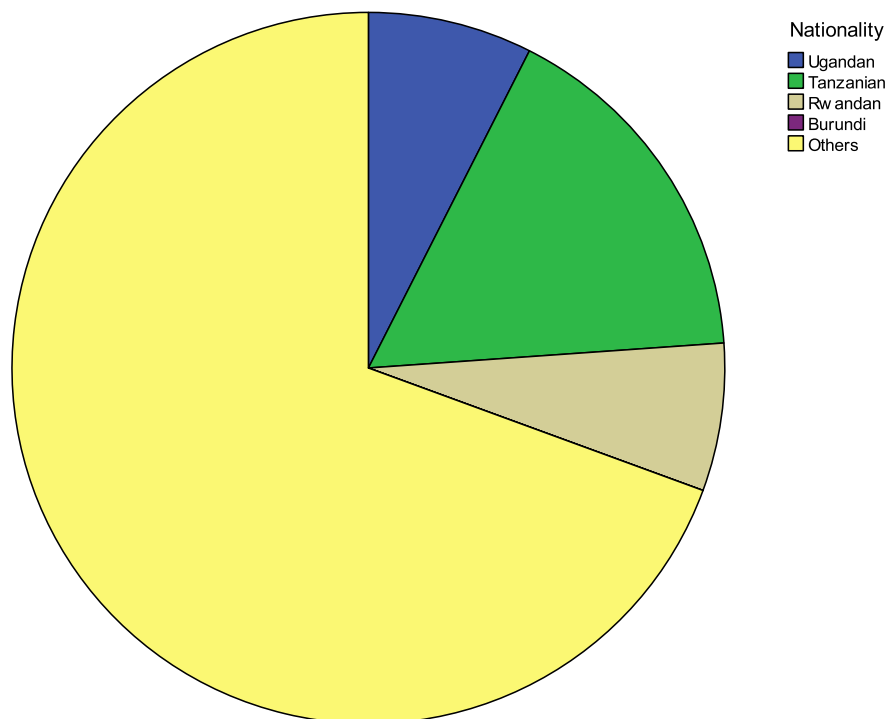


Figure 4.1: Distribution of Foreign Students in Moi University

Table 4.1: Distribution of Foreign Students according to Course Level and Gender in Moi University

Nationality	Undergraduate Male		Undergraduate Female		Postgraduate Male		Postgraduate Female		Totals	
	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %
Tanzanian	3	4.6%	2	9.1%	13	37.1%	4	33.3%	25	14.4%
Rwandan	2	3.1%	3	13.6%	2	5.7%	2	16.7%	16	9.2%
Ugandan	4	6.2%	2	9.1%	3	8.6%	1	8.3%	5	2.9%
Burundi	.	.%	.	.%	.	.%	.	.%	2	1.1%
Others	56	86.2%	15	68.2%	17	48.6%	5	41.7%	126	72.4%
Totals	65	100.1%	22	100.0%	35	100.0%	12	100.0%	174	100.0%

Source: Author

Note:

- i) "Std. Pop." means student population, that is, number of students.
- ii) All the totals did not add up to 100.0% due to round-off error.
- iii) % means column sum percentage.

The information in the chart in figure 4.1 indicates that there are more Tanzanians compared to other East African students in the University. Table 4.1 indicates that more Tanzanians come to do post graduate studies compared to other East African Students in Moi University. There are more foreign East African male students than their female counterparts, with post graduate students being the most in the institution.

Table 4.2: Distribution of Foreign Students within various Schools in Moi**University**

School/ Faculty	Ugandan		Tanzanian		Rwandan		Others		Total	
	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %
Business & Economics	.	.%	1	4.5%	.	.%	39	41.9%	40	29.9%
Law	4	40.0%	2	9.1%	1	11.1%	12	12.9%	19	14.2%
Arts & Social Sciences	3	30.0%	3	13.6%	.	.%	9	9.7%	15	11.2%
Information Sciences	.	.%	9	40.9%	6	66.7%	.	.%	15	11.2%
Engineering	.	.%	2	9.1%	.	.%	11	11.8%	13	9.7%
Medicine	2	20.0%	.	.%	.	.%	9	9.7%	11	8.2%
Human Resource Development	.	.%	4	18.2%	.	.%	6	6.5%	10	7.5%
Public Health	.	.%	.	.%	2	22.2%	4	4.3%	6	4.5%
Education	1	10.0%	1	4.5%	.	.%	3	3.2%	5	3.7%
Totals	10	100.0%	22	99.9%	9	100.0%	93	100.0%	134	100.1%

Source: Author

Note: i) "Std. Pop." means student population, that is, number of students

ii) All the totals did not add up to 100.0% due to round-off error

Table 4.2 indicates that Tanzania has the highest number of foreign East African students with School of Information Science having the largest population. The schools of Dentistry, Aerospace, Biological and Physical Sciences, Nursing did not have international students. Burundi had no international students studying in Moi University. More East African Students take a course in the School of Information Sciences.

4.3.1.1 Special Programmes and Services for International Students in Moi University

Moi University has some special programmes for international students. Out of the special programmes provided, East African students benefit from the reduced or subsidised fee programme. All foreign students benefit from credit transfer programmes, intercampus visitor (student studying at various campuses), special courses (like native language of instruction), online applications, online registration and payment, work-study programmes, school-based programmes, orientation programme, individual and group tutoring, academic and educational support, undergraduate research, postgraduate research, leadership and peer mentoring.

To encourage foreign students to study at Moi University, the university offers special services to all foreign students. This includes: health services, sports and recreational activities, university websites, telecommunication and internet services, special education (for instance, special education for the blind and the deaf), reference books and other media and library services, e-learning, tours and travel services and excursion services, loaning services or scholarship support, international conferences, welcoming services, liturgical or chaplaincy services, clubs and societies, student or lecturer progress tracking, counselling, immunisations, academic advisement and counselling services.

Volunteer consulting (like peer advisors), volunteer guiding and counselling, community and social events, international students clubs, cross culture clubs, telecommunication clubs, university social websites, radio programmes, arts and

culture open days, social outings and excursions, language exchange and training programme, language development and use of local language, international student council or union, religious societies, excursions, sports and peer support and buddy system. It is noted that all foreign students in Moi University pay different fee rates compared to the home students while East African students pay the same fee as the home students.

The university promotes students' Mobility across the country's borders through engaging in student exchange programmes, provision of special programmes and services for foreign students, offering credit transfer systems and through clubs and societies. It was found out that the international students in Moi University don't get cultural training programmes to facilitate their understanding of Kenya's culture. However, the university offers training programmes to faculty staff members to equip them with skills needed to implement the regional integration policy and activities. This training involves: workshops like country's culture workshops, seminars, cultural training events, cultural exchange programmes, excursions and language training.

4.3.1.2 Partnership, Exchange, Collaboration and Monitoring of Students'

Mobility Progress in Moi University

The university has partnership, exchange and collaboration agreements and programmes with other universities. They collaborate in research, student exchange, academic exchange, curriculum development, community development, advisory, consultation and benchmark, policies and other services. They also collaborate in staff capacity building and funding of projects. Moi University has a committee on

internationalization of education under the Deputy Vice Chancellor of Research and Extension and is responsible for promoting regional integration. However, it does not have a framework to monitor progress on extent of student mobility.

In connection to student mobility, the institution has its strength in the ability to give equal chances to students and provide support services. However, the university's weakness is lack of enough student mobility chances. The main threat that affects the university in connection with student mobility is culture shock. Moi University projects the number of foreign students as 20% of the total number of students in the University in the future.

4.3.2 Kenyatta University Case

This section presents Kenyatta University's case. Kenyatta University started as Kenyatta College in 1965. Following an Act of Parliament of 1970, Kenyatta College became a constituent College of the University of Nairobi. Consequently, the name changed from Kenyatta College to Kenyatta University College. The University status was achieved on August 23, 1985, when the Kenyatta University Act received Presidential assent making the Institution a full-fledged University. The Act became operational on September 1, 1985 and the new University was inaugurated on December 17, 1985 (Kenyatta University website).

Kenyatta University had a total number of 54,648 students in the academic year 2011/2012. It had 14 schools which offered a total of 6 certificate courses, 27 diploma courses, 100 degree courses, 100 masters courses and 17 doctorate courses. Kenyatta University had a total of 2,749 staff from which, 932 were academic and the

remaining 1817 were non academic staff. Six hundred and twenty six (626) academic staff were male whereas 306 academic staff were female. The non academic staff was comprised of 985 male and 832 female staff.

There were 44,389 undergraduate students from which 25,523 were male and 18,866 were female. 10,259 students were post graduate with 6,029 were male and 4,230 were female. 99.85% of the student's population were Kenyan while 0.15% formed foreign students. In Kenyatta University 12.2% of foreign students were Ugandan, 6.1% were Tanzanian and 3.7% were Rwandan while others formed 78.0 %. The university had no Burundi students (see figure 4.2).

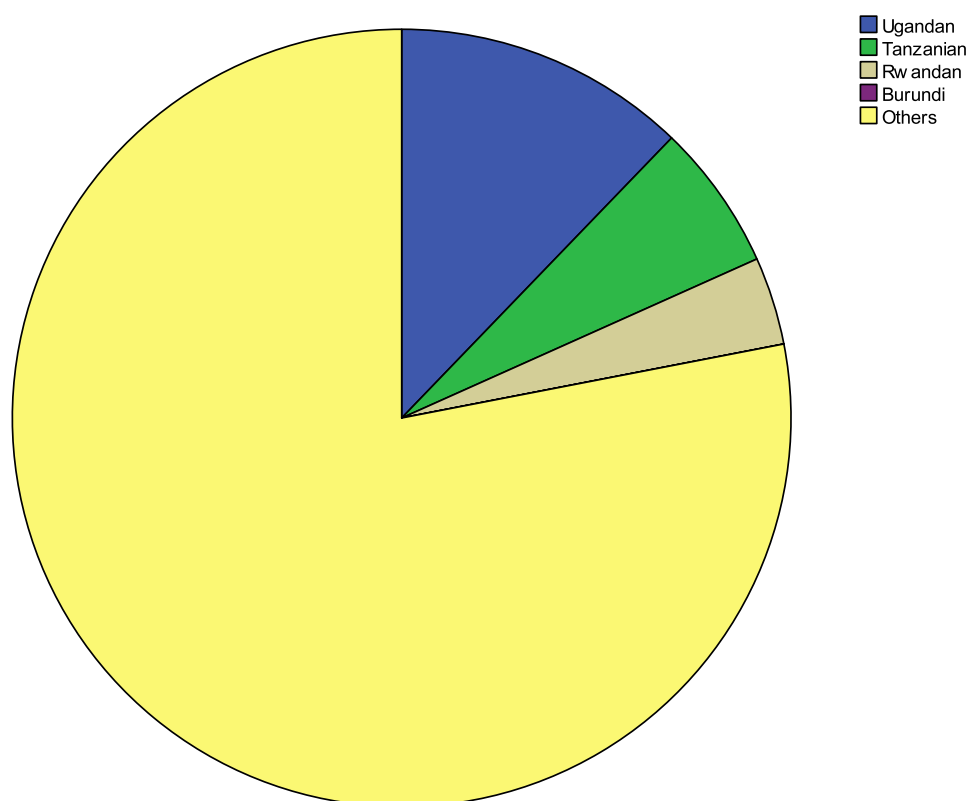


Figure 4.2: Distribution of Foreign Students in Kenyatta University

Table 4.3: Distribution of Foreign Students according to Course Level and Gender in Kenyatta University

Nationality	Undergraduate		Undergraduate		Postgraduate		Postgraduate		Total	
	Male		Female		Male		Female			
	Std.	Column	Std.	Column	Std.	Column	Std.	Column	Std.	Column
	Pop.	Sum %	Pop.	Sum %	Pop.	Sum %	Pop.	Sum %	Pop.	Sum %
Ugandan	.	.%	.	.%	7	31.8%	3	15.0%	10	12.2%
Tanzanian	.	.%	1	6.3%	2	9.1%	2	10.0%	5	6.1%
Rwandan	.	.%	.	.%	.	.%	3	15.0%	3	3.7%
Others	24	100.0%	15	93.8%	13	59.1%	12	60.0%	64	78.0%
Totals	24	100.0%	16	100.1%	22	100.0%	20	100.0%	82	100.0%

Source: Author

Note:

- i) "Std. Pop." means student population, that is, number of students.
- ii) There are no students from Burundi in this case.
- iii) The total percentages don't add up to 100.0% due to round off error.

Table 4.3 indicates that majority of East African students in Kenyatta University came from Uganda. Majority of Ugandan students were post graduate male. There were no Students from Burundi. It also indicates that more East African students were enrolled in postgraduate courses in Kenyatta University. The number of foreign male students was greater than their female counterparts, forming half of the foreign East African student population. It should also be noted that the number of undergraduate foreign East African students were very few compared to the post graduate students.

Table 4.4: Distribution of Foreign Students within various Schools in Kenyatta**University**

School/ Faculty	Ugandan		Tanzanian		Rwandan		Others		Total	
	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %
Pure and Applied Science	4	40.0%	.	.%	.	.%	15	23.4%	19	23.2%
Business	.	.%	.	.%	.	.%	16	25.0%	16	19.5%
Education	3	30.0%	1	20.0%	1	33.3%	11	17.2%	16	19.5%
Humanities and Social Sciences	1	10.0%	2	40.0%	1	33.3%	10	15.6%	14	17.1%
Environmental Studies	1	10.0%	.	.%	.	.%	4	6.3%	5	6.1%
Health Sciences	.	.%	.	.%	.	.%	3	4.7%	3	3.7%
Agriculture and Enterprise	1	10.0%	.	.%	1	33.3%	.	.%	2	2.4%
Hospitality and Tourism	.	.%	1	20.0%	.	.%	1	1.6%	2	2.4%
Public Health	.	.%	.	.%	.	.%	2	3.1%	2	2.4%
Applied human Sciences	.	.%	1	20.0%	.	.%	.	.%	1	1.2%
Economics	.	.%	.	.%	.	.%	1	1.6%	1	1.2%
Visual and Performing	.	.%	.	.%	.	.%	1	1.6%	1	1.2%
Totals	10	100.0%	5	100.0%	3	99.9%	64	100.1%	82	99.9%

Source: Author

Note: i) "Std. Pop." means student population, that is, number of students.
 ii) There are no students from Burundi in this case.
 iii) The School Law and School of Engineering and Technology recorded no international students.

Majority of Foreign East African Students in Kenyatta University were enrolled in the School of Education.

4.3.2.1 Special Programmes and Services for foreign Students in Kenyatta

University

Kenyatta University did not have special programmes for only foreign east African students. However, all foreign students got similar special programmes which included: cultural and academic enrichment programmes, Credit Transfer Programmes, intercampus visitor (student studying at various campuses), simultaneous or concurrent enrolment programme, special courses (for example, native language of instruction), online applications, reduced or subsidised fee programmes, programme articulation agreements (for example, curriculum merging), orientation programme, individual and group tutoring, academic and educational support, undergraduate research, postgraduate research and peer mentoring.

Kenyatta University offers special services to all foreign students regardless of where they come from. These special services include: health services, sports and recreational activities, university websites, telecommunication and internet services, reference books and other media and library services, e-learning, tours and travel services and excursion services, international conferences, welcoming services, liturgical or chaplaincy services, clubs and societies, student and lecturer progress tracking, counselling, immunizations, and academic advisement and counselling.

The University carries out social or interactive and community related activities or programmes for all foreign students. These include: volunteer consulting (for example, peer advisors), volunteer guiding and counselling, community or school outreach programmes, international students clubs, university social websites, arts and

culture clubs, hospitality and travel associations, social outings or excursions, friendship or Student-family programme (linking students with families), language exchange and training programme (language development and use of local language), international student council or union, religious societies, excursions, sports, peer support or buddy system and intercultural awareness training.

In Kenyatta University, all foreign students don't pay same fee like the home students. Foreign East African Students don't pay the same fee as the home students. The University does not give special rates to foreign east African students. The university promotes mobility of students across borders through engaging in student exchange programme, offering credit transfer systems, interuniversity games and other interuniversity competitions.

Kenyatta University offers cultural training programmes to facilitate their understanding of Kenya's culture. This is mainly done through seminars, cultural events and student mentorship programme. The institution also offers training programmes to faculty and staff members to equip them with skills needed to implement the regional integration policy and activities. Workshops like country's culture workshops and seminars are offered by the University for its faculties and staff members.

4.3.2.2 Partnership, Exchange, Collaboration, Regional Integration and Monitoring of Students' Mobility in Kenyatta University

Kenyatta University has partnerships, exchange and collaboration agreements and programmes with other universities. They collaborate in research, student exchange,

academic exchange, curriculum development and other non-academic exchange activities. The university has a committee responsible for promoting regional integration. Their roles are in forming collaborations with various institutions across the region. The duty of the committee is facilitation, review progress reports or monitor general progress and creation of awareness on regional integration. This committee is highly active.

Kenyatta University has a framework to monitor progress on extent of student mobility. This is done by the Centre for International Programmes and Collaborations. In connection with student mobility and regional integration, Kenyatta University's strength includes diversity in academic programmes and robust infrastructure. Its opportunity is in the ever growing need for universal higher education. The institution project a target of foreign students of 10% of the total student population by 2015. To attain this target, the institution plans to diversify exchange programmes, growing the supporting academic infrastructure and entering into agreements with many international education institutions. To send more students to universities abroad, Kenyatta University plans to negotiate for scholarships and entering into agreements with East African universities among others. Kenyatta University is aware of the integration policy's influence.

4.3.3 University of Nairobi's Case

The inception of the University of Nairobi is traced back to 1956, with the establishment of the Royal Technical College which admitted its first lot of A-level graduates for technical courses in April the same year. The Royal Technical College was transformed into the second University College in East Africa on 25th June, 1961

under the name Royal College Nairobi and was admitted into special relations with the University of London whereupon it immediately began preparing students in the faculties of Arts, Science and Engineering for the award of degrees of the University of London. Meanwhile, students in other faculties such as the Faculty of Special Professional Studies (later renamed Faculty of Commerce) and Faculty of Architecture continued to offer diplomas for qualifications of professional bodies/institutions.

On 20th May 1964, the Royal College Nairobi was renamed University College Nairobi as a constituent college of inter-territorial, Federal University of East Africa, and henceforth the enrolled students were to study for degrees of the University of East Africa and not London as was the case before. In 1970, the University College Nairobi transformed into the first national university in Kenya and was renamed the University of Nairobi. University of Nairobi had a total of 36,991 students as at the academic year 2011/2012. The university had six schools/ faculties which offer a variety of courses which included: 32 certificate courses, 53 diploma courses, 90 degree courses, 142 masters courses and 42 doctorate courses. University of Nairobi had a total of 4874 staff. Out of the total number, 1411 were academic staff while 3463 were non-academic staff. Of the 1411 academic staff, 1086 were male while 325 were female. 1328 of non-academic staff were male while 2135 were female.

University of Nairobi had 36,991 in the 2011/2012 academic year from which 17,691 and 10,907 were undergraduate male and female students respectively while 5,043 and 3,350 were post graduate male and female students respectively. The total number

of Kenyan students was 36,312 while foreign students were 679. This implies that foreign students comprise 1.84% of the total student population. In University of Nairobi, the foreign students were distributed as follows: Tanzanian (10.2%), Rwandan (10.3%), Ugandan (6.8%), Burundi (0.9%) and others (71.9%). See figure 4.3 and table 4.5.

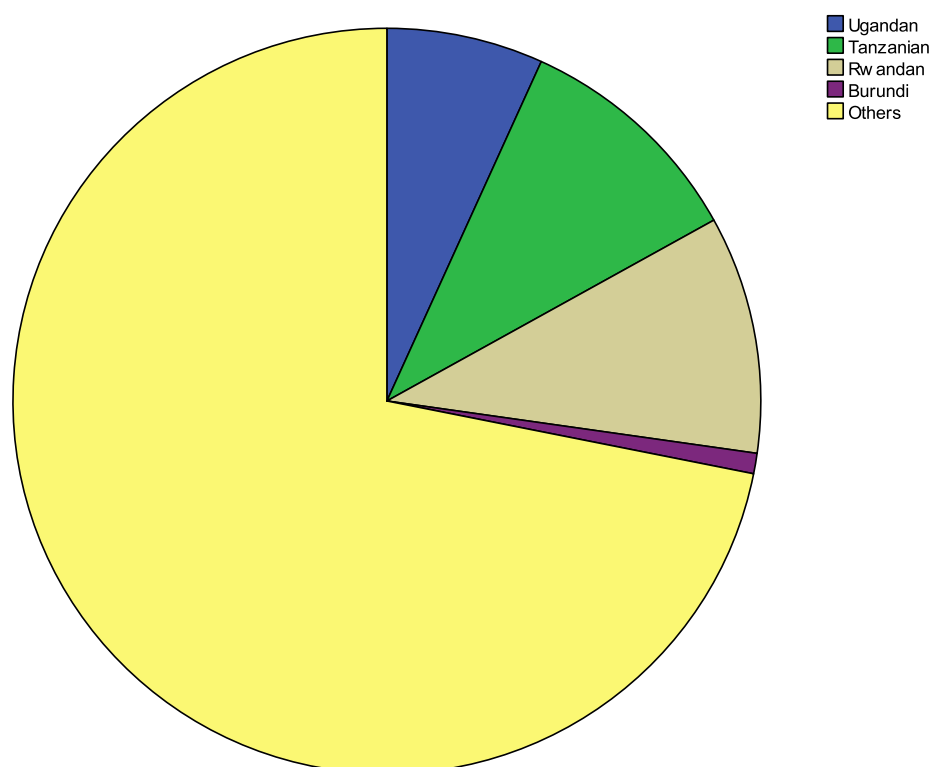


Figure 4.3: Distribution of Foreign Students in University of Nairobi

Table 4.5: Distribution of Foreign Students in University of Nairobi

Nationality	Undergraduate		Undergraduate		Postgraduate		Postgraduate		Total	
	Male		Female		Male		Female			
	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %
Rwandan	9	4.0%	7	6.2%	35	15.4%	19	16.4%	70	10.3%
Tanzanian	13	5.8%	13	11.5%	29	12.8%	14	12.1%	69	10.2%
Ugandan	12	5.4%	5	4.4%	18	7.9%	11	9.5%	46	6.8%
Burundi	.	.%	.	.%	3	1.3%	3	2.6%	6	0.9%
Others	189	84.8%	88	77.9%	142	62.6%	69	59.5%	488	71.9%
Total	223	100.0%	113	100.0%	227	100.0%	116	100.1%	679	100.1%

Source: Author

- Note:*
- i) "Std. Pop." means student population, that is, number of students.
 - ii) % means column sum percentage.
 - iii) The total percentages don't add up to 100.0% due to round off error.

In Table 4.5, the highest numbers of East African students were Rwandan postgraduate male, followed by Rwandan post graduate female. The percentage stood at 15.4% and 16.4% comparing with their male and female counterparts respectively. The total number of foreign East African Postgraduate students is greater than the total number of foreign East African Undergraduate students. The male students are the majority in both levels.

Table 4.6: Distribution of Foreign Students within various Schools/ Faculties in University of Nairobi

School/ Faculty	Ugandan		Tanzanian		Rwandan		Burundi		Others		Total	
	Std.		Std.		Std.		Std.		Std.		Std.	
	Pop	%	Pop	%	Pop	%	Pop	%	Pop	%	Pop	%
Human & Social Sciences	16	34.8%	38	64.4%	26	29.9%	5	83.3%	270	55.3%	361	51.1%
Agriculture & Veterinary Services	20	43.5%	.	.%	26	29.9%	.	.%	70	14.3%	117	16.5%
Health Sciences	1	2.2%	16	27.1%	10	11.5%	1	16.7%	60	12.3%	93	13.2%
Biological & physical Sciences	5	10.9%	1	1.7%	10	11.5%	.	.%	41	8.4%	59	8.3%
College of Architecture & Engineering	4	8.7%	3	5.1%	6	6.9%	.	.%	23	4.7%	39	5.5%
Education & External Studies	.	.%	1	1.7%	9	10.3%	.	.%	24	4.9%	38	5.4%
Totals	46	100.1%	59	100.0%	87	100.0%	6	100.0%	488	99.9%	707	100.0%

Source: Author

Note: (i) "Std. Pop." means student population, that is, number of students.
(ii) % means column sum percentage.
iii) The total percentages don't add up to 100.0% due to round off error.

Table 4.6 indicates that among East African foreign students, the highest were in the school of Human and Social Science with Tanzania having a majority of 64.4% out of the total Tanzanian students population. The next most populous school was that of Agriculture and Veterinary Services with 16.5% of the total population of foreign students in the institution.

The East African students are mainly in the school of Agriculture and Veterinary Services and the school of Humanities and social sciences. The least populous school in terms of number of foreign East African students is the College of Architecture and Engineering.

4.3.3.1 Special Programmes and Services for foreign Students in University of Nairobi

The University of Nairobi does not have special programmes for specifically foreign East African students. All foreign students are offered similar special programmes which include: cultural and academic enrichment programmes, credit transfer programmes, intercampus exchange programmes, intercampus visitor (student studying at various campuses), simultaneous/ concurrent enrolment programme, dual admissions, special courses (like native language of instruction), online applications, online registration and payment, work-study programmes, weekend programmes, programme articulation agreements (like curriculum merge), transfer of student's and university's general education curriculum, orientation programme, academic and educational support, undergraduate research, postgraduate research, employment opportunities, leadership development seminars and training, peer mentoring, career identification and exploration.

University of Nairobi offers special services to all foreign students equally. These special services include: health services, outdoor and environmental education centres, sports and recreational activities, university websites, telecommunication and internet services, reference books and other media/ library services, e-learning, tours and travel services/ excursion services, loaning services/ scholarship support,

international conferences, welcoming services, liturgical or chaplaincy services, clubs and societies, student and lecturer progress tracking, counselling, and academic advisement and counselling.

The University of Nairobi conducts social or interactive and community related activities or programmes for all foreign Students. These include: volunteer consulting (like peer advisors), volunteer guiding and counselling, community or school outreach programmes, community or social events, international students clubs, cross culture clubs, telecommunication clubs, university social websites, arts and culture clubs, arts and culture open days, hospitality and travel associations, friendship or Student-family programme (linking students with families), international ambassadors programme, international student council or union, religious societies, excursions, sports, tutoring, peer support or buddy system and intercultural awareness training. In the University of Nairobi, all foreign students don't pay same fee like the home students. Foreign East African Students don't pay the same fee as the home students.

The University of Nairobi promotes mobility of students across borders through engaging in student exchange programme, giving foreign students scholarship and offering credit transfer systems. The university offers cultural training programmes to facilitate their understanding of Kenya's culture. This is done through workshops like country's culture workshop, cultural events, cultural exchange programmes and excursions. The university has training programmes to faculty and staff members to equip them with skills needed to implement the regional integration policy and activities. Workshops like country's culture workshop, seminars, cultural exchange

programmes and excursions are offered by the University for its faculties and staff members.

4.3.2.2 Partnership, Exchange, Collaboration, Regional Integration and Monitoring of Students' Mobility in University of Nairobi

The University of Nairobi has partnerships, exchange and collaboration agreements and programmes with other universities. They collaborate in research, student exchange, academic exchange, curriculum development and services offered. They have a committee responsible for promoting regional integration whose roles are connected to the following areas: strategy, services, policies, collaboration, opportunities and research. The duty of the committee is to search for opportunities, review progress reports/ monitoring progress and creation of awareness. The university has a framework to monitor progress on extent of student mobility.

4.3.4 African Nazarene University Case

This section comprises the Africa Nazarene University case. In 1985, the General Board of the Church of the Nazarene established an education commission to plan for the development of Nazarene education facilities around the world. This move set the stage for the Kenya venture. The church leaders began negotiations with the Commission for Higher Education in Kenya to establish a degree-awarding institution. After consideration of the Church's request, the Commission advised the church to open a liberal arts institution. The foundation for the development of Africa Nazarene University was thus laid (ANU, 2010).

In 1987, Dr. Harmon Schmelzenbach envisaged an expansive Christian university for students from different parts of the continent—Africa Nazarene University. The African Nazarene University had a total number of 3,578 students in the academic year 2011/2012. It had 8 schools which offered a total of 4 certificate courses, 7 diploma courses, 10 degree courses, 3 masters' courses and it did not offer doctorate courses then. Africa Nazarene University had a total of 150 staff. 60 were academic while 90 were non academic. 35 of academic staff were male while 25 of the academic staff were female. Of the non academic staff, 49 were male while 41 were female. The university had 1,545 undergraduate students from which 713 were male and 832 were female. 1030 students were post graduate with 351 being male and 679 are female. 97.28% of the student's population are Kenyan while 2.72% formed foreign students. The distribution of foreign students in Africa Nazarene University is as follows: Burundi (48.6%), Rwandan (17.1%), Tanzanian (15.7%), Ugandan (2.9%) and others (15.7%). See figure 4.4.

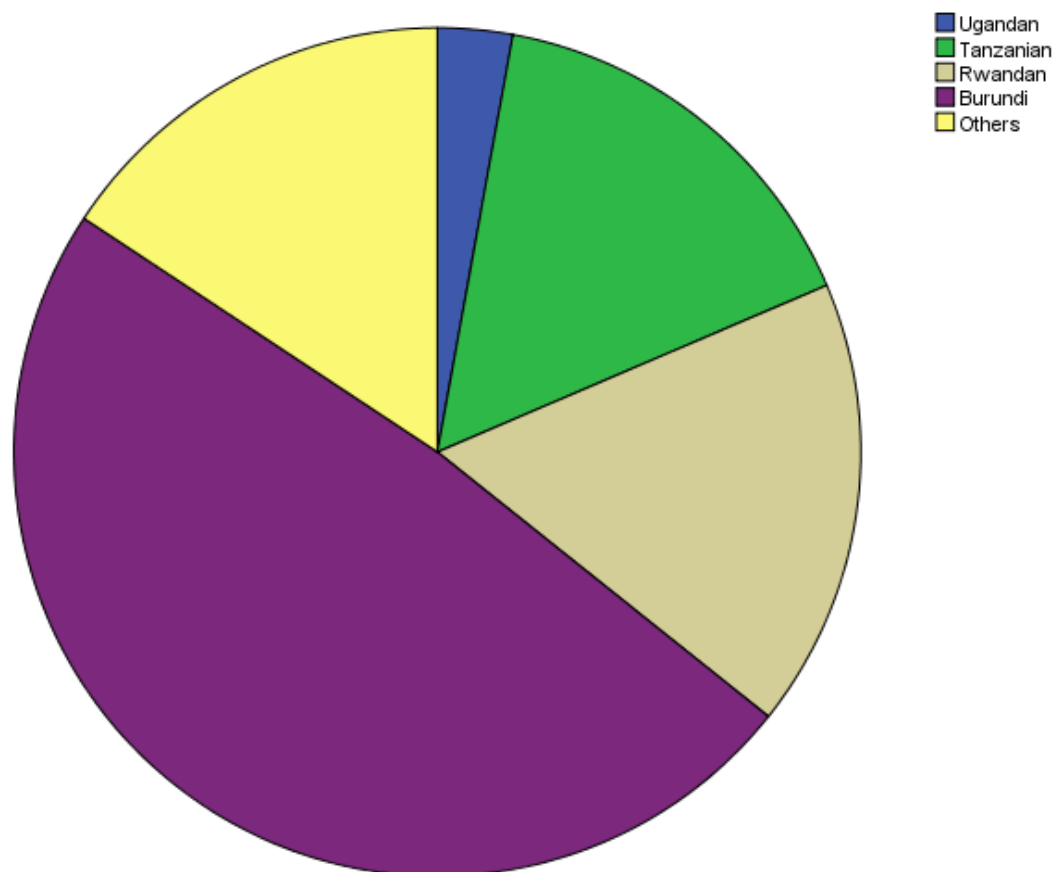


Figure 4.4: Distribution of Foreign Students in Africa Nazarene University

The number of Foreign East African students in Africa Nazarene University forms over 75% of the total foreign student population. Burundi has 48.6% of the total population which makes the highest number of students compared to other foreign countries. Uganda forms the least with a total of 2.9% of the total foreign student population.

Table 4.7: Distribution of Foreign Students according to Course Level and Gender in Africa Nazarene University

Country	Undergraduate Male		Undergraduate Female		Postgraduate Male		Post Graduate Female		Total	
	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %
Burundi	15	50.0%	18	51.4%	.	.%	1	33.3%	34	48.6%
Rwandan	6	20.0%	2	5.7%	2	100.0%	2	66.7%	12	17.1%
Tanzanian	5	16.7%	6	17.1%	.	.%	.	.%	11	15.7%
Ugandan	.	.%	2	5.7%	.	.%	.	.%	2	2.9%
Others	4	13.3%	7	20.0%	.	.%	.	.%	11	15.7%
Totals	30	100.0%	35	99.9%	2	100.0%	3	100.0%	70	100.0%

Source: Author

Note: (i) "Std. Pop." means student population, that is, number of students.
(ii) % means column sum percentage.
iii) The total percentages don't add up to 100.0% due to round off error.

Table 4.7 shows that majority of foreign East African students are undergraduate male and female students from Burundi. Majority of foreign East African Students in Africa Nazarene University are undergraduate with undergraduate male students forming half of the entire foreign East African student population in the University.

Table 4.8: Distribution of Foreign Students within various Schools in Africa**Nazarene University**

School/ Faculty	Ugandan		Tanzanian		Rwandan		Burundi		Others		Total	
	Std.		Std.		Std.		Std.		Std.		Std.	
	Pop.	%	Pop.	%	Pop.	%	Pop.	%	Pop.	%	Pop.	%
Business	40	58.8%	40	61.5%	.	.%	60	46.9%	61	44.2%	201	48.9%
Information Techno-logy	18	26.5%	21	32.3%	2	16.7%	60	46.9%	40	29.0%	141	34.3%
Law	6	8.8%	4	6.2%	4	33.3%	6	4.7%	20	14.5%	40	9.7%
Religion	4	5.9%	.	.%	6	50.0%	2	1.6%	12	8.7%	24	5.8%
Pre- University Program	.	.%	.	.%	.	.%	.	.%	5	3.6%	5	1.2%
Totals	68	100.0%	65	100.0%	12	1	128	100.1%	138	100.0%	411	99.9%

Source: Author

- Note:**
- (i) "Std. Pop." means student population, that is, number of students.
 - (ii) % means column sum percentage
 - (iii) The schools/faculties of Dry land, Music and Counselling recorded no foreign students.
 - (iv) The total percentages don't add up to 100.0% due to round off error.

Majority of foreign East African students are in the school of Business followed by information technology.

4.3.4.1 Special Programmes and Services for foreign Students in Africa Nazarene University

Africa Nazarene University has credit transfer programmes for only foreign East African students. All foreign students access special programmes such as: cultural and academic enrichment programmes, intercampus exchange programmes, intercampus visitor such as student studying at various campuses, simultaneous / concurrent enrolment programme, dual admissions, special courses for example native language of instruction, online applications, online registration and payment, reduced/

subsidised fee programmes, work-study programmes, school-based programmes, evening programmes, weekend programmes, programme articulation agreements like curriculum merge, orientation programme, individual and group tutoring, academic and educational support, undergraduate research, postgraduate research, employment opportunities, leadership development seminars and training, peer mentoring, career identification and exploration. The university offers all special services to all foreign students regardless of where they come from except special education services.

Africa Nazarene University carries out social and interactive and community related activities or programmes for all foreign students. These include: volunteer consulting (like peer advisors), volunteer guiding and counselling, community or school outreach programmes, community or social events, international students clubs, cross culture clubs, telecommunication clubs, university social websites, radio programmes, arts and culture clubs, arts and culture open days, hospitality and travel associations, social outings or excursions, friendship or Student-family programme (linking students with families), and language exchange and training programme (language development and use of local language).

In Africa Nazarene University, all foreign students including foreign East African students pay same fee like the home students. The University does not give special rates to foreign east African students. The university promotes mobility of students across borders through providing special services to foreign students, giving foreign students scholarships, participating in interuniversity games, clubs and societies.

Africa Nazarene University offers cultural training programmes to facilitate their understanding of Kenya's culture. This is mainly done through seminars, internships, cultural events, cultural exchange programmes and language training. The institution offers training programmes to faculty and staff members to equip them with skills needed to implement the regional integration policy and activities. Workshops like country's culture workshops, seminars, coaching training programmes and cultural exchange programmes are offered by the Africa Nazarene University for its faculties and staff members.

4.3.4.2 Partnership, Exchange, Collaboration, Regional Integration and Monitoring of Students' Mobility in Africa Nazarene University

Africa Nazarene University has partnerships, exchange and collaboration agreements and programmes with other universities. They collaborate in research, academic exchange, community development, advisory, consultation, benchmark, culture, social activities and services.

The university has an active committee responsible for promoting regional integration. Their roles are mainly in forming collaborations with various institutions across the region. The duty of the committee is co-ordinating work of various programs/ projects, facilitation, review progress reports or monitoring general progress, communication and creation of awareness on regional integration. Africa Nazarene University has a framework to monitor progress on extent of student mobility. This is done by having overseer project monitors to various regions once in a while.

The strengths of Africa Nazarene University's in connection with student mobility and regional integration is involvement of students in cultural experiences and integrating them in events and forums within the country. The main weakness is not being able to reach out to all countries due to limited representation at the campus. The main opportunities include marketing to other countries beyond East Africa. Security issues and financial crisis are the main threats in relation student mobility and regional integration as far as the university is concerned.

The institution projects a future foreign student's percentage of 50% of the total student population. In order to achieve this target, the institution wants market their institution using their foreign students existing in their university in order to attract more foreign students. The university also tries to link with other sister universities in the U.S.A and China in order to increase the number of students sent abroad for higher education. Africa Nazarene University is aware of the integration policy's influence.

4.4 Student Mobility Trend in Ugandan Universities

During Data Collection, the researcher was able to get data from three universities in Uganda. The following are the universities that gave reliable data: Makerere University, Kampala University and International University of East Africa. The section that follows presents the data collected from these universities.

4.4.1 Makerere University Case

This section presents the case of Makerere University. Established in 1922 as a humble technical school, Makerere University is one of the oldest and most

prestigious universities in Africa. In January of that year, the school, which was later renamed Uganda Technical College, opened its doors to 14 day students who began studying Carpentry, Building and Mechanics.

The College soon began offering various other courses in Medical Care, Agriculture, Veterinary Sciences and Teacher Training. It expanded over the years to become a Center for Higher Education in East Africa in 1935. In 1937, the College started developing into an institution of higher education, offering post-school certificate courses (Makerere University Website).

Makerere University had a total number of approximately 47,000 students in the 2011/2012 academic year. The university had 23 schools which offered a number of certificate courses, 12 diploma courses, 123 degree courses, 148 masters courses and a number of doctorate courses.

The university had a total of 4,124 staff out of which 1,531 were academic while 2,593 were non academic. 1,088 of academic staff were male while 443 of the academic staff were female. Of the non academic staff, 1,363 were male while 1,231 were female. The university had 36,346 undergraduate students of which 20,374 were male and 15,972 were female. The post graduate students were 2,316 with 1,416 being male while 900 were female. From this data 93.35% of the student's population were Ugandan whereas 6.65% were total foreign students. The distribution of foreign students in Makerere University was as follows: Kenyan (42.4%), Tanzanian (4.5%), Rwandan (0.8%), Burundi (0.2%) and others (52.0%). This clearly shows that among

the East African foreign students, Kenyans lead with 42.4% of the total foreign students which is far much higher than other East African countries.

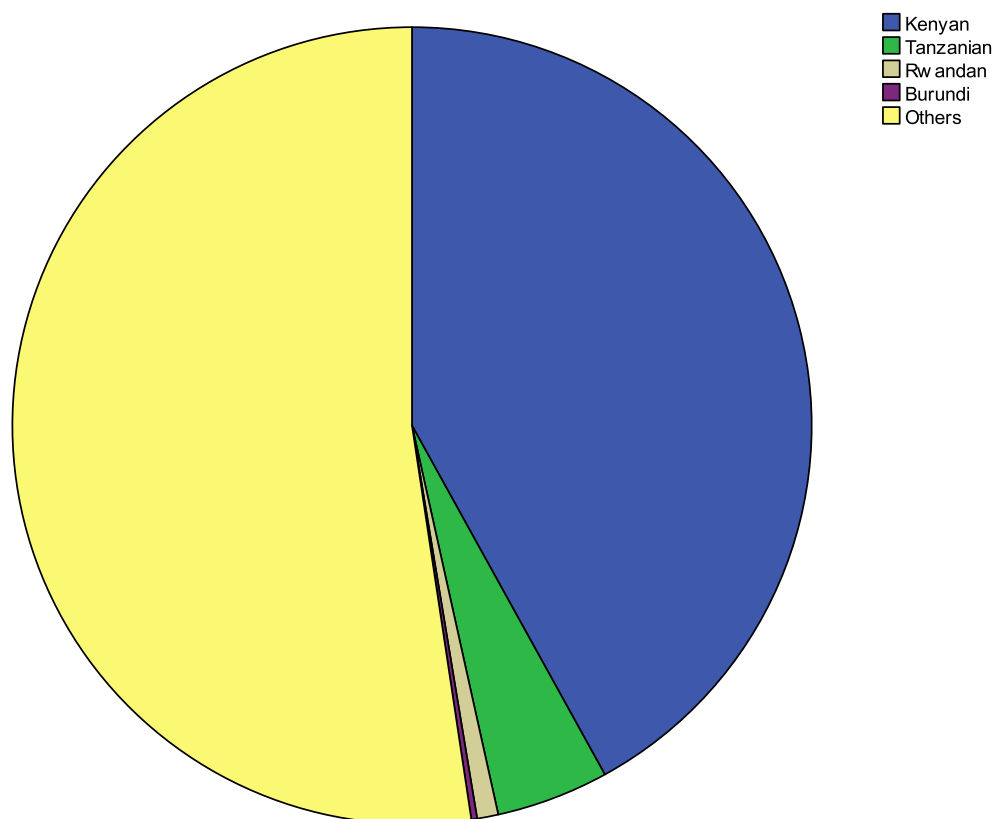


Figure 4.5: Distribution of Foreign Students in Makerere University

From figure 4.5, foreign East African students in Makerere University form close to 50% of the entire foreign student population with Kenyans taking a lead. The Burundi students are the least.

Table 4.9: Distribution of Foreign Students according to Course Level and Gender in Makerere University

Country	Undergraduate		Undergraduate		Postgraduate		Postgraduate		Total	
	Male		Female		Male		Female			
	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %
Kenyan	645	78.6%	421	82.7%	8	1.0%	5	1.1%	1079	42.0%
Tanzanian	62	7.6%	33	6.5%	20	2.5%	2	0.4%	117	4.6%
Rwandan	9	1.1%	3	0.6%	9	1.1%	1	0.2%	22	0.9%
Burundi	.	.%	.	.%	5	0.6%	1	0.2%	6	0.2%
Others	105	12.8%	52	10.2%	746	94.7%	443	98.0%	1346	52.4%
Totals	821	100.1%	509	100.0%	788	99.9%	452	99.9%	2570	100.1%

Source: Author

- Note:**
- i) "Std. Pop." means student population, that is, number of students.
 - ii) % means column sum percentage.
 - iii) The total percentages don't add up to 100.0% due to round off error.

From Table 4.9, 52.4% of the foreign students in Makerere University formed foreign students who are not East African. From the remaining percentage (47.6%), 42.0% were Kenyans. This means that Kenya had the highest number of foreign East African foreign students. Majority of foreign East African students are under-graduate with undergraduate males forming over half of the total population of foreign East African students. The foreign East African undergraduate female students form over a quarter of the total population of foreign East African students. This implies that in Makerere

University, the foreign East African students form less than a quarter of the total population of foreign East African students.

Table 4.10: Distribution of Foreign Students within various Schools in Makerere**University**

School Faculty	Kenyan		Tanzanian		Rwandan		Burundi		Others		Total	
	Std. Pop	%	Std. Pop	%	Std. Pop	%	Std. Pop	%	Std. Pop	%	Std. Pop	%
Social Sciences	147	13.6%	9	7.7%	.	0%	.	0%	229	17.2%	385	14.9%
Faculty of Economics & Information Technology	109	10.1%	15	12.8%	28	58.3%	.	0%	208	15.6%	360	13.9%
Faculty of Computing & Information Technology	138	12.8%	17	14.5%	3	6.3%	.	0%	111	8.3%	269	10.4%
Arts	165	15.3%	16	13.7%	.	0%	1	16.7%	82	6.2%	264	10.2%
Medicine	20	1.9%	26	22.2%	5	10.4%	.	0%	163	12.2%	214	8.3%
School of Education	164	15.2%	3	2.6%	.	0%	1	16.7%	36	2.7%	204	7.9%
Technology	36	3.3%	4	3.4%	1	2.1%	1	16.7%	81	6.1%	123	4.8%
Institute of Adult & Continuing Education	112	10.4%	1	0.9%	.	0%	.	0%	7	0.5%	120	4.6%
Law	75	7.0%	6	5.1%	2	4.2%	.	0%	37	2.8%	120	4.6%
School of Public Health	4	0.4%	1	0.9%	.	0%	1	16.7%	84	6.3%	90	3.5%
Institute of Statistics & Applied Economics	40	3.7%	5	4.3%	1	2.1%	.	0%	42	3.2%	88	3.4%
Agriculture	4	0.4%	3	2.6%	5	10.4%	2	33.3%	63	4.7%	77	3.0%
Science	10	0.9%	1	0.9%	.	0%	.	0%	48	3.6%	59	2.3%
Institute of Psychology	29	2.7%	.	0%	2	4.2%	.	0%	15	1.1%	46	1.8%
Institute of Environmental Studies	6	0.6%	1	0.9%	.	0%	.	0%	34	2.6%	41	1.6%
Veterinary Medicine	6	0.6%	3	2.6%	.	0%	.	0%	33	2.5%	42	1.6%
EALIS – Library & Information Science	7	0.6%	4	3.4%	.	0%	.	0%	23	1.7%	34	1.3%
Margaret Trowel School – IFA	7	0.6%	2	1.7%	1	2.1%	.	0%	6	0.5%	16	0.6%
School of Biological Sciences	.	0%	.	0%	.	0%	.	0%	12	0.9%	12	0.5%
School of Health Sciences	.	0%	.	0%	.	0%	.	0%	13	1.0%	13	0.5%

Forestry & Nature Conservation	.	.%	.	.%	.	.%	.	.%	3	0.2%	3	0.1%
Jinja Campus	.	.%	.	.%	.	.%	.	.%	1	0.1%	1	0.0%
MUBS – Jinja Campus	.	.%	.	.%	.	.%	.	.%	1	0.1%	1	0.0%
Total	1079	100.1%	117	100.2%	48	100.1%	6	100.1%	1332	100.1%	2582	99.8%

Source: Author

Note: (i) “Std. Pop.” means student population, that is, number of students.

(ii) % means column sum percentage

(iii) The following schools/faculties of Fort Portal Campus, MUBS – Arua Campus, MUBS – Mbarara Campus recorded no foreign students.

(iv) The percentages do not total 100.0% due to round off error.

In Makerere University, majority of foreign students were in the School of Social Sciences (14.9% of the entire foreign students’ population). The following were others who lead in the population of international students: Faculty of Economics and Information Technology (13.9%), Faculty of Computing and Information Technology (10.4%), Arts (10.2%), Medicine (8.3%) and the School of education (7.9%). The Kenyans were majorly enrolled in the following, with each having over 100 students: Arts (15.3%), School of Education (15.2%), School of Social Sciences (13.6%), Faculty of Computing and Information Technology (12.8%), Institute of Adult and Continuing Education (10.4%) and the Faculty of Economics and Information Technology (10.1%) among others with students less than 100. Tanzania had fewer students compared to Kenya. Majority of students enrolled in various schools, faculties or institutes are less than 30. These include: Medicine (22.4%), Faculty of Computing and Information Technology (14.5%), Arts (13.7%), Faculty of Economics and Information Technology (12.8%) and Social Sciences (7.7%) among others. The Rwandese have majority of their students in the Faculty of Information

Technology (58.3%). A majority of Burundi students are in the school of Agriculture (33.3%).

Majority of East African Students are enrolled in the School of Arts, School of Education, Social Sciences, Faculty of Computing and Information Technology, Institute of Adult and Continuing Education and Faculty of Economics and Information Technology among others. Kenyan students form a significantly high population.

4.5.1.1 Special Programmes and Services for foreign Students in Makerere University

Makerere University has programmes for all students irrespective of their nationality. These include: credit transfer programmes, special courses such as native language of instruction, online applications, online registration and payment, evening programmes, weekend programmes, orientation programme, individual and group tutoring, academic and educational support, undergraduate research, postgraduate research, peer mentoring, career identification and exploration, and internship.

The university offers special services to all students equally irrespective of nationality. These services include: health services, sports and recreational activities, university websites, telecommunication and internet services, special education like for the blind and the deaf, reference books and other media/ library services, e-learning, tours and travel services/ excursion services, loaning services/ scholarship support, international conferences, welcoming services, liturgical or chaplaincy services, insurance services, clubs and societies, student/ lecturer progress tracking,

counselling, immunizations, and academic advisement and counselling. The university does not have outdoor and environmental education centres and children welfare services like primary and kindergarten schools/ child care units for foreign students.

Makerere University carries out social or interactive and Community related activities or programmes for all students. These include: volunteer consulting like peer advisors, volunteer guiding and counselling, community or school outreach programmes, community or social events, international students associations, university social websites, arts and culture open days, hospitality and travel associations, social outings or excursions, friendship or Student-family programme (linking students with families), language exchange and training programme (language development and use of local language), international student council or union, religious societies, excursions, sports, peer support or buddy system and intercultural awareness training. The University does not have the following: cross culture clubs, telecommunication clubs, radio programmes, arts and culture clubs, international ambassadors' programme and tutoring.

In Makerere University, all foreign students pay different fee from that paid by the home students. Foreign East African Students don't pay the same fee as the home students. The university promotes mobility of students across borders through engaging in student exchange program, inter University games and competitions. Makerere University offers cultural training programmes to facilitate their understanding of Kenya's culture. This is mainly done through cultural events,

excursions and language training. The University offers training programmes to faculty and staff members to equip them with skills needed to implement the regional integration policy and activities. Seminars, cultural events and language training are offered by Makerere University for its faculties and staff members.

4.5.1.2 Partnership, Exchange, Collaboration, Regional Integration and Monitoring of Students' Mobility in Makerere University

Makerere University has partnerships, exchange and collaboration agreements and programmes with other universities. They collaborate in research, student and academic exchange, advisory services, consultation and benchmark. Others include: joint degrees, joint publications, joint programme development and conferences/ seminars/ symposia. The University does not have a committee responsible for promoting regional integration. However the University tries to promote regional integration through collaborations, opportunities and research. Makerere University has a framework to monitor progress on extent of student mobility. This is done through recording of statistics.

The strengths of Makerere University in student mobility and regional integration is the fact that it is a premier institution and the oldest University in East Africa. It has trained most of the African leaders in East Africa and therefore attracting students from African countries. The main weakness is that the staff is poorly paid and the students numbers are not commensurate with the facilities available. Being a renowned centre for training in tropical diseases, leading institution that trains African leaders and its affordable education, the institution finds these as the main opportunities to attract researchers from all over the world. The main threat to the

institution is the many upcoming private institutions that pay comparatively well and the leadership wrangles which spoil the image of the University.

The institution wishes to see a two-way traffic in student mobility such that more of its students go to other countries. This will get them exposed to different cultures. The institution targets international student's quota to reach 15% of the students' total population. The institution wishes to attract international students by improving international student support services and taking more students on semester abroad programmes and sending transcripts to them in time. To send its students abroad, the University ensures a clear policy on student exchanges is followed to the latter and also helping to facilitate students to travel abroad and probably give them some upkeep.

Makerere University is aware of the integration policy's influence. The institution teaches Kiswahili language to unite the members of East African Community like Kenyans and Tanzanians. The University also allows students to do research in any East African countries.

4.5.2 Kampala University Case

This section has the data presentation on Kampala University's case. Kampala University was founded in 1999. The founding Vice Chancellor, Professor Badru Kateregga, together with other academics and entrepreneurs pooled resources to establish the university.

Kampala University had 1,424 students in the 2011/ 2012 in Uganda. The University had 8 schools/ faculties. The university offered 23 certificate courses, 25 diploma

courses, 25 degree courses and 34 masters courses including post graduate diploma. The university offers no doctorate courses. The University had a total of 174 staff members. Out of this, 123 were academic while 51 non-academic staff. 81 of academic staff were male while 42 were female, 37 of non-academic staff are male whereas 14 were female.

Kampala University had a total of 1,424 students. Out of this, 1,340 are undergraduate graduate while 84 are postgraduate. The University had 411 foreign students which forms a very significant 28.9% of the entire student population. The foreign East African students form 67.4% of the entire foreign students' population. The following is the distribution of foreign students in Kampala University: Kenyan (29.9%), Rwandan (26.5%), Tanzanian (7.5%), Burundi (3.4%) and others (32.6%). Majority of foreign East African students in Kampala University are Kenyan while the least is Burundi.

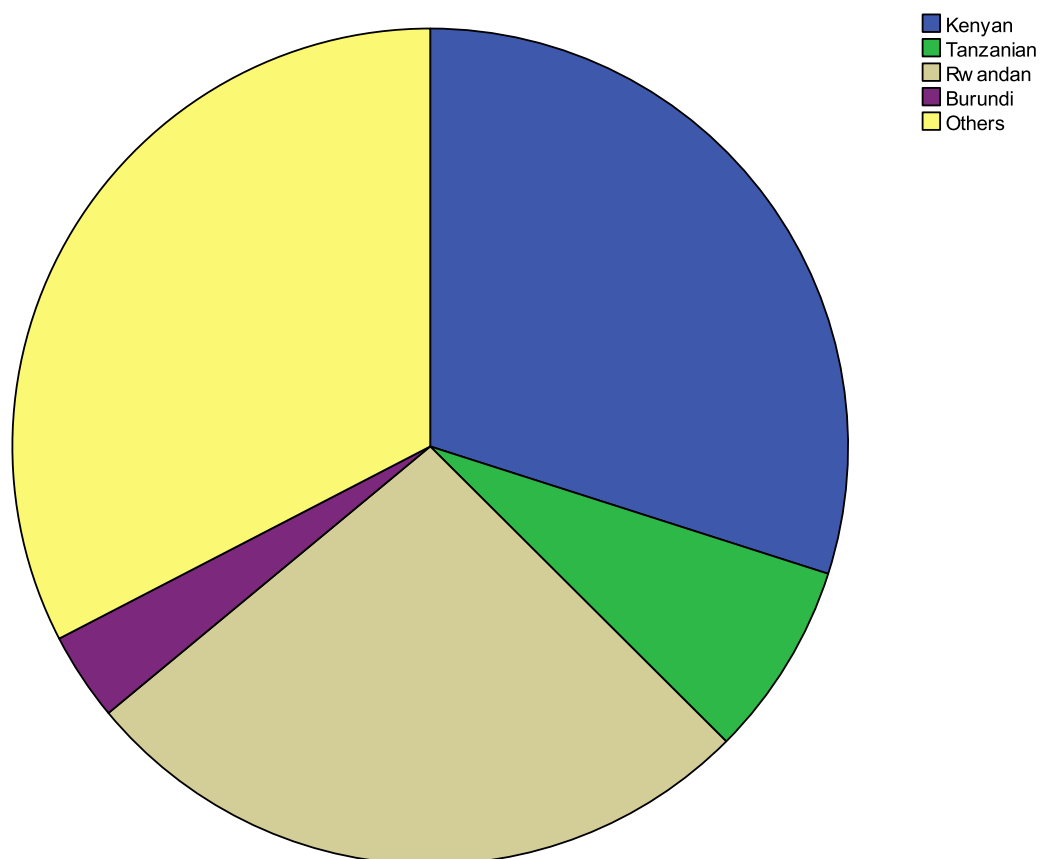


Figure 4.6: Distribution of Foreign Students in Kampala University

Figure 4.6 clearly shows that foreign East African students in Kampala University form about two thirds of the entire foreign student population with Kenyans and Rwandans taking a lead. The Burundi students are the least after Tanzania.

Table 4.11: Distribution of Foreign Students according to Course Level and Gender in Kampala University

Country	Undergraduate Male		Undergraduate Female		Postgraduate Male		Postgraduate Female		Total	
	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %
Kenyan	55	27.0%	43	29.1%	17	34.0%	8	42.1%	123	29.9%
Tanzanian	10	4.9%	17	11.5%	1	2.0%	3	15.8%	31	7.5%
Rwandan	61	29.9%	29	19.6%	23	46.0%	6	31.6%	109	26.5%
Burundi	7	3.4%	4	2.7%	3	6.0%	0	.0%	14	3.4%
Others	71	34.8%	55	37.2%	6	12.0%	2	10.5%	134	32.6%
Total	204	100.0%	148	100.1%	50	100.0%	19	100.0%	411	99.9%

Source: Author

- Note:**
- i) "Std. Pop." means student population, that is, number of students.
 - ii) % means column sum percentage.
 - iii) The total percentages don't add up to 100.0% due to round off error.

From Table 4.11, the highest number of foreign East African students is undergraduate males from Burundi with 29.9%. The next is Undergraduate Kenyan male students forming 27.0%. In the post graduate category, the highest numbers of Foreign East African students are Males from Rwanda. Over 75% of the foreign East African students are under graduate with males forming nearly 50%.

Table 4.12: Distribution of Foreign Students within various Schools in Kampala University

School/ Faculty	Kenyan		Tanzanian		Rwandan		Burundi		Others		Total	
	Std. Pop.	%	Std. Pop.	%	Std. Pop.	%	Std. Pop.	%	Std. Pop.	%	Std. Pop.	%
Business Management	47	22.9%	30	63.8%	32	40.0%	.	.%	83	60.1%	192	40.1%
Arts and Social Sciences	53	25.9%	10	21.3%	27	33.8%	6	66.7%	55	39.9%	151	31.5%
Education	69	33.7%	6	12.8%	20	25.0%	3	33.3%	.	.%	98	20.5%
Computer Science & Information Technology	31	15.1%	.	.%	1	1.3%	.	.%	.	.%	32	6.7%
Nursing	3	1.5%	1	2.1%	.	.%	.	.%	.	.%	4	0.8%
Industrial Art and Design	2	1.0%	.	.%	.	.%	.	.%	.	.%	2	0.4%
Totals	205	100.1%	47	100.0%	80	100.1%	9	100.0%	138	100.0%	479	100.0%

Source: Author

- Note:**
- (i) "Std. Pop." means student population, that is, number of students.
 - (ii) % means column sum percentage
 - (iii) The school of Natural Science of Campus recorded no foreign students.
 - (iv) The total percentages don't add up to 100.0% due to round off error.

Majority of East African Students are enrolled in school/ faculty of Education; Arts and Social Sciences; Business Management; and Computer Science and Information Technology. The least are enrolled in: Industrial Art and Design and Nursing.

4.5.2.1 Special Programmes and Services for foreign Students in Kampala University

Kampala University offers the following special programmes to only East African students: credit transfer programmes, intercampus visitor (student studying at various campuses), work-study programmes, school-based programmes, evening programmes, weekend programmes, transfer of student's and university's general education curriculum, orientation programme, individual and group tutoring,

academic and educational support, undergraduate research, postgraduate research, employment opportunities. All foreign students benefit from Cultural and academic enrichment programmes and intercampus exchange programmes.

The East African students in Kampala University can enrol in special education programme for the blind and the deaf. All foreign students get health services, outdoor and environmental education centres, sports and recreational activities, university websites, telecommunication and internet services, reference books and other media/ library services, e-learning, tours and travel services/ excursion services, clubs and societies, student/ lecturer progress tracking, counselling, immunizations, and academic advisement and counselling.

For only East African students, Kampala University has cross culture clubs. All foreign students get involved in the following social or interactive and community related activities or programmes: volunteer consulting (like peer advisors), volunteer guiding and counselling, community or school outreach programmes, community or social events, international students clubs, arts and culture clubs, arts and culture open days, hospitality and travel associations, social outings or excursions, language exchange and training programme (language development and use of local language), religious societies and sports. In Kampala University, all foreign students pay different fee from that paid by the home students except foreign east African students. East African students pay same fee as the home students. The university promotes mobility of students across borders through engaging in student exchange programme; inter university games and participating in clubs and societies.

Kampala University offers cultural training programmes to facilitate their understanding of Uganda's culture. This is mainly done through workshops like country's culture workshops, seminars, coaching and training programmes, internships and cultural events. The university offers training programmes to faculty and staff members to equip them with skills needed to implement the regional integration policy and activities. Workshops like country's culture workshops and seminars.

4.5.2.2 Partnership, Exchange, Collaboration, Regional Integration and Monitoring of Students' Mobility in Kampala University

Kampala University has partnerships, exchange and collaboration agreements and programmes with other universities. They collaborate in research, student and academic exchange, curriculum development and community development. Kampala University does not have a committee responsible for promoting regional integration. However, the University has a framework to monitor progress on extent of student mobility. The framework arises from the need to know why students are moving from one institution to another.

The strengths of Kampala University in connection with student mobility and regional integration is that the University equips its students with various skills and the fee rate is relatively low compared to other universities in the region. The main weakness is that the University has not yet embarked on PhD programs. The university has its opportunity in the fact that it has much collaboration. However, competition from other institutions poses a major threat. The institution is expanding in both

infrastructure and academics. It expects to admit more students and begin PhD programs in the next two years.

Kampala University wishes to attract international students through good teaching, offering many unique courses and sticking to its core values of honesty and integrity. The University has already sent its students abroad to countries such as Germany, United States of America and South Africa. The University is aware of the integration policy's influence.

4.5.3 Kampala International University case

This section presents the data on Kampala International University (KIU). KIU is a private university in Uganda which has built a name in Uganda's education sector with remarkable resilience. The university is chartered by the government of Uganda as a recognition and acknowledgement of its ability and competence to offer relevant education and is a member of pre-eminent bodies such as the Commonwealth Universities, Association of African Universities and the Inter-University Council of East Africa. KIU was founded nine years ago and has two campuses; the main campus in Kampala along Kansanga, Ggaba road and the School of Health Sciences (KIU Western Campus) in Bushenyi along Kasese road, with branches in Kenya and Tanzania (KIU Website).

KIU student population in the 2011/ 2012 academic year stood at 5,945. The university had 12 schools and faculties which offered 10 certificate courses, 20 diploma courses, 35 degree courses, 16 masters and 4 doctorate courses. The staff of KIU is comprised of 367 academic staff and 100 non-academic staff which made a

total of 467 staff members. 120 of the academic staff were male while 147 were female and 33 of non-academic staff were male whereas 67 were female.

With 5,945 students in KIU main campus, 4,215 of these were undergraduate students while 1,730 were postgraduate students. The university had 3,936 foreign students which formed a very significant 66.2% of the entire student population. The foreign East African students form a big percentage, 90.95% of the entire foreign students population. Distribution of Foreign Students in Kampala International University stood as follows: Kenyan (28.9%), Tanzanian (27.3%), Rwandan (19.6%), Burundi (15.2%) and others (9.0%). It is clear that Kenyans form majority of foreign students in Kampala International University then Tanzanians follow closely. It is also important to note that the other (non-East African foreign students) form only 9.0% which makes KIU a unique case.

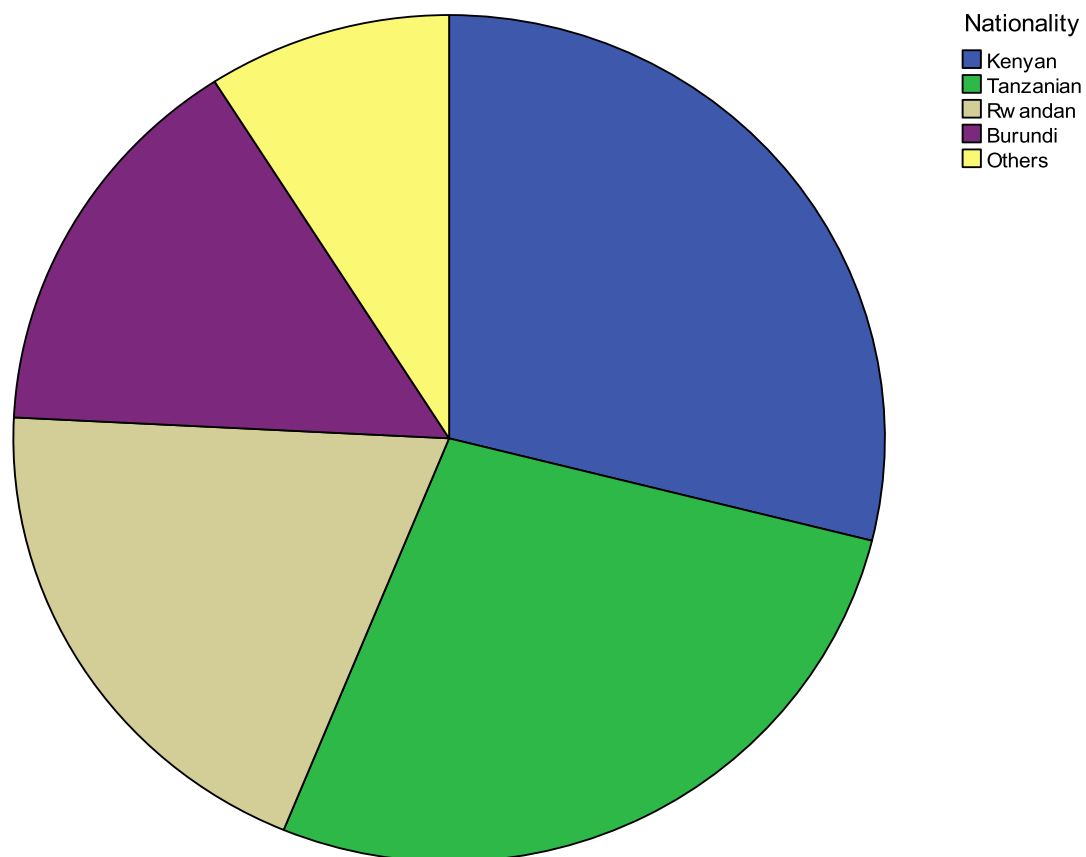


Figure 4.71: Distribution of Foreign Students in Kampala International University

Figure 4.7 shows that foreign East African students form over three quarters of the entire foreign student's population. The Kenyan and Tanzanians form each over a quarter of the entire foreign student's population.

Table 4.13: Distribution of Foreign Students according to Course Level and Gender in Kampala International University

Nationality	Undergraduate Male		Undergraduate Female		Postgraduate Male		Postgraduate Female		Total	
	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %
Kenyan	460	32.2%	440	29.0%	112	19.1%	125	30.8%	1137	28.9%
Tanzanian	330	23.1%	430	28.4%	215	36.8%	100	24.6%	1075	27.3%
Rwandan	320	22.4%	237	15.6%	116	19.8%	98	24.1%	771	19.6%
Burundi	210	14.7%	241	15.9%	98	16.8%	48	11.8%	597	15.2%
Others	110	7.7%	167	11.0%	44	7.5%	35	8.6%	356	9.0%
Totals	1430	100.1%	1515	99.9%	585	100.0%	406	99.9%	3936	100.0%

Source: Author

Note: i) "Std. Pop." means student population, that is, number of students.
ii) The total percentages don't add up to 100.0% due to round off error.

From Table 13, the highest number of foreign East African students is undergraduate females from Kenya and Tanzania with 29.0% and 28.4% of the entire undergraduate female students respectively. Undergraduate students form a higher number than postgraduate students. Close to three quarters of the foreign East African students were undergraduate with the number of males almost equitable to that of females. The postgraduate males formed a bigger percentage than their female counterparts.

Table 4.14: Distribution of Foreign Students within various Schools in Kampala International University

School/ Faculty	Kenyan		Tanzanian		Rwandan		Burundi		Others		Total	
	Std. Pop.	%	Std. Pop.	%	Std. Pop.	%	Std. Pop.	%	Std. Pop.	%	Std. Pop.	%
Medicine	500	22.0%	312	17.8%	200	15.5%	115	11.6%	99	16.6%	1226	17.5%
Postgraduate	237	10.4%	315	18.0%	214	16.6%	146	14.7%	79	13.3%	991	14.2%
Higher degrees	165	7.3%	133	7.6%	128	9.9%	111	11.2%	99	16.6%	636	9.1%
Open and Distance	260	11.5%	115	6.6%	99	7.7%	87	8.8%	65	10.9%	626	9.0%
Computer	200	8.8%	150	8.6%	59	4.6%	39	3.9%	50	8.4%	498	7.1%
Business	150	6.6%	110	6.3%	120	9.3%	63	6.3%	40	6.7%	483	6.9%
Engineering	112	4.9%	67	3.8%	115	8.9%	117	11.8%	37	6.2%	448	6.4%
Education	120	5.3%	134	7.6%	63	4.9%	50	5.0%	40	6.7%	407	5.8%
Social Sciences	129	5.7%	123	7.0%	64	4.9%	54	5.4%	34	5.7%	404	5.8%
Professional Courses	90	4.0%	84	4.8%	82	6.3%	77	7.7%	67	11.2%	400	5.7%
Law	140	6.2%	120	6.8%	52	4.0%	52	5.2%	33	5.5%	397	5.7%
Economics	99	4.4%	56	3.2%	84	6.5%	76	7.6%	43	7.2%	358	5.1%
Doctorate	66	2.9%	33	1.9%	13	1.0%	7	0.7%	.	.%	119	1.7%
Totals	2268	100.0%	1752	100.0%	1293	100.1%	994	99.9%	596	99.90%	6993	100.0%

Source: Author

- Note:**
- (i) "Std. Pop." means student population, that is, number of students.
 - (ii) % means column sum percentage.
 - (iii) The school of Natural Science of Campus recorded no foreign students.
 - (iv) The total percentages don't add up to 100.0% due to round off error.

Majority of East African Students were enrolled in school/ faculty of Medicine followed by Business and Computer. The least were enrolled in the school/ faculty of law.

4.5.3.1 Special Programmes and Services for foreign Students in Kampala

International University

Kampala International University offers the following special programmes to all the foreign students irrespective of their nationality: cultural and academic enrichment programmes, credit transfer programmes, special courses like native language of instruction, online applications, online registration and payment, work-study programmes, school-based programmes, evening programmes, weekend programmes, programme articulation agreements such as curriculum merge, orientation programme, individual and group tutoring, academic and educational support, undergraduate research, postgraduate research, employment opportunities, leadership development seminars and training, peer mentoring, career identification and exploration. Other special programmes include: I.T to all first students, research methods to all and communication skills.

All foreign students in Kampala International University benefit from: health services, outdoor and environmental education centres, sports and recreational activities, university websites, telecommunication and internet services, special education like for the blind and the deaf, reference books and other media/ library services, e-learning, loaning services/ scholarship support, international conferences, welcoming services for non- East African students, liturgical or chaplaincy services, clubs and societies, student/ lecturer progress tracking, counselling, and academic advisement and counselling. Other services for foreign students include blood donation, Aids/HIV sensitization, accommodation and cafeteria.

For all foreign students, Kampala International University has the following social or interactive and community related activities or programmes: volunteer consulting like peer advisors, volunteer guiding and counselling, community or school outreach programmes, community or social events, international students clubs, cross culture clubs, university social websites, arts and culture clubs, arts and culture open days, social outings or excursions, language exchange and training programme such as language development and use of local language, international ambassadors programme, international student council or union (Guild Union), religious societies, excursions, sports, tutoring, peer support or buddy system and intercultural awareness training.

In Kampala International University, all foreign students don't pay the same fee like the local. Neither do foreign East African students pay the same fee as the home students. The University promotes mobility of students across borders through offering credit transfer systems, inter-university games, clubs and societies. In Kampala International University, cultural training programmes to facilitate the understanding of Uganda's culture for international students are offered through cultural events. The University offers training programmes to faculty and staff members to equip them with skills needed to implement the regional integration policy and activities. This is done mainly through seminars.

4.5.3.2 Partnership, Exchange, Collaboration, Regional Integration and Monitoring of Students' Mobility in Kampala International University

Kampala International University has partnerships, exchange and collaboration agreements and programmes with other universities. They collaborate in research and

advisory/ consultation/ benchmark. The university does not have a committee responsible for promoting regional integration. Kampala University has does not have a framework to monitor progress on extent of student mobility.

Being an international university, Kampala International University recruits lectures from a wide range of countries which gives its students an international orientation is a major strength. Another one is its membership with Inter-University Council of East Africa (IUCEA) and other organizations that fosters collaborations and various programmes in higher education institutions, regional integration and students' mobility. The main weakness is language problems from students coming from non-English speaking countries. A good number of remedial programmes and pre-entry exams have been put in place to cater for such difficulties. The main threat is the emergence of other universities offering similar programmes and also targeting international students.

The institution projects at least 30% of the entire student population as the foreign student population in the future. This is so because countries where some of the foreign students come from have mainly embarked on promoting admission and retention programmes in the institution.

To attract more international students, the university aims at offering globally quality education programmes, accreditation from all authorities and professional bodies and also being members of international quality assurance bodies. To send its students to other universities abroad, the university wishes to sign memoranda with different

universities to collaborate with them for exchange programme. The university is aware of the integration policy's influence.

4.5.4 International University of East Africa Case

This section presents the International University of East Africa's case. The university was founded in 2011 and began admitting students in July 2011. IUEA's mission is to be the technological University of Choice in East and Central Africa. (IUEA website).

The International University of East Africa had 72 students in the 2011/ 2012. The university had 3 schools/ faculties which offered 12 diploma courses, 19 degree courses and 2 masters courses. It had a total of 37 staff members comprising of 23 academic staff and 14 non-academic staff. 18 of the academic staff were male while 5 were female and 8 of non-academic staff were male whereas 6 were female.

At the same time, it had 69 undergraduate students of whom 50 were male students while 19 were female. The university had 42 foreign students which formed 58.33% of the entire student population. The foreign East African students formed 19.05% of the entire foreign student population. The distribution of foreign students in the university was as follows: Kenyan (4.8%), Tanzanian (4.8%), Rwandan (4.8%), Burundi (4.8%) and others (81.0%). This meant that foreign East African students were evenly distributed in the university with other foreign students being the majority.

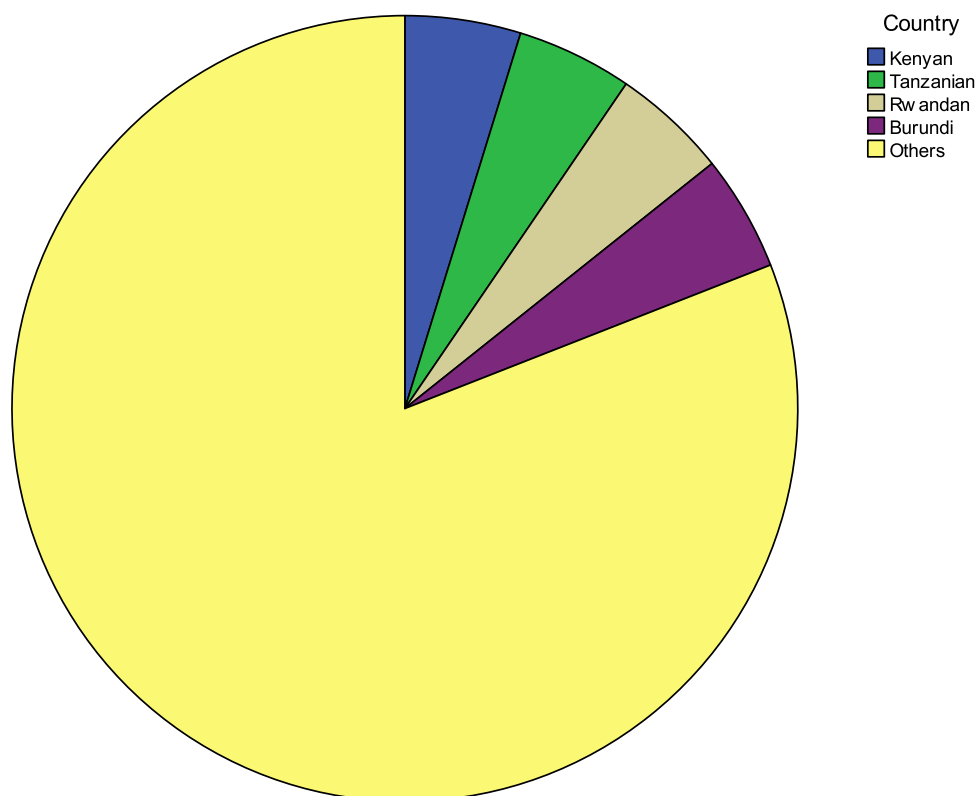


Figure 4.8: Distribution of Foreign Students in International University of East Africa

The chart in figure 4.8 shows that foreign East African students form slightly less than one quarter of the entire foreign student's population.

Table 4.15: Distribution of Foreign Students according to Course Level and Gender in International University of East Africa

Country	Undergraduate Male		Undergraduate Female		Total	
	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %
Kenyan	2	6.1%	.	.%	2	4.8%
Tanzanian	.	.%	2	22.2%	2	4.8%
Rwandan	2	6.1%	.	.%	2	4.8%
Burundi	2	6.1%	.	.%	2	4.8%
Others	27	81.8%	7	77.8%	34	81.0%
Total	31	94.0%	7	77.8%	42	100.2%

Source: Author

Note:

- (i) "Std. Pop." means student population, that is, number of students.
- (ii) % means column sum percentage
- (iii) The total percentages don't add up to 100.0% due to round off error.

From Table 4.15, the highest number of foreign East African students was undergraduate male from Kenya, Uganda, Rwanda and Burundi. The female foreign East African students were from Tanzania which formed of the entire undergraduate female students respectively. Undergraduate students form a higher number than postgraduate students. Over three quarters of the foreign East African students in International University of East Africa are undergraduate male, the rest being undergraduate female who form less than a quarter of the entire Foreign East African student population.

Table 4.16: Distribution of Foreign Students within various Schools in International University of East Africa

School/ Faculty	Kenyan		Tanzanian		Rwandan		Burundi		Others		Total	
	Std. Pop .	%	Std. Pop .	%	Std. Pop .	%	Std. Pop .	%	Std. Pop .	%	Std. Pop .	%
Science and Technology	.	.%	.	.%	2	66.7%	.	.%	21	58.3 %	23	51.1%
Business and Managemen t	1	50.0%	2	100.0 %	1	33.3%	2	100.0 %	8	22.2 %	14	31.1%
Foundation	1	50.0%	.	.%	.	.%	.	.%	7	19.4 %	8	17.8%
Total	1	50.00 %	2	100.0 %	3	100.0 %	2	100%	36	99.9 %	45	100.0 %

Source: Author

- Note:**
- i) "Std. Pop." means student population, that is, number of students.
 - ii) % means column sum percentage.
 - iii) The total percentages don't add up to 100.0% due to round off error.

From the table 4.16, it is notable that majority of foreign East African students with the highest percentage was in the school/ faculty of Business and management and are from Burundi and Tanzania. This implies that the Tanzanians and the Burundi are mainly enrolled in this school/ faculty. Majority of foreign East African Students are enrolled in school/ faculty of Business and Management followed by school/ faculty Science and Technology and finally school/ faculty Foundation.

4.5.4.1 Special Programmes and Services for foreign Students in International University of East Africa

The university offers the following special programmes to all the foreign students irrespective of their nationality: online applications, online, evening programmes, weekend programmes, orientation programme, individual and group tutoring, academic and educational support, employment opportunities, leadership development seminars and training and peer mentoring.

All foreign students do get some special services which includes: health services, sports and recreational activities, university websites, telecommunication and internet services, reference books and other media/ library services, e-learning, tours and travel services/ excursion services, loaning services/ scholarship support, international conferences, welcoming services, clubs and societies, student/ lecturer progress tracking, counselling, immunizations, and academic advisement and counselling.

For all foreign students, the university has the following social or interactive and community related activities or programmes: volunteer consulting (like peer advisors), volunteer guiding and counselling, community or social community or social events, international students clubs, cross culture clubs, social outings or excursions, excursions, sports, tutoring and peer support or buddy system. All foreign students in the university pay the same fee like the local students. Foreign East African students also pay the same fee as the home students. The university promotes mobility of students across borders by giving foreign students scholarships. Cultural training programmes to facilitate the understanding of Uganda's culture for international students are not offered. The University does not offer training

programmes to faculty and staff members to equip them with skills needed to implement the regional integration policy and activities.

4.5.4.2 Partnership, Exchange, Collaboration, Regional Integration and Monitoring of Students' Mobility in International University of East Africa

International University of East Africa has partnerships, exchange and collaboration agreements and programmes with other universities. They collaborate in curriculum development. The university does not have a committee responsible for promoting regional integration. Neither does it have a framework to monitor progress on extent of student mobility.

Its strength is that it makes all students pay the same fees and being an international institution in practice. The main weakness is that the institution is not yet well known in the region yet. The institution is optimistic about full integration in the region which stands out as an opportunity. The main threat is competition for regional applicants to the institutions.

The university did not give a numeric value of projection of future numbers of foreign students in the institution. However, they are targeting the international market and do not mind having a higher percentage of students from outside Uganda. To attract more international students, the university aims at appointing very active agents in each major town within East Africa, visiting schools all over East Africa, exhibiting in various cities of the region and appointing faculty and staff integration. The university strategizes to send its students outside by promoting linkages and collaborations within universities abroad to cater for not only student exchange but staff as well. The

university of East Africa is not aware of the integration policy's influence in higher education institutions in East Africa. However, the institution plans to find out about the integration policy.

4.6 A Summary of Student Mobility trends

The following section gives a summary of student mobility pattern in the selected universities in Kenya and Uganda.

Table 4.17: Distribution of Foreign Students in the Kenyan Universities

Nationality	Undergraduate Male		Undergraduate Female		Postgraduate Male		Postgraduate Female		Total	
	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %
Tanzanian	21	6.1%	22	11.8%	44	15.3%	20	13.2%	107	11.1%
Rwandan	17	5.0%	12	6.5%	39	13.6%	26	17.2%	94	9.7%
Ugandan	16	4.7%	9	4.8%	29	10.1%	15	9.9%	69	7.1%
Burundi	15	4.4%	18	9.7%	3	1.0%	4	2.6%	40	4.1%
Others	273	79.8%	125	67.2%	172	59.9%	86	57.0%	656	67.9%
Totals	342	100.0%	186	100.0%	287	99.9%	151	99.9%	966	99.9%

Source: Author

Note: i) "Std. Pop." means student population, that is, number of students.
 ii) % means column sum percentage.
 iii) The total percentages don't add up to 100.0% due to round off error.

From table 4.17, it is clear that over 30% (of a total of 966 foreign students from the four universities) of the foreign students in these universities were east African students. The table further indicates that more than 50% of these East African students were post-graduate students. In addition, majority of these students are from Tanzania then followed by Rwanda, Uganda and finally Burundi with 11.1%, 9.7%, 7.1% and

4.1% respectively. About one third of the total foreign students in the Kenyan universities were East African.

With regards to gender and course level, majority of foreign East African students in the selected Kenyan universities are postgraduate. They formed about two thirds of the entire foreign East African students' population with post graduate males taking a lead with over a third of the entire foreign east African students' population.

The comparative analysis based on home country, of the distribution of foreign East African Students in four universities in Uganda, which include Makerere University, Kampala University, Kampala International University and International University of East Africa is presented in table 4.18.

Table 4.18: Distribution of Foreign Students in the Ugandan Universities

Nationality	Undergraduate Male		Undergraduate Female		Postgraduate Male		Postgraduate Female		Total	
	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %	Std. Pop.	Column Sum %
Kenyan	1162	46.9%	904	41.4%	137	9.6%	138	15.7%	2341	33.6%
Tanzanian	402	16.2%	482	22.1%	236	16.6%	105	12.0%	1225	17.6%
Rwandan	382	15.4%	269	12.3%	148	10.4%	105	12.0%	904	13.0%
Burundi	219	8.8%	245	11.2%	106	7.4%	49	5.6%	619	8.9%
Others	313	12.6%	281	12.9%	796	55.9%	480	54.7%	1870	26.9%
Totals	2478	99.9%	2181	99.9%	1423	99.9%	877	100.0%	6959	100.0%

Source: Author

Note: i) "Std. Pop." means student population, that is, number of students.
 ii) % means column sum percentage.
 iii) The total percentages don't add up to 100.0% due to round off error.

From table 17, it is clear that close to 75% (of a total of 6,959 foreign students from the four universities) of the foreign students in these universities are East African students. The table also indicates that majority of these students are from Kenya then followed by Tanzania, Rwanda and finally Burundi with 46.9%, 16.2%, 15.4% and 8.8% respectively.

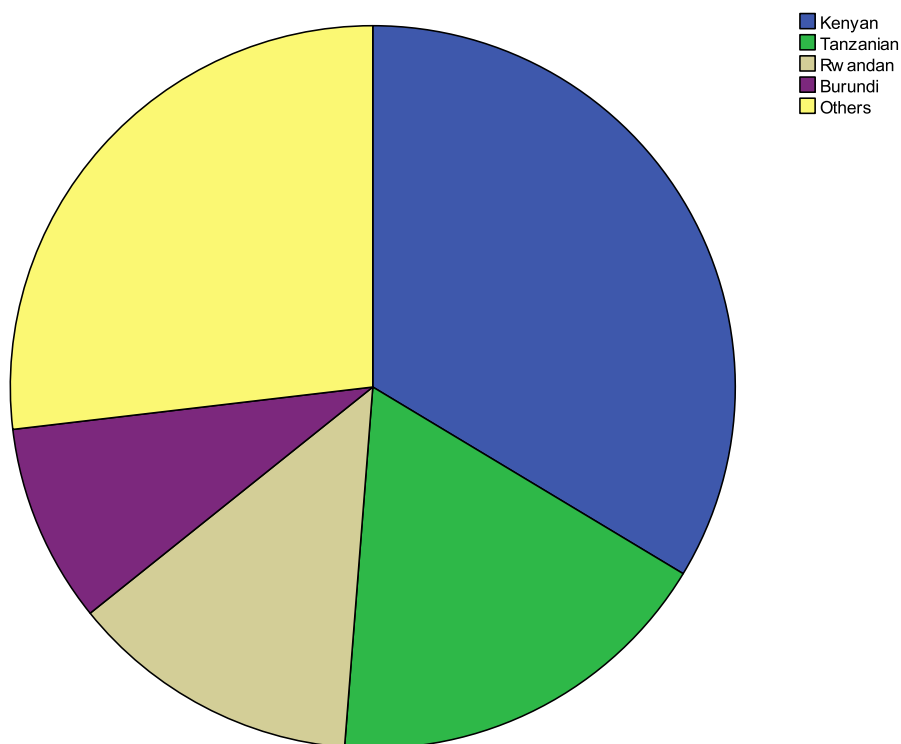


Figure 4.9: Distribution of Foreign Students in the Ugandan Universities

Unlike the Kenyan case where other foreign students are more than foreign East African students, in figure 4.9 almost three quarters of the total foreign students in the Ugandan universities was east African.

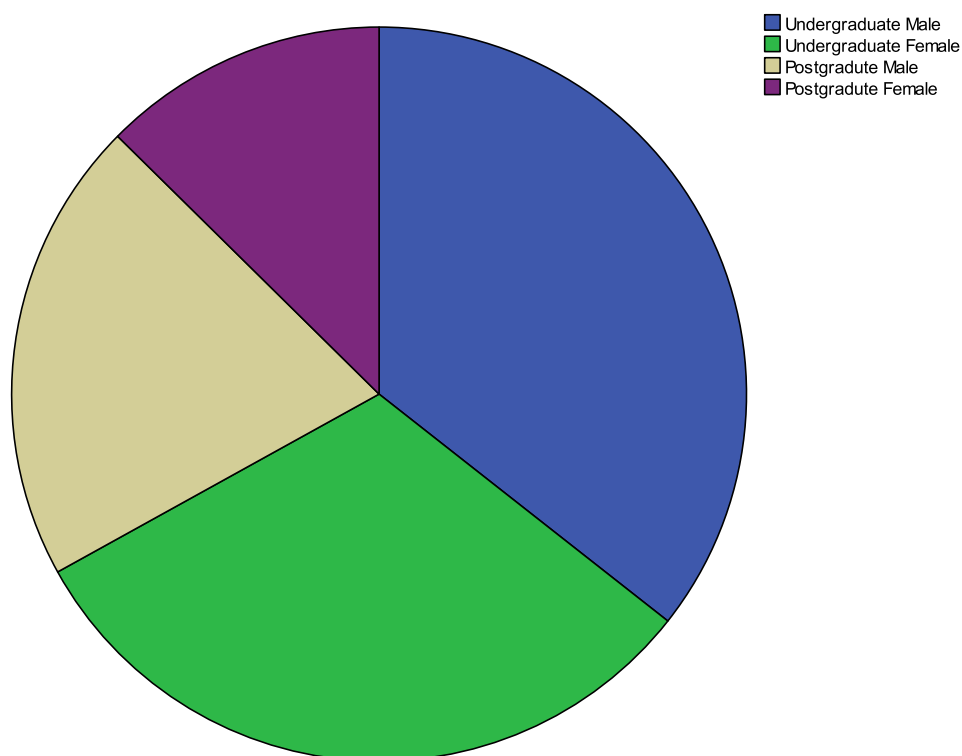


Figure 4.10: Distribution of Foreign East African Students according to gender and course level in Ugandan universities

Concerning gender and course level, chart in figure 4.10 indicates that majority of foreign East African students are undergraduate. This means that about two thirds (almost 75% of these East African students) are undergraduate students. In addition, of the entire foreign East African student's population, both undergraduate males and undergraduate females have almost equal numbers while majority of postgraduate students are male.

Students' mobility is increasing in East Africa rapidly. This can be attributed to increased number of institutions across the region. The demand for higher education is constantly growing. Those who have access to postsecondary education in Africa

overall represent less than 3 percent of the eligible age group – the lowest in the world by a significant percentage. This is one of the reasons for the current surging demand for access to education as Africa seeks to catch up with the rest of the world (Teferra and Altbach, 2004). This is also evident in East Africa as indicated by high percentage of east African foreign students in the selected Universities. There is rise in students' mobility due to the increased need to access higher education in the region in order to catch up with the other regions worldwide.

The research outcomes indicate that more students are heading to Uganda. This means that Uganda receives the highest number of foreign students. Most of these students are East African. This is so because institutions in Uganda offer education at a fare rate compared to universities in other countries and they also offer special services and programmes that encourage east African students to join their institutions. As observed from table 4.18 the data indicates that Uganda receives more foreign students (12.78%) compared to 0.76% of Kenya. In addition, the country with the highest outbound students' mobility rate is Kenya. Most of these students head to universities in Uganda. This is so because this research indicates that majority of universities in Uganda have specifically foreign east African students paying the same fee as their home students. This is a major driving factor of increased in-flow of Kenyan students into universities in Uganda. Therefore, students in Kenya who wish to access higher education would not mind to enrol in courses in Ugandan universities. Besides, Makerere University which recorded the highest number of foreign east African students is the oldest university in the region and is ranked

among the best institution in the region. Therefore it attracts high numbers of foreign students.

Tanzanians are also making significant numbers in universities in Kenya and Uganda. As discussed earlier, Tanzania has been doing exchange programmes with universities in East Africa especially in Uganda and also sourced funds to support a considerable number of their students to study in universities in Uganda, specifically Makerere University. This explains the high outbound university students' mobility rates in Tanzania.

Students' mobility is a growing phenomenon. From the information obtained in the research, the number of East African students is significantly high. This means that intra-regional mobility is very high. With the strengthening of EAC collaborations in higher education, the future will be marked by very high rates of students' mobility.

From the research, most institutions are making strategies and plans to increase students' mobility. This is mainly through strengthening collaborations in research, curriculum development, academic exchange, students' exchange and curriculum development. This can lead to stiff competition among universities in the east African region to cater for the increased number of foreign students and therefore increase quality of services offered. On the contrary, this may also lead to straining of institutions in terms of resources as more foreign students get to access higher education more favourably compared to the home students. This causes competition for study opportunities in these universities between home and foreign students and may be a negative phenomenon as far as regional integration is concerned. This calls

for precise strategy so as to ensure that increased student mobility fosters regional integration.

4.7 Students' Mobility and Regional Integration

This section presents a comparative analysis of students' Mobility and regional integration in universities in EAC. The section will compare the various aspects of students' Mobility trends in EAC and regional integration in the region.

A comparative analysis of students' mobility trends between selected universities in Kenya and universities in Uganda presents the scenario of students' mobility in the region bearing in mind the number of foreign East African students found in the EAC region. This mainly narrows down to Kenya and Ugandan universities. Table 4.18 gives the distribution of foreign students in selected Kenyan and Ugandan universities.

Table 4.19: Distribution of foreign students in selected Kenyan and Ugandan Universities

Nationality	KENYA			UGANDA		
	All foreign students (Total: 966)		East African foreign students (Total: 310) %	All foreign students (Total: 6959)		East African foreign students (Total: 5089) %
	Std. Pop.	%		Std. Pop.	Column Sum %	
Kenyan	-	-	-	2341	33.6%	46.0%
Ugandan	69	7.1%	22.3%	-	-	-
Tanzanian	107	11.1%	34.5%	1225	17.6%	24.1%
Rwandan	94	9.7%	30.3%	904	13.0%	17.8%
Burundi	40	4.1%	12.9%	619	8.9%	12.2%
Others	656	67.9%	-	1870	26.9%	-
Total	966	99.9%	100.0%	6959	100%	100.1%

Source: Author

- Note:**
- (i) “Std. Pop.” means student population, that is, number of students.
 - (ii) Total No. of students in the selected universities in: Kenya = 126,940,
Uganda = 54,438
 - (iii) The total percentages don’t add up to 100.0% due to round off error.

Table 4.19 indicates that most foreign students in Kenyan universities are Tanzanian while in Ugandan universities, Kenyan students are the majority. It also shows that more Kenyan students are studying in Ugandan universities compared to Ugandans studying in Kenyan universities. It is notable that Burundi forms the least population in both cases. However, other foreign students (non East African) form the biggest percentage in Kenya with 67.9% compared to 26.9% for Uganda. This is very significant because it portrays that more foreign students in Ugandan universities (73.1%) are East African.

It is also important to note that the selected Ugandan universities had more foreign students than the Kenyan universities. The percentage was 0.76% for all international students in selected Kenyan universities compared to 12.78% for all international students in selected Ugandan universities. East African foreign students’ population stood at 0.24% of the entire student population (126,940) in selected universities in Kenya and 9.35% of the entire student population (54,438) in selected universities in Uganda.

4.7.1 Special Programmes, Services and Activities for Foreign Students

This section gives a comparative analysis of special programmes offered to foreign students in selected universities in Kenya and Uganda. It is notable that there are very few special programmes offered to only East African foreign students in both Kenyan and Ugandan universities with Kenya having the least. These programmes are offered only by specific universities. In Kenya, only reduced/ subsidised fee programmes for

only East African foreign students is offered in one university while in Uganda, the following are offered: employment opportunities, postgraduate research, undergraduate research, individual & group tutoring, transfer of student's and university's general education curriculum, weekend programmes, evening programmes, school-based programmes, work-study programmes, intercampus visitor (student studying at various campuses) and credit transfer programmes. Majority of the special programmes are offered to all foreign students irrespective of their nationality students. This may explain why we have more foreign East African Students in Uganda than Kenya.

A comparative analysis of special services offered to foreign students in the selected universities in Kenya and Uganda shows that special services in the Kenyan universities are offered to all foreign students equally. This means that there are no special services offered to only foreign East African students. In Ugandan universities, most special services are offered to all students irrespective of their nationality. However, some universities have some special service; special education (like for the blind and for the deaf) for only East African students. Generally, majority of these services are offered to all foreign students in these universities in both Kenya and Uganda irrespective of their nationality.

A comparative analysis of social or interactive and community related activities or programmes offered in the universities in East Africa is also presented in this section. The data analysis shows that majority of these universities offer over half of the social or interactive and community related activities or programmes to all foreign students

irrespective of their nationality. Only specific universities; two of the selected ones have international students club and the other, telecommunication club for only foreign East African students.

The research established whether foreign students in the selected universities in Kenya and Uganda pay the same fee as the home students. It was realised that majority of foreign students don't pay the same fee as the home students in these universities. This means that in 6 universities, foreign students don't pay the same fee as the home students while 5 universities have foreign East African students paying the same fee as the home students especially in Kenyan universities.

4.7.2 Promotion of Students' Mobility

This section gives a summary of whether the selected institutions promote mobility of students across the borders and how they promote mobility of students across the borders respectively. All these universities in Kenya and Uganda promote mobility of students across the borders. This may be a good indicator why there are more East African foreign students in universities in Kenya and Uganda. From the data obtained, it is clear that very little is done to promote students' mobility in East Africa.

Less than half of the possible ways of promoting students' mobility is being done in the selected universities. In Kenya, more universities do engage in student exchange programme, offer credit transfer systems and participate in inter-university games. In Uganda the selected universities mainly participate in inter-university games. Therefore the main means of promoting students' Mobility is through participating in inter university games then engaging in student exchange programme and finally,

offering credit transfer systems where Kenyan universities tend to offer more credit transfer systems.

4.7.3 Cultural Training Programmes

From the data analysis, it was realized that majority of universities in both Kenya and Uganda offer cultural training programmes to facilitate the understanding of country's culture by foreign students. Only two universities, one from Kenya and the other from Uganda did not offer these cultural training programmes. Of these cultural training programmes, less than half are offered in these universities. A third of these programmes are offered generally. The main programmes offered in majority of the universities in Kenya include the country's culture cultural events and cultural exchange programmes. In Uganda, the main programmes offered include the cultural exchange programmes which are offered in all the universities that have cultural training programmes. Generally, the main cultural training programme that offered is through seminars. In addition, Kenyan universities offer cultural training workshops. These workshops include country's culture workshops which are geared towards orienting the international students into the country on cultural issues.

The comparative analysis of cultural training programmes that are offered to faculty and staff members between Kenyan and Ugandan universities is presented in this section. All the selected universities in Kenya and Uganda offer training programmes to faculty and staff members to equip them with skills needed to implement the regional integration policy and activities. Only one University in Uganda out of all the selected universities does not offer the training programmes. The main cultural training programmes offered to faculty and staff members are seminars and

workshops. It is also clear that less than a third of these cultural training programmes for faculty and staff members are offered.

4.7.4 Partnership, Exchange and Collaborations

This section presents a comparative analysis of the partnership, exchange or collaboration agreements/ programmes in the selected universities in East Africa. All the selected universities have partnership, exchange or collaboration agreements/ programs with other universities.

In Moi University, other areas of collaboration include: staff capacity building and funding projects. Other areas of collaboration in Makerere University include: joint degrees, joint publications, joint programme developments and conferences/ seminars/ symposia. Most universities in Kenya do collaborate in research, academic exchange, student exchange and in other services. In Ugandan universities, most universities collaborate in research and curriculum development. Generally, most of these universities do collaborate mainly in research. Others include academic exchange, student exchange and curriculum development. This is another contributing factor to the increased numbers of foreign East African Students in universities in Uganda especially those originating from Kenya.

4.7.5 Committees for Promotion of Regional Integration

This section presents the data analysis of the committees responsible for promotion of regional integration. It is realised that only three of Kenyan universities have committees responsible for promoting regional integration while in Uganda; only one of the selected universities has the committee. The roles of these committees responsible for promoting regional integration for those universities that have them

are mainly in collaboration. The main duty of these committees is creation of awareness. This applies only to Kenyan universities that had the committee. The activeness of the committees in these committees varies. In two universities, these committees are highly active while in one university it is labelled active. One university did not rate how active their committee is.

4.7.6 Frameworks for monitoring Students' Mobility

This section analyses whether the selected universities have frameworks to monitor progress on extent of student mobility in their institution. From the data collected, majority of these selected universities have a framework to monitor progress on extent of student mobility. However, one university in Kenya and two in Uganda did not have the framework.

Concerning institution's framework to monitor progress on extent of student mobility, Kampala University wishes to know why students are moving from one country to another. Makerere University does have one for the purposes of keeping records and for statistics. African Nazarene University does not have this framework but it has overseer project monitors in various regions once in a while.

4.7.7 Integration Policy Awareness

Generally most of the selected universities are aware of the integration policy's influence in their institution with Uganda taking a lead. In Kenya, two institutions are not aware of the integration policy's influence. This may explain the large percentage of foreign East African students in these selected universities are in Uganda.

In Kenyatta University, the institution is aware of the integration policy's influence and this is through the centre for international programmes and collaborations. Makerere University is aware of the integration policy's influence and therefore, it tries to foster integration through research by allowing students to do research in any East African country. It also involves itself in teaching Kiswahili as an East African language in order to Unite East Africans. The International University of East Africa is not aware of the integration policy's influence. However, the institution will find out more about the integration policy.

4.8 Summary

From the above analysis, it is clear that most of the foreign students in the selected universities are from East Africa with over 30% and almost 75% in the selected universities in Kenya and Uganda respectively. Majority close to two-thirds of these foreign East African students in the Kenyan universities are post-graduate with about a third of the entire East African foreign students being post-graduate male students. In Uganda, close to two-thirds of the foreign East African students are on the contrary undergraduate with male population approximately equal to that of females. Postgraduate males are more than the female postgraduate students.

It is important to note that majority of foreign East African students study in Uganda, specifically in Makerere University and Kampala International University in Uganda with Kenyans taking a lead followed by Tanzanian students. The Kenyan students form a very significant number in universities in Uganda with 42% (1079 students)

and 27.3% (1075 students) in Makerere University and Kampala International University respectively. Most of them are undergraduate students. In Makerere University these students are taking mainly Educational courses (15.2%; 164 students) and Arts courses (15.3%; 165 students) while in Kampala International University, Kenyans (22%; 500 students) and Tanzanians (17.8%; 312 students) are enrolled in school of Medicine. This briefly describes the trend of students' mobility in universities in the two member states of East African Community; Kenya and Uganda.

Majority of special programmes, special services and social or interactive and community related activities or programmes are offered to all foreign students irrespective of their nationality. Fee payment being a critical issue, it was realised that majority of the selected universities in East Africa have students from East Africa paying same fee as the home students while all foreign students don't pay the same fee as the home students.

All selected universities in Kenya and Uganda promote mobility of students across East Africa. To achieve this, most of these universities participate in inter-university games, engaging in students exchange programmes and offering credit transfer systems. Concerning cultural training programmes, most of the selected universities offer cultural training programmes for students and faculty and staff workers to facilitate their understanding of the country's culture. For students, cultural training programmes and seminars and workshops are offered while for faculty and staff

workers, the cultural training programmes offered are only through seminars and workshops.

From the analysis, all the selected universities have partnership/ exchange or collaboration agreements/ programmes with other universities. They mainly collaborate in research, academic exchange, students' exchange and curriculum development. Half of the selected universities have committees responsible for promotion of regional integration. The role of these committees is mainly creation of awareness. These committees are highly active. To monitor the progress on extent of student mobility, most universities have a framework. Most of these institutions are aware of the integration policy's influence. The next chapter presents: discussions, conclusions, recommendations, and recommendations for further research.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter comprises of the discussion, conclusions and the recommendations of the study. The discussion section presents an in-depth explanation derived from the data analysis with a keen eye on the objectives of the study. The conclusions section gives the final results of the research based on the findings. The recommendations section has the recommendations of the study.

5.2 Discussion

The main aim of the research was to study the student mobility in higher institutions of learning as a means of regionalization, a case of universities in East Africa. The specific objectives of the study were to establish the trend of student mobility in East African Higher Institutions of learning, to investigate how student mobility contribute to regional integration in the EAC and to come up with recommendations on how to integrate universities in East Africa in order to achieve a regional integration among higher learning institutions through student mobility. This section therefore presents discussions arising from the findings of the research. The discussions concentrate on the trend of student mobility in East African Higher Institutions of learning and contribution of student mobility to regional integration in the EAC.

5.2.1 Emerging Mobility Trends in EAC

The student mobility in the selected universities in East Africa has been clearly depicted in this study. From the data analysis, it is clear that most of the foreign students in the selected universities are from East Africa; over 30% and almost 75% in the selected universities in Kenya and Uganda respectively. This apparently shows that Uganda has higher number of foreign East African students. Majority; close to two-thirds of these foreign East African students in the Kenyan University are postgraduate with about a third of the entire East African foreign students being postgraduate male students. In Uganda, close to two-thirds of the foreign East African students are on the contrary, undergraduate with male population approximately equal to that of females. Postgraduate males are more than the female postgraduate students.

The distribution of foreign East African students according to nationality varies from one country to the other. In Kenya, majority of these students are from Tanzania (11.1%), then followed by Rwanda (9.7%), Uganda (7.1%) and finally Burundi (4.1%). Majority of the Tanzanians in the Kenyan universities are undergraduate students (53.7%) while postgraduate forms 46.3%. The female students are the more than males with 65.6% and 34.5% respectively.

In Uganda, majority of foreign East African students are Kenyan. The table also indicates that majority of these students are from Kenya (46.9%) then followed by Tanzania (16.2%), Rwanda (15.4%) and finally Burundi (8.8%). Majority of the Kenyan students in the Ugandan universities are undergraduate students (72.3%) while postgraduate forms 27.7%. The male students are the more than females with

71.3% and 28.7% respectively. All the selected universities in Kenya and Uganda promote mobility of students across East Africa. To achieve this, most of these universities participate in inter-university games, engaging in students exchange programmes and offering credit transfer systems.

5.2.2 Regional Integration

Higher education can play a very important role in accelerating regional integration in the East African Community. The research indicates that majority of special programmes, special services and social or interactive and community related activities or programmes are offered to all foreign students irrespective of their nationality. However, if these are tailored to specifically suit East African students, it may motivate the students from EAC to study in any of the universities of its member states and through this, integration process through higher education may be realised. Fee payment being a critical issue, it was realised that majority of the selected universities in East Africa have students from East Africa paying same fee as the home students while all foreign students don't pay the same fee as the home students. It also indicates that most institutions that treat students as home students have more students from all over the EAC region and therefore may play a very important role in regional integration.

From the theories of culture, it is realised that culture has an important stake as far as regionalization as part of globalization is concerned. The more people from diverse cultures get avenues to interact, the higher the chances of building a strong regional bond. Higher education creates one of the avenues for interaction and therefore, cultural issues can be addressed through cultural training programmes to boost

students' understanding of cultural diversity. Concerning cultural training programmes, the research indicates that most of the selected universities offer cultural training programmes for students and faculty and staff workers to facilitate their understanding of the country's culture. For students, cultural training programmes, seminars and workshops are offered while for faculty and staff workers, the cultural training programmes offered are through seminars and workshops. This may explain why many East African students dominate the foreign students' population in the selected universities in East Africa.

The study outcome shows that all the selected universities have partnership/ exchange or collaboration agreements/ programmes with other universities. They mainly collaborate in research, academic exchange, students' exchange and curriculum development. These encourage movement of students across borders of East Africa in search of higher education. Students are able to study or do research in an institution that has collaborations with other institutions within the region. In the process, regional integration is enhanced. Regional integration being a core issue in the EAC, universities in the region have tried to embrace it. Half of the selected universities have committees responsible for promotion of regional integration. The role of these committees is mainly creation of awareness. These committees are highly active and they play a big role in sensitization of regional integration. To monitor the progress on extent of student mobility, most universities have a framework. A framework gives institutions a yard stick to measure how far student mobility has gone in their institution. Most of these institutions are aware of the integration policy's influence

and therefore this makes them make efforts to achieve regional integration in the region.

5.3 Conclusion

The main aim of the research is to study the student mobility in higher institutions of learning as a means of regionalization, a case of selected universities in East Africa. The trend of student mobility in Higher Institutions of learning in East Africa is meant to address the question how many foreign students from East African universities are studying within the universities of the member states of the community. After establishing the trend of students' Mobility in the selected universities in East Africa, the study figures out the role of East African universities in achieving regional integration in East Africa through student mobility. In the process, recommendations on how to integrate universities in East Africa in order to achieve a regional integration among higher learning institutions through student mobility are arrived at.

From the results, it was realised that there are more foreign East African students than other foreign students in the selected universities in East Africa with over 30% in Kenya and almost 75% in Uganda. This is strength to regional integration process in the EAC region. This is so because various students from the East African countries with diverse cultures interact in these universities which boost their understanding of each other. Therefore, in higher education; the concept of culture has to be considered greatly for regional integration to move steps ahead. It is for this reason that most of the selected universities offer cultural training programmes for students, and faculty and staff workers to facilitate their understanding of each country's culture.

Working together as universities in East Africa also plays an important role in increasing students' Mobility and hence regional integration. All the selected universities have partnership/ exchange or collaboration agreements/ programmes with other universities. They mainly collaborate in research, academic exchange, students' exchange and curriculum development. This explains why the numbers of foreign East African Students dominate the foreign students' population in universities in EAC. This may fasten the integration process in the region. This calls for committees responsible for promotion of regional integration which half of the universities have. With all these, universities may act as vital tool in enhancing regional integration through students' Mobility.

5.4 Recommendations of the Study

Having studied students' mobility and regional integration: an analysis of mobility trends within selected universities in East African community, the study came up with a number of recommendations. These are mainly to enhance students' Mobility in the universities in the region and increase the rate of regional integration process in the EAC. The following recommendations were made:

- The universities in East Africa should offer special treatment to all foreign East African students. The policies of these universities should be revised to ensure that foreign East African students are treated like the home students so that they may feel more privileged and therefore increase students' Mobility and regional integration in the EAC region. This may be done by these universities offering special programmes, special services, and social or interactive and community related activities or programmes for its foreign East African students.

- The issue of fees payment is very critical as far as students' Mobility is concerned. When foreign students pay more fees than home students, they would prefer to stay in their home countries and therefore students' Mobility rates will remain low. Therefore, East African students from the other countries should pay the same fee as the local students. This will enhance free movement of students within the region and therefore boost students' Mobility which in turn would increase regional integration.
- The institutions should promote mobility of students across the borders through engaging in student exchange programmes, provision of special programmes for foreign East African students, provision of special services to the foreign East African students, giving foreign students scholarships, offering credit transfer systems, participating in regional inter University games and competitions and encouraging its students to get involved in clubs and/ or societies.
- Cultural issues may act as an important element in fastening regional integration through culture. International students should be offered cultural training programmes to facilitate their understanding the culture of the country they are studying in. These training programmes may also extend to faculty and staff members to equip them with skills needed to implement the regional integration policy and activities. This may be done through workshops like country's culture workshops, seminars, coaching and training programmes, cultural events, cultural exchange programmes, excursions, immersion programmes and language training.
- Universities in East Africa should strengthen their partnership/ exchange or collaboration agreements/programs with other universities. Ties in research, student exchange, academic exchange, curriculum development, community

development, advisory/ consultation/ benchmark, non-academic exchange, policies, culture or social activities and services can enhance working together, create avenues for more interaction and solving common problems EAC faces. This encourages regional integration.

- Promotion of regional integration in East Africa should remain one of the key role of universities in the EAC. Having realised that half of the selected universities have committees responsible for promotion of regional integration it therefore follows that all the universities should have these committees to ensure that regional integration is significantly realised. The main roles of these committees should include: making by-laws or establishing policies, exercise general managerial responsibilities, budgeting and approval of amendments, contract for professional services, search for opportunities, co-ordinate work of various programs or projects, facilitation, review progress reports or monitoring progress, planning, record keeping and equipping resource centres, communication and creation of awareness. With these, the universities in EAC will enhance student mobility and increase interaction of people from each country which will contribute greatly to regional integration.

5.5 Recommendations for further studies

This section presents the recommendations for further studies. The following recommendations were made:

- From the study, it is clear that there are more foreign East African students than other foreign students in the universities in East Africa. However, more

information on reasons why these foreign East African students chose to study in the specific universities they are not clear and should be found out. More research has to be done to establish that which motivates them to move to those universities especially in Makerere University and Kampala International University, and whether these students are full degree or exchange students, self paying or sponsored. This may shed more light on how to further increase the students' Mobility rates in East Africa.

- The future holds a lot more on students' Mobility. There are high chances that some neighbouring countries may join EAC, for example, South Sudan. For this reason, the expansion of the EAC region may come along with new dimensions of student mobility in the region. Therefore students' Mobility and its impacts on regional integration, challenges and opportunities could be studied more, continually and as new dimensions arise, future projections may be sought out for.
- This study has dwelled much on students' mobility and less on staff mobility which is also an important factor in higher education. This phenomena can be studied and therefore bring more insights about its impacts on regional integration and internationalization of higher education.

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Appendix I: Questionnaire

1. Institutional Profile

Table 1: General Information

	Name of institution	
1.	Total number of students	
2.	Number of schools/ faculties	
3.	Number of Certificate courses offered	
4.	Number of Diploma courses offered	
5.	Number of Degree courses offered	
6.	Number of Masters courses offered	
7.	Number of Doctorate courses offered	

Table 2: Staff profile

		Male	Female	Total
1.	Academic			
2.	Non-academic			

Table 3: Student Profile

		Undergraduate		Postgraduate		Total
		Male	Female	Male	Female	
1.	Kenyan					
2.	Ugandan					
3.	Tanzanian					
4.	Rwandan					
5.	Burundi					
6.	Others					
	Total					
	Grand total					

3. On the table below, please tick (✓) any special programmes you have for your international students.

Table 5: Special programmes for foreign students

	Special Programmes	Only East African Students	All foreign students
1.	Cultural & academic enrichment programmes		
2.	Credit Transfer Programmes		
3.	Intercampus exchange programmes		
4.	Intercampus visitor (student studying at various campuses)		
5.	Simultaneous / concurrent enrolment Programme		
6.	Dual admissions		
7.	Special courses (e.g. native language of instruction)		
8.	Online applications		
9.	Online registration & payment		
10.	Reduced/ Subsidised fee programmes		
11.	Work-study programmes		
12.	School-based programmes		
13.	Evening programmes		
14.	Weekend programmes		
15.	Programme articulation agreements (e.g. curriculum merge)		
16.	Transfer of student's and university's general education curriculum		
17.	Orientation programme		
18.	Individual & group tutoring		
19.	Academic and educational support		
20.	Undergraduate research		
21.	Postgraduate research		
22.	Employment opportunities		

23.	Leadership development seminars & training		
24.	Peer mentoring		
25.	Career identification and exploration		
	Others		
26.			
27.			
28.			
29.			

4. For the table below, please tick (√) any special services provided for your international students.

Table 6: Special services for foreign students

	Special Services	Only East African Students	All foreign students
1.	Health services		
2.	Outdoor & environmental education centres		
3.	Sports and recreational activities		
4.	University Websites, telecommunication and Internet services		
5.	Special education (e.g. for the blind & the deaf)		
6.	Reference books and other media/ library services		
7.	E-learning		
8.	Tours and travel services/ excursion services		
9.	Children welfare (e.g. primary & kindergarten schools/ child care units)		
10.	Loaning services/ Scholarship support		
11.	International conferences		
12.	Welcoming services		
13.	Liturgical or chaplaincy services		

14.	Insurance services		
15.	Clubs and societies		
16.	Student/ lecturer progress tracking		
17.	Counselling		
18.	Immunizations		
19.	Academic advisement & counselling		
	Others		
20.			
21.			
22.			
23.			
24.			

5. For the table below, please tick (✓) any social / interactive and community related activities/programmes provided for your international students.

Table 7: Social/ interactive and community related activities/programmes for foreign students

	social/ interactive and community related activities/programmes	Only East African Students	All foreign students
1.	Volunteer consulting (e.g. peer advisors)		
2.	Volunteer guiding and counselling		
3.	Community/ school outreach programmes		
4.	Community/ social events		
5.	International students clubs		
6.	Cross culture clubs		
7.	Telecommunication clubs		
8.	University Social websites		
9.	Radio programmes		
10.	Arts and culture clubs		
11.	Arts and culture open days		
12.	Hospitality and travel associations		
13.	Social outings/ excursions		
14.	Friendship/ Student-family programme (linking students with families)		
15.	Language exchange & training programme (language development and use of local language)		
16.	International ambassadors programme		
17.	International Student Council/ Union		
18.	Religious Societies		
19.	Excursions		
20.	Sports		
21.	Tutoring		
22.	Peer support/buddy system		
23.	Intercultural awareness training		

	Others		
24.			
25.			
26.			
27.			
28.			

6. Do:

i) All foreign students pay the same fee as the local students?

Yes [] / No []

ii) East African students from the other countries pay the same fee as the local students?

Yes [] / No []

7.

i) Does your institution promote mobility of students across the borders?

Yes [] / No []

ii) If your answer for 7.i) is Yes, how? Check inside the square.

Engaging in student exchange programme.

Provision of special programmes for foreign students.

Provision of special services to the foreign students.

Giving foreign students scholarships.

Offering credit transfer systems.

Inter University games.

Inter University competitions.

Clubs/ societies.

Others (outline).

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If No, give the reasons why:

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8.

i) Are international students offered cultural training programmes to facilitate their understanding of your country's culture? Yes []/No [].

ii) If your answer for 8.i) is Yes, what kind of training is provided? (Check the following squares).

Workshops (e.g. country's culture workshops),

Seminars,

Coaching and training programmes,

Internships,

Cultural events,

Cultural exchange programmes,

Excursions,

Immersion programmes,

Language training,

Others. Outline.

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9.

i) Does your university offer training programmes to faculty and staff members to equip them with skills needed to implement the regional integration policy and activities? Yes []/ No []

ii) If your answer for 9.i) is Yes, what kind of training is provided? (Check the following squares).

Workshops (e.g. country's culture workshops),

Seminars,

Coaching and training programmes,

Cultural events,

Cultural exchange programmes,

Excursions,

Immersion programmes,

Language training,

Others. Outline.

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10.

i) Does your university have partnership/exchange or collaboration agreements/programs with other universities?

Yes []/ No []

ii) If your answer to 10.(i) above is yes, then in which areas do you collaborate?

Research.

Student exchange,

Academic exchange,

Curriculum development,

Community development,

Advisory/ consultation/ benchmark,

Non-academic exchange,

Policies,

Culture/ social activities,

Services,

Others. (State them).

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11.

i) Does your institution usually have a committee responsible for promoting regional integration? Yes []/ No [] (Outline).

ii) If your answer to 11.i) is yes, what are their roles?

Strategy.

Services.

Policies.

Collaboration.

Opportunities.

Research.

Others (outline)

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iii) If present, what are the duties of this committee(s)?

Making by-laws/ establishing policies,

- Exercise general managerial responsibilities,
- Budgeting and approval of amendments,
- Contract for professional services,
- Search for opportunities,
- Co-ordinate work of various programs/ projects,
- Facilitation,
- Review progress reports/ monitoring progress,
- Planning,
- Record keeping and equipping resource centre,
- Communication,
- Creation of awareness,
- Others. (Outline).

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iii) How active is the committee(s) in executing its duties? (Check one bracket)

Highly active []

Active []

Less active []

Dormant []

12. Is there a framework to monitor progress on extent of student mobility?

Yes [] / No [] (if Yes, outline)

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13. In connection to student mobility and regional integration, what are your institution's:

i) Strengths

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ii) Weaknesses

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iii) Opportunities

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iv) Threats

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14. What are your future prospects relating to student mobility? (Give your answer as a percentage or numerical value projection of foreign students you wish to enrol in the future).

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15. What strategies do you have:

i) To attract international students at your university? State.

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ii) To send your students to other universities abroad?

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16.

i) Is the institution aware of the integration policy's influence?

Yes [] / No []

ii) If your answer for 15.i) above is No, what is the institution doing about it?



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Appendix II: Document Analysis Plan

Document	Information Required	Source
University strategic plan	Future plans of university on student mobility, collaborations, regional integration, internationalization and budget.	University library/ office of the vice chancellor

Appendix III: Research Permit

<p style="text-align: center;">CONDITIONS</p> <ol style="list-style-type: none"> 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit 2. Government Officers will not be interviewed without prior appointment. 3. No questionnaire will be used unless it has been approved. 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries. 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively. 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice 	 <p>REPUBLIC OF KENYA</p> <hr style="width: 20%; margin: auto;"/> <p>RESEARCH CLEARANCE PERMIT</p>
<p>GPK6055t3mt10/2011</p>	<p>(CONDITIONS—see back page)</p>
<p>PAGE 2</p>	<p>PAGE 3</p>
<p>Research Permit No. NCST/RR/12/1/SS011/1531</p>	
<p>THIS IS TO CERTIFY THAT:</p>	
<p>Prof./Dr./Mr./Mrs./Miss/Institution</p>	
<p>Andrew Kiplagat Kandie</p>	
<p>of (Address) Moi University</p>	
<p>P.O BOX 3900, Eldoret</p>	
<p>has been permitted to conduct research in</p>	
<p>All</p>	<p>Location</p>
<p>All</p>	<p>District</p>
	<p>Province</p>
<p>on the topic; <i>Students mobility and regional integration: An analysis of mobility trends within selected universities of East African Community</i></p>	
<p>for a period ending 30th November 2013</p>	
<p>Date of issue</p>	<p>9th November, 2011</p>
<p>Fee received</p>	<p>KSHS. 1000</p>
<p>.....</p>	<p>.....</p>
<p>Applicant's Signature</p>	<p>Secretary National Council for Science and Technology</p>
	

**Appendix IV: Research Authorization Letter from the National Council for
Science and Technology**

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RRI/12/1/SS-011/1531/4**

Date:
9th November, 2011

Andrew Kiplagat Kandie
Moi University
P. O. Box 3900
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Students mobility & regional integration: A n analysis of mobility trends within selected universities of East African Community*" I am pleased to inform you that you have been authorized to undertake research in all counties in Kenya for a period ending **30th November, 2013**.

You are advised to report to the **Vice Chancellors of the selected Public Universities in Kenya** before embarking on the research project.

On completion of the research, you are expected to submit **one hard copy and one soft copy** of the research report/thesis to our office.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The Vice Chancellors
Selected Public Universities in Kenya

Appendix V: Research Authorisation Letter from the Ministry of the East African community



REPUBLIC OF KENYA

MINISTRY OF THE EAST AFRICAN COMMUNITY

Telephones: +254-20245741/211614/245752
Fax No: +254-202229650
e-mail: minister@meac.go.ke
Website: www.meac.go.ke

Co-op Bank House Building
Haile Seelassie Av.
P.O. BOX 8846-00200 City Square
NAIROBI, KENYA

EAC/5/34

22nd June, 2012

TO WHOM IT MAY CONCERN

This is to certify that **Mr. Andrew Kiplagat Kandie** is authorized to undertake research on "Students Mobility & Regional Integration: ***An analysis of mobility trends within selected universities of East African Community***". He will be visiting various universities in the EAC region looking for data and other information.

The purpose of this letter therefore is to request you to provide him with information and data he requires to accomplish the study.


PETER NJOROGE
FOR: PERMANENT SECRETARY