



KUMI UNIVERSITY

CENTER FOR INTERNATIONAL COOPERATION (CIC)



ANNUAL PERFORMANCE REPORT 2018

Vision

Envisioned to become a Center of Excellence in engineering research, technology innovations and development cooperation in Africa.

Mission

To develop the University level of research, create sustainable mechanisms of resource mobilizations inform of financial resources, innovation and technology development, physical resources and infrastructures for high level performance; partnership with developing countries and other stakeholders in providing quality education, reduce poverty and improve the quality of life Africa.

Core Values

Professionalism

Integrity

Transparency and Accountability

Connectivity

Knowledge and Innovations

Excellence in service

Stewardship

THE LEADERSHIP OF THE CIC



Dr. Young Gil Lee
Vice Chancellor



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EXECUTIVE SUMMARY

As usual the Center for International Cooperation (CIC) achieved a very high milestone in 2018 despite inadequate finance. With the growing academic collaboration and networking the Center is in the driving seat of the university in recruiting international students, providing opportunities for exchange programmes and revenue generation through its programmes like Appropriate Technology and Entrepreneurship-Base Training (ATET) Programme. The international students have shown prove their excellence within and outside the university which have contributed to the University attractiveness and competitiveness. Given existing financial crisis at the university, the Center focused mainly in objective one of providing exchange programmes and cooperative projects with academic institutions, government and international organizations. This second report edition therefore contains the Center strategic objectives, highlight of services offered, the year achievements, challenges, workable recommendations and future plans.

Exchange programmes was conducted between the University and Pasific Asia Society (PAS) Volunteers, national and international cooperations was established with Korea International Cooperation Agency (KOICA), Loving Concern International (LCI), Dawon Electronics Co., Ltd and the Government of Uganda in the implementation of a two year solar project. It is against that background the Center organized a joint public lecture on Solar Energy with the University partners and ATET programme in conjunction with Handong Global University (HGU).

Inadequate finance, staffing gaps, limited information and work and study scholarships terms/ conditions remain the Center major challenges. The report concludes that the innovative management with forward thinking leadership is key to CIC year achievements and programmes sustainability. For CIC do contribute more for the University development, the following needs quick attention; filling of the vacant post(s) with Korean touch at the Center, increase scholarships supports, recruit of more international students, adopting a purpose driven fundraising and having a cultural shift and perspective change.

CHAPTER ONE

GENERAL INTRODUCTION

1.1 INTRODUCTION

The Centre for International Cooperation (CIC) was established to facilitate creative connections with local, national and international communities. The Center is mandated to develop the University level of research, create sustainable mechanisms of resource mobilizations in form of financial resources, innovation and technology development, physical resources and infrastructures for high level performance; partnership with developing countries and other stakeholders in providing quality education, reduce poverty and improve the quality of life Africa. This report therefore highlights the areas in which CIC have contributed to the university during 2018, challenges with workable recommendations for policy implications and future plans. Some important documents and historical pictures have also been attached in the appendix for readers.

1.2 OBJECTIVES OF CIC

The following are the key strategic objectives of CIC:

- i. To carry out exchange programs and cooperative projects in collaborations with academic institutions and scholars abroad in order to enhance international notion and understanding of Korean history and culture.
- ii. To keep its members abreast of the latest news and developments in the center through a variety of high-quality programmes and activities, including hosting international seminars, a robust book publishing program, and various e-publications.
- iii. To champion creativity and innovation to expand the frontiers of knowledge as driver of superior academics and high impact service to society.
- iv. To promote Mentoring Programme by brings together members with expertise in subjects and members who want to build their knowledge within those subject areas.
- v. The Center will strengthen graduate education by training lecturers and researchers as change agents and facilitators of learning for both human capacity development needs and innovation.

- vi. To earn the trust and respect of its domestic and international partners by working faithfully based on their humanitarian values.
- vii. Respect and help its employees to develop their abilities and potentials, thereby creating a future-oriented organizational culture that appreciates passion and creativity.
- viii. To contribute to the economic and social development of the nation by promoting sustainable technology.
- ix. To carry out such other activities that may be conducive to the objectives here in above, connected here with or incidental there to, in the enhancement of the members career development.

1.3 PURPOSE OF REPORT

This is the 2nd Edition of the Center for International Cooperation (CIC) Annual Performance Report. The purpose of the report remains the same as the 1st edition. The report provides internal and external stakeholders with the summary of the center performance in its delivery of developmental programmes to Kumi University and community. The report provides analyses and feedback to the stakeholders on the overall performance of the center during the period of 2018 calendar year. This report will also constitute the key document that will inform stakeholders during department's review and a bench mark for other departments. Since the previous reports have only been shared with few stakeholders, this report will be made accessible to all interested parties and two (2) copies will be deposited in the library and online.

1.4 SERVICES OFFERED BY CENTER FOR INTERNATIONAL COOPERATION

The following are the services offered by the Center for International Cooperation:

- a) **Exchange Programmes:** Exchange programmes are a unique opportunity to immerse yourself in a new culture while earning academic credit. On exchange, students find themselves in classes with locals and living close to the pulse of the host culture. The Kumi University has agreements with various universities around the world especially in Korea where students and academic staff are sent for exchange programmes and further studies.

- b) **Digitalize Center:** The center ensures that everyone has access to the information required online and offline.
- c) **Events, Conferences and Training Workshops:** The Center organizes events, conferences and training workshops for both staff, students, local NGOs and community.
- d) **Recruitment of Students and Voluntary Lecturers:** The Office of the Vice Chancellor is directly involved in international students' recruitment and voluntary lecturers from overseas with the knowledge of CIC Management.
- e) **Mentoring Programme:** Mentorship programmes in areas of research and life skills is conducted every semester at CIC student resource room.
- f) **Management of the Programme:** All academic programmes for international students are monitored and coordinated through the Center.

CHAPTER TWO

ACHIEVEMENTS AND CHALLENGES

2.1 INTRODUCTION

This section presents only completed activities performed by Center for International Cooperation under its mandated during the year. The major challenges that limits CIC mandates are also presented in this chapter.

2.2.0 Achievements of Center for International Cooperation

The following are the main achievements of CIC during the 2018 calendar year:

2.2.1 National and International Cooperation

The CIC networks with National and International Agencies is growing with all organs of the university leadership involved. Before the end of 2018, the University entered into cooperation with Korea International Cooperation Agency (KOICA), Loving Concern International (LCI), Dawon Electronics Co., Ltd and the Government of Uganda in the implementation of KOICA IBS Project from 2018-2020. The beginning point was a high level staff and students public lecture on Solar Energy at the university on October 11, 2018. The aim of the lecture was to enhance the participants' understanding on solar power and inform the stakeholders about the Solar Project at the University. Beneath is facilitator and staff photos during the training.



Lead Solar Project Consultant from Dawon Electronics Co., Ltd (L) Conducting a Public Lecture on Solar Power and Translator (R)



Cross-Section of Kumi University Staff and Students During the Solar Power Public Lecture

The University commitment in providing quality and affordable education boosted with best practices such as; scholarships, teaching and learning, research and community engagement through customized programmes like ATET and continued search for strategic partnerships with local, national and international community has attracted support from EROM Company from South Korea.



Dr. James Sung Joo Hwang (Chancellor) & Rev. Euihwan Kim (BOT Chairperson) presents One Million Pledge Card by Erom Co. Ltd, South Korean to the Congregation during the 14th Graduation Ceremony of November 2018

2.2.2 Appropriate Technology and Entrepreneurship-based Training (ATET)

The Center for International Cooperation (CIC) organized two (2) programmes during the year. The first training programme was organized to Train Trainers while the second was the usual ATET programme for the selected participants. The Training of Trainers (TOT) programme was done in July 2018 by Handaong Global University (HGU) Technical Team with the aim of developing Kumi University staff, students and community capacity to manage the future ATET programmes. The training was very successful with 60 participants trained. In October 2018, Kumi University under Assistant Director, CIC Mr. Robert Agwot Komakech took the leadership role in facilitating the ATET programme with support from HGU and university top management. With the well-developed human capacity at the university, ATET programme is expected to be roll out to other institution of higher learning and community in Teso region while HGU will be providing the financial support and technical advice. National Council of Higher Education (NCHE) also gave a very good commendations about the programme since they visited the university and found the programme on-going and the Head of NCHE Team (Prof. Okwakol) was given opportunity to talk to participants.

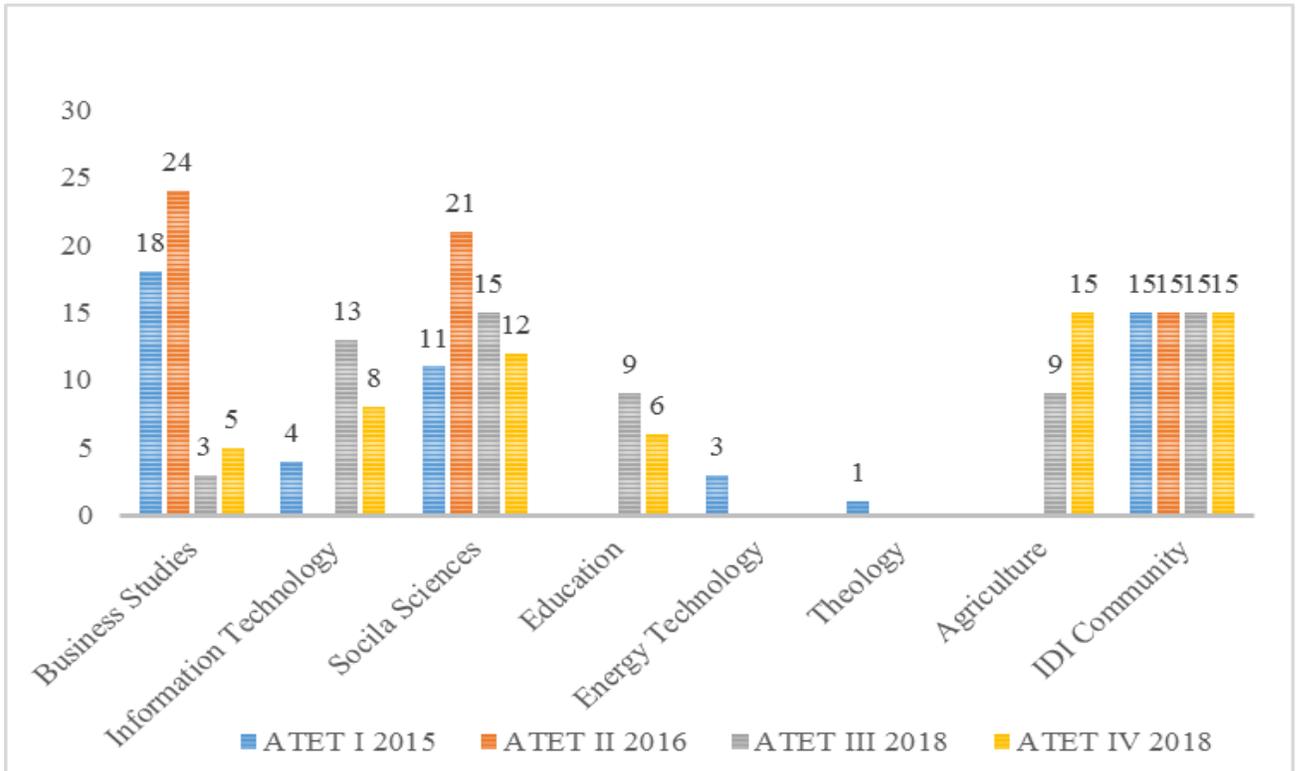


Professor Okwakol NCHE Council Briefs Kumi Outreach Workshop Participants During the NCHE Council Visit

Source: <http://www.unche.or.ug/>

Although the programme is of high interest to both internal and external stakeholders, the resources provided by HGU is limited to only sixty (60) participants per session. However, since the start of programme in May 2016, a total of two hundred thirty nine (239) students and IDI community members have been trained in the last four years (102 female and 137 male) of which a substantial number of them have running businesses or are in Enterprise Advisory positions. The Figure 1 shows the participants distribution by departments from 2015-2018.

Figure 1: Showing Summary of Trained Students from Departments and IDI Community



Business studies dorminates the participation because of programme direct link with the department while Social Sciences comes second with community having a constant number all year. The other department whose students have developed high interest in the programme is Agriculture and Education departments while Information and Technology department students seems to dwending interests. Energy Technology and Theology departments have only participate once because of the departments temporal closer.



ATET Part IV October 2018 Participants Listening to Mr. Robert Agwot Komakech (Right) Facilitation on Overview of Entrepreneurship



Academic Registrar Mr. JY Opon (Left) with Handong Global University Technical Team Listening to Mr. Komakech Lectures

2.2.3 CIC Round Hut Renovated

The most visited facility probably second to the washrooms (latrines / toilets) in university is the CIC Round Hut. The center was renovated by Rev. Thomas Chung because of its importance to the staff, students and guests. This facility is a central meeting points for students and staff. It is a center for students and staff research especially those with laptops and smart phones because of internet availability, power, cleanliness, fresh air, open space, easy to locate and permanent seats. The facility is also used for open lectures hence it is only for business not a point of finding a soul-mate and gossips.



Rev. Thomas & Mr. Komakech in front of CIC Office



Renovated CIC Round Hut by Rev. Thomas C (University Chaplain)

2.2.4 Exchange Programmes

The programme is very effective and attracted attention from many external stakeholders and proprietors of primary schools in the district. One more student from the Education Faculty was again sent to learn agricultural practices in South Korea. While from overseas, the university hosted students from Handong Global University (HGU), Korean University Council of Social Services

(KUCSS), Dreams College and Pacific Asian Society (PAS). Each institutes has unique programmes for instance the PAS team are focusing in talent development among the children and youths and promotion of health awareness in areas of Sexually Transmitted Diseases (STDS) to the youths and Korean Culture. PAS team trained Nyero Primary Children in different songs and games like football, Tough Go, Twaikondo, dance styles and athletics. The University was given a very good commendations and requested to send more PAS Volunteers so that they engage all leaners during the games times instead of only 100 participants in a school of over 1200 learners.



PAS VolunTERS showing the Dance Skills during the Opening Ceremony at the University Chapel



Cross-Section of Students & Community Members Cheering the Twaikondo Performers on the Right



Cross-section of Pupils being left out of Class because of restricted number (L) while Facilitators are preparing Pupils Name Tags in Class at Nyero P/S

2.2.5 Enhanced Unity among Students

Although the number of international students at the time in which some of the scholarships was cut off for instance the newly recruited students on extended for Diploma had no meals facilitations but were able to survive because of their friends support. This is a great sign of maturity among international students from Sudan, South Sudan and DRC Congo. They treated their colleagues who were not getting meals facilitation as brothers and sisters regardless of nationality, sex and ethnicity. Another contributory factor to this achievement is CIC approach on the war against disunity and discrimination among internationals and nationals. CIC believes that cooperation, prayers, support and exchange of ideas with students, staff and other relevant stakeholders is a suitable tool for fighting disunity and discrimination. The Center also international students to participate in any activities which contributes to their academics, spiritual and wellbeing whenever there is opportunity from within and outside the university. For example, during the period, a substantial number of international students attended local and international workshops in Information and Technology, Solar Energy, Scripture / Bible reading during the Community Meals while taking leadership of the programme and Reproductive Health trainings which enabled them to expand on their professional networks. Formation of association is also key because it is a platform where all kinds of information

(whether good or bad) is shared by members for in order to get answers. This kind of action promotes team work, open communication, honesty, reduces conflicts and gossips among members.



International Students from Burundi posing for a photo in-front of CIC Office in preparation for One year Celebration of Kumi University Burundi Students Associations (KUBUSA) existence at the University

2.2.6 Course Completion

The seven (7) international Degree students have made history in their respective departments by completing their research work before writing their final examinations of semester six. This is prodigious and should be emulated by all international and national students. This implies that nine (9) students have already made it to the 15th Graduation. The secret to their success was the adhering to the 4Ds (Dedication, Discipline, Direction and Determination) which was said to them by Assistant Director, CIC. Although they are waiting to be graduated in 2019, 2018 was another phenomenal year in which 15 (88.2%) graduated while 2 (11.8%) were not able to make it because of retake. Of the 15 students, 11 (73.3%) were under university scholarships while 1 (6.7%) was sponsored by Rev. Song (Theology students scholarship) and 3 (20%) were sponsored by African

Inland Church (AIC). The scholarship programme have shown drastic increase in international student completion rate from 9 in 2017 to 15 in 2018; an increase of over 66.7% with a completion rate of 88.2% as compared to 100% in 2017. This shows an increase of 45% with 100% completion rate in 2017. All these students were given scholarships extension for their Diploma including the AIC sponsored students except the only one (1) student who completed with Diploma.



Some of International Students who graduated with Certificates in Information Technology Sharing a Photo

2.2.7 Recruitment of International Students

In 2018, the inadequate finance at the university did not support recruitment of new students as it has been. However, all the 11 students who graduated with Certificates were only given partial scholarships covering application fees, tuition fees, functional fees and accommodation fees while students' parents/ guardians were to provide meals for them. The AIC also supported their there (3) students for Diploma programmes in different course. Although the change of the scholarships terms affected them since they were not prepared for it; they found the reasons for change justifiable and tolerable since it was well explain to AIC leadership and students. Some students also echoed that they will try what they can to continue but it will be through high struggle since there situations are

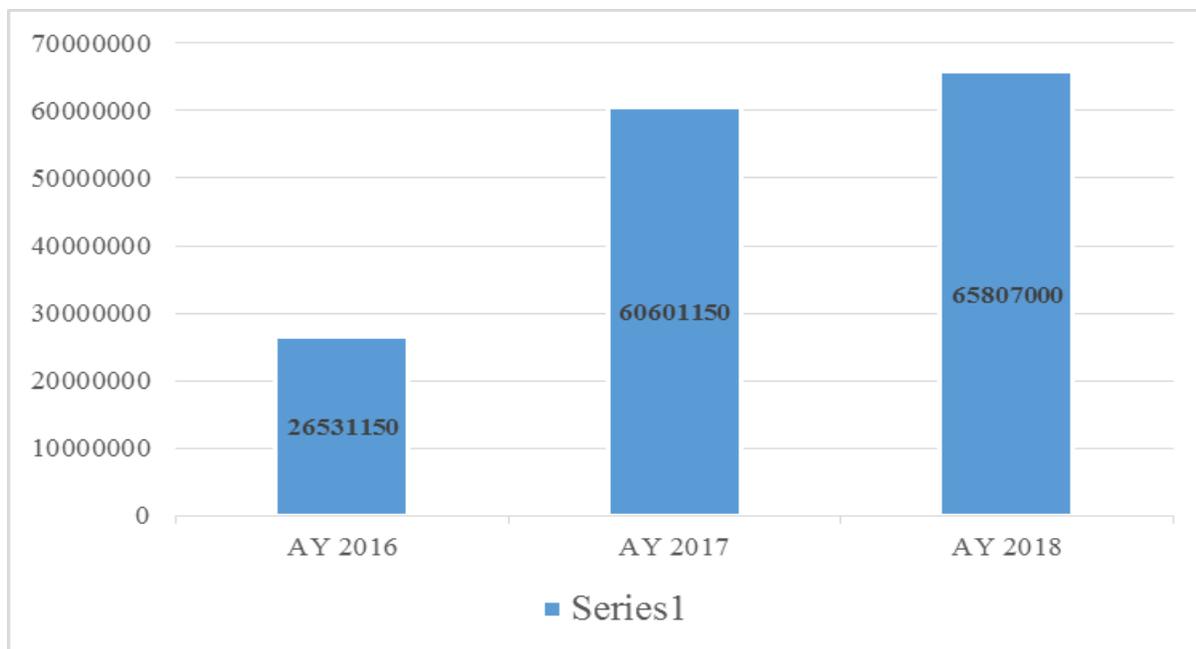
also not the same though they are all refugees. In support to this, (1) student among them was not able to continue because her parents/ guardians could not meet the meals costs.

In summary, in addition to the 13 students (10 on partial University scholarships and 3 on AIC scholarships) who enrolled for Diploma programmes four (4) more international students joined the university (2 being sponsored by AIC while the other 2 were individual/ organizations) giving a total of 59 registered international students in 2018 (see appendix I) from 58 in 2017 an increase of 1.7%. The slight increase is due to the university connectivity and attractiveness of the programmes in the national and international markets.

2.2.8 Continued Meals Budget Support

There is high will from top management in supporting student's up-keep /meals during their study period and holidays / fieldwork. Figure 2 shows the supported up-keep/ meals budget for international students during their studies and holidays/ fieldwork from 2016 to 2018.

Figure 2: Showing Up-keep / Meals Budget for International Students from 2016-2018



Although there was a cut of CIC meals / up keep budget by 17.9% (from UGX. 77,599,500 to 65,807,000) due to inadequate finance which made the first years Diploma/ Degree students not being supported for fieldwork / internship and 10 students who were previously supported during

their Certificate programmes were also excluded from the meals / up-keep after enrolment for the Diploma programmes. The figure therefore shows a significant increase in the budget support by 8.6% between 2017 and 2018.

2.2.9 Students Participation in Leadership and University Activities

The CIC has continued to enhance its student's confidence and cooperation through engagement in student leaderships and social functions. The number of international students in Guild government increased from 10 in 2017 to 14 in 2018. Furthermore, a number of them are class presidents, Association leaders and members of MDD. This has given them high lobbying power in the Guild Government in regard to their rights and the rights of all students. Above all, they have enhanced on their public speaking skills, met new students, made connections, and strengthen their relationships with both staff and students.



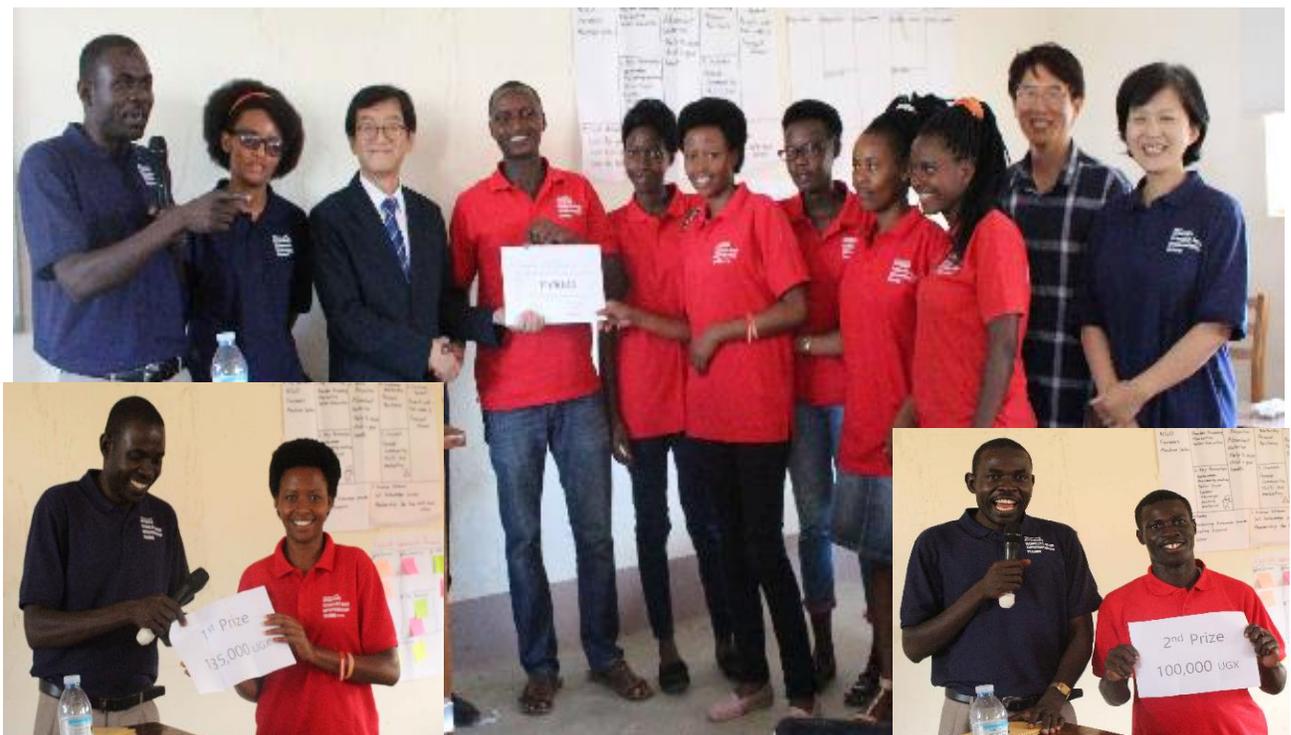
Lemi Agrey Oliver Contributing during Google Developers' Group (GDG) Annual Software Developers' Conference (DevFest) held at Mbale SS Hall on the Right is a Cross-sections of Participants during Flutter Training

2.2.10 Training and Mentorship

A total of three (3) workshops and trainings were organized as compared to two (2) in 2017. Of which 58.6% (34) international students from the 58 total participated in at least one of those workshops and training. Some of them scoped individual and group awards during Appropriate Technology and Entrepreneurship-base Technology (ATET) programme as ‘Best Trainer to Be’ and a group with Best Business Model. In addition three (3) of the students have been trained as Mentors and they were central in the organization of the October 2018 ATET Programme.



Some of the International Students who merged as the 1ST Group with Relevant Business Model posing for a photo with ATET IV Organising Team while Felix Kenneth Olweny Oringa (R) receives Best Trainer to Be Certificate from the Vice Chancellor



International Students Scoped 1st & 2nd Winners Award during ATET IV 2018. The 1st Group receives Certificate from Vice Chancellor and joined by Prof. Lee and Consultant Jacob Kim on the Right of the Winners

2.3.0 CHALLENGES LIMITING CIC PERFORMANCE

The challenges facing CIC in the implantation of its mandate have increase while some have remained the same as reported in CIC previous report and they are as follows:

Inadequate Funding

In the face of inadequate funding, CIC is unable to execute its mandate, which threatens student's academics and commitment to excellence. For example, all students from Kakuma Camp in Turkana, Kenya doing Diplomas/ Bachelors failed to do there mandatory fieldwork/ internship because the university had no money to support their meals during the period or facilitate a supervisor to Kenya where they had got placements. This has greatly affected their academics programme since they will have to do it in June 2019 while their colleagues who got some little support from their relatives will be doing their second fieldwork/ internship. This implies they will complete later than their colleagues in the same programme.

Communication Gaps

Communication structure is neglected either knowingly or unknowingly by top management and sometimes heads of department. For instance a number of decisions are made on students without CIC management knowledge and when the decision back-fires that is when the center management is called on. These practice creates mistrust and waste time since the issue all what has been done will need a fresh start.

Delayed tuition payments

Delayed remittance of tuition fees by African Inland Church (AIC) to sponsored students. These affects students' concentration in class and performance in tests and examinations. Sometimes students missed lectures as a result they get demoralized to study because of shame.

Students Dropout from Programmes

Increasing dropout of international students due to poor management of scholarships with the university management and donor. Of the 60 international students who were to report back, 58 reported and were registered while two (2) did not report. In contrary 4 of the registered students were later denied examinations and left the programme. This shows 10% drop out rate of international students in 2018. The most tragic drop out was among students doing Theology. The major reason was conflict of interest from the sponsor that is a the sponsor was the lecturer, Faculty Dean as well as Head of Department, students' supervisor, scholarship policy developer and implementer which management failed to intervene when the sponsor woke-up and told students to copy the Bible in the mid of the Semester in which only one (1) student managed to complete and the rest of students failed in which international students were part and their scholarships discontinued.

Limited Information

The lack of records in form of Memorandum of Understanding (MoU) with regular university partners such as Handong Global University (HGU), Korea University Council of Social Service (KUCSS) and Pacific Asian Society (PAS) which CIC is at a central point of coordination and scholarships source of funds is causing mistrust between top management and other internal stakeholders in the university. This has caused a number of bottlenecks during the programme implementations because some staff believe people in the circle are having financial benefits.

Under-Staffing

The office is not fully staffed because the Directors' position is not filled and is operating without Administrative Assistant / Secretary. All these positions are crucial for effective functions of the office.

Work and Study

Work and study programme implementation has become a challenge because of the way in which activities are planned and communicated to students. The scope of work and study is not known except the hours.

Computer Equipment

The center lack computers and its accessories and yet there is a lot of documentary work, workshops and trainings managed by office. The office has been dependent on IT department for the shared LCD project and personal laptop. The office also has no photo-copier which makes the printer overload. Internet connection is also not available in the office which makes access to online services difficult.

Students' Resource Center and Transport

The current Student Resource Room is small and cannot accommodate even 30% of the current students. This makes majority students unable to access the services in the resource room. The office also lack transport vehicle /means to transport official visitors and students during retreat.

CHAPTER THREE

CONCLUSIONS, RECOMMENDATIONS & FUTURE PLANS

4.1 INTRODUCTION

In this chapter, conclusions and recommendations have been made in line of the activities performed during the period. The report also contain future plans of CIC so has to improve on the service delivery and contribute to the university development.

4.2 CONCLUSION

The innovative management has enabled CIC withstand the many operational challenges. Given the arm's length management involvement in CIC activities; having a seating director will double the yearly achievement especially if s/he is a Korean national. The absence of workable policies at the university is affecting the quality of services provided to students, employees and departments. For instance some staff members are: not willing to help and provide prompt service in respect to common process and attention to incidents; not able to provide the promise service on time, accurately and dependably; and inability to understand student needs. More attention should be given on students since they are the lifeblood of our University. The Center also evaluated its performance in line with the University mandate of teaching, research and community engagement and found that more resources is need to provide a suitable working environment that attract excellent staff and students for attainment of the University goals. The report also provides the following recommendations to the university top management for achievements of CIC objectives that will in-turn contribute to the university growth:

4.3 RECOMMENDATIONS

The following are the main recommendations from CIC:

Recruitment of more International Students

There is need to revamp in the recruitment of international students form Burundi in academic year 2019/2020 since all students from Burundi will be graduating in November 2019. As a result there will be no student from Burundi. In addition, Burundians students whose scholarship was terminated

for not completing to copy the Bible should be re-admitted for the completion of their programmes. South Sudan students should also be recruited for Diploma and Bachelors programmes unless in special condition(s) some may be recruited for Certificate programmes which can earn them immediate employment like in areas of Agriculture and Information and Technology as compared to humanities areas.

Increase the Scholarships Support

Although the full scholarships covers all tuition fees, other fees/ functional fees, meals and accommodation; the sponsored students have experienced a lot of challenges in research, fieldwork/ internship training, possessing handouts and completing course works. A number of students also remained stranded at campus since they had no money to transport them to their respective countries and camps. The CIC recommends that students should be provided with additional money for scholastics material and transport.

Information Accessibility

Since the University is a Korean founded, there is need to have preferential treatment to our stakeholders from the Republic of Korea in regard to access to information despite the fact that most publications worldwide whether online or in journals are written in English. The CIC therefore recommends that the University website be upgraded to have two language version that is English for English viewers and Korea language for Korean viewers. This will increase the university accessibility rate among viewers from Republic of Korea since they will have interest in knowing what happens in the university and in a long run some students will develop interest in studying at Kumi University. Above all, since we have many students who need support; the viewer may have access to these students brief profile.

Work and Study Scholarship

There is need for the university management to have a well written Work and Study Scholarship Policy and use a suitable means to communicate it to all stakeholders. This will help a prospective student to decide on whether to come or not other than bring the student from their settlement area(s) then enforce work which one may not be able to perform. The purpose of this is to curb resistance from students.

Korean Touch

Suitable recruitment of Center Director should be done in early 2019 to enable CIC perform its mandate successfully. Having a Korean national at the Center will increase on fire point of lobbying from the Republic of Korea and adhering to the CIC policy document.

Signing of Memorandum of Understanding (MoU)

There is need for the university to take a strategic approach by ensuring that all sponsors or donors signed the MoU with the university. These will avoid students and lecture interruptions and will guarantee the university fees collection and safe the university from future litigations like the scenario which happened in the Theology department in which the university had full knowledge but failed to address. This will also protect our image outside because the failure of the sponsor was attributed to the university inability to support the students.

Open Communication

The increasing problem in the university is because of poor communication either from staff to students or staff to staff or staff/ student to outsiders. CIC recommends for open communication so as to minimize gossips, misinformation and conflict. This is because good communication will help turn the negative into positive.

Need to define International Students' Scholarship

In the beginning, all scholarships source of funds given to students were at least know by few individuals in the university as compared to now where there is a varying opinion about the international student's scholarships. The university management should therefore give a suitable definition of what it means by '*International Students' Scholarships.*' The source of funds should also be made clear and how they are recruited.

Initiate Purpose Driven Fundraising

Since the major university challenge acknowledged by all stakeholders is inadequacy of finances to run the university in order to promote quality education and improve on staff welfare. CIC

recommends adoption of purpose driven fundraising so as to broaden the resource base of the university which in turn will address the university long term financial constraints.

Cultural shift and perspective change

There is need for mindset change among all employees in the university. The assertions by Koreans nationals that Africans are lazy and not trustworthy should be addressed through training so that the parties agree on the work standards while for trust, perspective change is necessary since all Koreans money are managed by the Koreans and if there is mismanagement then they are responsible.

Monitoring and evaluation system

A culture of monitoring, evaluation and review of programmes should be developed and implemented instead of instead of calling for meetings which offer temporary solutions with no lesson learnt.

Addressing systemic issues in top management

The top management should adhere to organizational structures not individuals. The systems should be allowed to operate and failure in one department should not be generalized hence management should asked each department to write quarterly or bi-annual or annual report to avoid recurrent challenges since there are number of things happening in departments but are not documented.

Transparency in the system

Aware that CIC has attracted many projects and activities to the university but is unfortunate that the money obtained from these activities are not disclosed to the CIC management but only to top management and accounts. These habits breeds suspicion hence even if one shilling is generated it should be made known to CIC management and stakeholders in order to have confidence in each other.

Top management support

There is need for top management support for international students and their scholarships. Management should also provide supportive services inform of; strengthening security in hostels,

providing health and counselling services, leadership training, welfare and condemn student's discrimination in the university.

4.4 FUTURE PLANS

The CIC is set out to achieve the following outputs within the next reporting period:

- a) Develop a strategy for recruiting international students from Burundi, South Sudan, DRC Congo, Kenya, Rwanda and Tanzania in the university.
- b) Develop a lobbying strategy for all international students and submit to individual and/ organizations at national and international level.
- c) Filling of the vacant position and creating Administrative Assistant position and Officer in Charge Resource Mobilizations preferably Korean national.
- d) Mobilize financial resources from the Korean friends to construct a multipurpose building which will house all University Centers with student resource room and mini computer laboratory for students and staff research only.
- e) Lobby for computers with accessories to be installed in the current student resource room at CIC.
- f) To develop more strategic partnership and collaborations with the government, national and international organisations and other universities in research and infrastructure development.
- g) Conduct regular ATET programme to students and community as part of the Cooperate Social Responsibility in the region.
- h) To invite all international students in Uganda to Kumi University to celebrate International Students' Day (November 17)
- i) Procure a Center Van for the Center
- j) Take students for a specialized retreat

APPENDICES

Appendix I

INTERNATIONAL STUDENTS' LISTS & STATUS

The list below shows the three (3) categories of international students during academic year 2018/2019. For the purpose of this report, the focus was on Category One (University Sponsored students) since they are affected by the scholarships terms and conditions and they include:

Category One: Kumi University Sponsored Students

NO	FIRST NAME	LAST NAME	SEX	REGISTRATION NUMBER	COMPLETION STATUS	REMARKS
FIRST LOT FROM BURUNDI & SOUTH SUDAN- FULL SCHOLARSHIPS						
1.	MUGISHA	PATRICK	M	15/01/B/003/BBA/FT	Waiting Graduation	Leaving for 11 Months Vacations. They can be employed by the University
2.	INZONKUNDA	STEVE	M	15/01/B/002/BBA/FT	Waiting Graduation	
3.	KAMARIZA	ROSE MARY	F	15/01/B/001/BSA/FT	Waiting Graduation	
4.	HATUNGIMANA	DAPHROSE	F	15/01/B/005/BBA/FT	Waiting Graduation	
5.	NZOYIHAYA	MIREILLE	F	15/01/B/004/BBA/FT	Waiting Graduation	
6.	ECCLAS	FAIDA	F	15/01/SS/001/BBA/FT	Waiting Graduation	
FIRST LOT ON EXTENDED FULL SCHOLARSHIPS FROM SOUTH SUDAN						
7.	LEMI	STEPHEN CLEMENT	M	16/01/SS/005/DIT/FT	To Start Research Project	They should stay during holidays and be engaged in Work and Study Programme since they are not able to go back. From the time they were recruited, they have never gone back because of the high travelling cost & Insecurity
8.	APOLLO	ALFRED EMMANUEL	M	16/01/SS/008/DIT/FT	To Start Research Project	
9.	TIA	FRANCIS JAMES	M	16/01/SS/004/DIT/FT	To Start Research Project	
10.	LOKINA	MONIKA JOSEPH	F	16/01/SS/003/DSA/FT	To Start Research	They should report back on February 04, 2019 to start on their research. These group have been going for holidays and they have
11.	NYAMON	JOSEPHINE HENRY	F	16/01/SS/002/DSA/FT	To Start Research	
12.	DOT	ANYUON YAI	F	16/01/SS/006/DIT/FT	To Start Research Project	

13.	JURUA	SUNDAY JACOB	F	16/01/SS/005/DIT/FT	To Start Research Project	relatives in Uganda		
14.	KOJO	BEATRICE JOSEPH OKELLO	F	15/01/SS/001/DSA/FT	To Start Research			
15.	NTAKIRUTIMANA	VIOLETTE	F	16/B/002/BBA/FT	Left with Research & One Semester	She should go for holidays and return in February 04, 2019 for her last semester		
16.	MADLEN	JOHN ANDREA	F	16/01/SS/010/DIT/FT	Left with Research & One Semester since she repeated one semester	To be reconsidered for scholarship after successful completion of the repeated semester. However, she will also go for holidays.		
THIRD LOT FROM CAMPS (SOUTH SUDAN) -FULL SCHOLARSHIPS								
17.	LEMI	AGREY OLIVER	M	17/SS/002/BIT/FT	Left with Two Years (Four Semesters) Fieldwork I & II and Research	They will be going for holidays although some are leaving outside Uganda Camps (Kakuma in Kenya)		
18.	AMBAYO	JOHN QUINTINO	M	17/SS/004/BBA/FT				
19.	ANYWAR	EMMANUEL	M	17/SS/003/BIT/FT				
20.	OCHAN	WALTER	M	17/SS/002/BSAT/FT				
21.	OKETAYOT	BOSCO OUMA	M	17/SS/003/BSA/FT				
22.	ORYEM	DAVID ABONGA	M	17/SS/003/BSA/FT				
23.	AKECH	NANCY	F	17/SS/001/BSA/FT				
24.	CHEKA	LILIAS SEBIT	F	17/SS/004/BSA/FT				
25.	OPIA	REBECCA ANTHONY	F	17/SS/002/BBA/FT				
26.	LODURU	ROBERT	M	17/SS/005/BSA/FT				
27.	LOYARITH	PAUL PHILIP	M	17/SS/006/BSA/FT				
28.	LOMBO	ALIMASI GASTON	M	17/C/007/BSA/FT				
29.	AMAL	MONICA	F	17/SS/003/DSA/FT			Left with One Year (Two	They will be going for holidays
30.	AMANI	FLORENCE ROBERT	F	17/SS/005/DSA/FT				

31.	GUO	JANE	F	17/SS/003/DSA/FT	Semesters) and Research	although some are leaving outside Uganda Camps (Kakuma in Kenya)
32.	THOMSA	OKIYA PAUL	M	17/SS/002/CAG/FT		
THIRD LOT ON EXTENDED PARTIAL SCHOLARSHIPS (NO MEALS) FROM SOUTH SUDAN						
33.	OPOKA	JOHN MODI	M	18/SS/006/DIT/FT	Completed only One Semester out of Four. Left with 18 Months	They will be going for holidays although some are leaving outside Uganda Camps (Kakuma in Kenya)
34.	NAGBATA	MARLIN JUSTINE MORRIS	F	18/SS/011/DIT/FT		
35.	MUSA	JADA DENISH	M	18/SS/009/DIT/FT		
36.	LOUBA	JOSEPH FELIX SORO	M	18/SS/007/DIT/FT		
37.	LUNGULI	AUGUSTINE JOSEPH LUBARI	M	18/SS/005/DBA/FT		
38.	JUMA	EMMANUEL TAMDEMA VALENTINO	M	18/SS/014/DIT/FT		
39.	OLWENY	FELIX KENNETH ORINGA	M	18/SS/008/DIT/FT		
40.	ABALLA	VENANSIO KANUTO	M	18/SS/013/DIT/FT		
41.	OROMO	JAMES ALOSIO	M	18/SS/010/DIT/FT		
42.	RINA	MERCY JAMES	F	18/SS/011/DSA/FT		They are unable to transport themselves back. They have been depending on their friends for meals and if not supported they are likely to drop out.
<i>NB. From the above list, there are six (6) students whose conditions are exceptional and need more support if they are to complete their studies.</i>						
43.	OMWONY	TONNY	M	17/SS/002/CSA/FT	Completed retake papers and waiting for graduation	To apply for scholarships extension for Diploma
44.	AYOO	EVERLINE BENSON	F	17/SS/006/CSA/FT		
COMPLETED THE COURSE						
45.	NESUA	ROSE JUSTINE RAMADAN	F	17/SS/008/CIT/FT	Graduated with Certificate	Returned home since she was not able to support her meals budget
DROPPED OUT						
46.	SUMURE	CHRISTINE MICHAEL LOKE	F	17/SS/011/CIT/FT	Dropped out	Mental sickness and she is far better at a moment. She can reapply
47.	DEEPAK	KUMAR RAJAK	M	17/OI/001/BTH/FT	Dropped out	Missed the flight from India to

						Uganda
48.	MUGISHA	ELOGE	F	16/B/001/BTH/FT	Dropped out	Unfairly discontinued from the scholarships by the sponsor who had of conflict of interest. They should be reconsidered
49.	MUHIRWE	ELOI	M	16/B/003/BTH/FT	Dropped out	
50.	HAKIZIMANA	ARCADE	M	16/B/005/BTH/FT	Dropped out	
51.	IRADUKUNDA	JEANINE	F	16/B/004/BTH/FT	Dropped out	

Category Two: African Inland Church Sponsored Students

NO	FIRST NAME	LAST NAME	SEX	REGISTRATION NUMBER	COMPLETION STATUS	REMARKS
1.	GODI	EMMANUEL SEKWAT	M	17/SS/005/CSA/FT	Graduated with a Certificate	Admitted for a Diploma & completed Semester one
2.	OKOTH	JOSEPH	M	AUDIT CLASS	Awarded Certificate of Completion	Returned home
3.	DIING	MAKWACH DIING AROK	M	17/SS/007/CIT/FT	Graduated with a Certificate	Admitted for a Diploma & completed Semester one
4.	ORIBA	DOUGLAS	M	17/SS/017/CIT/FT	Graduated with a Certificate	Returned to the camps for holidays
5.	ARIKE	EMMANUEL	M	17/01/SS/001/CSA/FT	Left with one year	
6.	EBU	BIDA	M	17/01/SS/002/BSA/FT	Left with two years (4 semesters)	

Category Three: Self Sponsored/ Theology Sponsored Students

NO	FIRST NAME	LAST NAME	SEX	REGISTRATION NUMBER	COMPLETION STATUS	REMARKS
1.	MUKABANA	BENJAMIN	M	16/K/002/DTH/FT	Graduated with a Diploma	Returned to Kenya while seeking for scholarships opportunity for Degree
2.	INGABIRE	HOPE	F	15/R/005/BSA/FT	Waiting Graduation	Leaving for 11 Months Vacations. They can be employed by the University
3.	OKELLO	KENEDDY OCHAYA	M	17/01/SS/0XX/CAG/FT	One year left	Went for holidays in Kitgum
4.	ZORO	SIMON MARTIN	M	17/01/SS/012/CAG/FT	One year left	Remained on campus and he is supporting the farm work

For further information regarding this list, feel free to contact the CIC Management.

CLIENT CHARTER

This Client Charter outlines the Center for International Cooperation (CIC) mandates to all international students and student's mandates for better quality services.

The Students Expect:

1. Respect and Engagement

- i. Be treated with courtesy and respect
- ii. To communicate freely and to be able to voice alternative points of view in rational debate
- iii. To be provided with a work and study environment in which concerns and complaints are addressed as fairly and quickly as possible.
- iv. To enjoy a study environment free from harassment, discrimination and bullying and that the University will facilitate investigation and resolution of alleged harassment or discrimination.
- v. The University to value the contribution you make to society professionally and personally throughout your life, as an alumnus of the University
- vi. To have personal privacy respected, so that personally sensitive information will be requested only where necessary for University academic or administrative functions and that, once collected, it will be adequately protected against inappropriate or unauthorized access.
- vii. To have access upon request to personal records which the University may hold about you, subject to the provisions of the relevant University access policies and procedures.
- viii. The University to address the reasonable needs of all students equitably regardless of individual differences such as gender, religion, ethnicity, age, sexuality, disability or mode of study assistance to develop the skills and values that enable people with diverse beliefs, personal characteristics and backgrounds to work together.
- ix. Student representation on major decision-making bodies, with that provision being articulated in the relevant Guild Constitutions and regulations of the University.
- x. An opportunity to evaluate courses, programmes and teaching and to provide input into program planning and course design.
- xi. An opportunity to participate in events that facilitate interaction with peers in academic and other less formal settings.

2. Learning and Teaching

- i. To be provided with accurate, timely and helpful information regarding your studies, and about enrolment and other administrative procedures that apply to you
- ii. That if English is your second or other language there will be concurrent support programs available to develop academic and study skills, including English Language Proficiency (ELP).
- iii. That your copyright in any essay, assignment, thesis or dissertation you produce will be recognised and that students' moral rights in relation to original academic work will be acknowledged in, for example, scholarly publications, academic presentations or teaching materials.
- iv. To receive, at the beginning of each semester from the course coordinator, an up-to-date course profile.
- v. That programme and course content will be purposeful and up-to-date and informed by current scholarship in the discipline
- vi. To have reasonable access to teaching staff for individual consultation outside class times, in person or by other means (such as by telephone or electronic mail)
- vii. That assessment will be fair, equitable, valid and reliable
- viii. That assessment will be explicit and there will be a logical relationship between tasks; learning objectives; the criteria used for judgments around assessment; and the grades awarded for different levels or standards of performance
- ix. That evaluation on the quality of your learning are made by reference to explicit or predetermined criteria and standards and not by reference to the achievement of other students
- x. That the provision of feedback on assessment will be recognised as a valuable part of the educative process, and that item of progressive assessment will be marked promptly and returned with feedback and the mark or grade obtained
- xi. Access to examination marks and scripts, together with appropriate feedback, following release of results
- xii. Opportunities to engage with community and alumni leaders to enhance your learning experience
- xiii. The curriculum to include access to activities that will enhance employability and personal development.
- xiv. The University to provide library, IT facilities and support.

- xv. Staffs of the University are committed to the delivery of high standards of teaching, support, advice and guidance.

3. University Resources and Facilities

- i. To be provided with access to resources, facilities and other support to enable you to study
- ii. That the facilities and/ or equipment you use are safe and comply with the University's occupational health and safety guidelines
- iii. Sustainability to be embedded in all activities at the University
- iv. To be provided with access to support services at Kumi University including; health and counseling services, learning assistance, career guidance, disability support services, accommodation information and recreational facilities
- v. To be provided information about a range of relevant external services such as transport, hospital care and education for dependents.

Kumi University Center for International Cooperation Expect Students to:

1. Be committed to, and exercise responsibility for, their own personal, academic and professional development, taking into account any relevant professional standards.
2. Students are also expected to take responsibility for managing their own learning: actively engage in their course; ensure they spend sufficient regular time in private study, and participate fully in group learning activities.
3. Treat other members of the University community with respect and courtesy in all interactions including online communications.
4. Respect the opinions of others and deal with disagreement by rational debate
5. Not engage in frivolous or vexatious complaints or grievances
6. Not engage in conduct which disrupts the teaching, learning or research activities of other students and staff, or which interferes with others performing their duties
7. Not engage in conduct which might reasonably be perceived as discrimination, harassment or bullying or which is otherwise intimidating.
8. Acknowledge that you are the beneficiary of the philanthropy and service of alumni and other friends of the University and respect the opportunities afforded to you as a student, and in the future, as an alumnus.
9. Respect the privacy of all members of the University community

10. Maintain your personal details such as address and other contact information in the relevant databases
11. Not share your Kumi University username and password with others
12. Treat other members of the University community in a fair and respectful manner regardless of individual differences such as gender, religion, ethnicity, age, sexuality or disability.
13. Participate actively in and contribute to relevant University decision-making bodies
14. Provide fair and honest feedback on the quality of teaching, courses and programmes
15. Participate in various student surveys as the data gathered informs the University about the quality of the student experience.
16. Acquaint yourself with University policies and procedures relevant to your enrolment and studies and observe the Guild Constitution, rules and policies of the University.
17. Actively develop your social, academic and professional literacy and communication skills.
18. Access student academic and support services, improving study skills and seeking advice wherever appropriate.
19. Maintain the highest standards of academic integrity in your work, not cheat in examinations or other forms of assessment.
20. Ensure that you do not plagiarize the work or ideas of other persons and that the findings of your research are interpreted and presented appropriately and based on accurate data
21. Attend classes, maintain steady progress in courses undertaken and submit required work on time (except in unforeseen or exceptional circumstances, in which case an approved extension is obtained).
22. Aim for excellence in educational endeavours.
23. Conduct yourself in a professional manner while undertaking all activities on Kumi University premises and all external activities directly related to your study and research
24. Conduct yourself in a professional manner while undertaking industrial placements or other forms of clinical or practice-based experience, and respect
25. The confidentiality of patient, client or commercial information made available to you as part of your practical learning activities.
26. Incorporate feedback on assessment into your learning and make sure you use of the assessment criteria with which you are provided
27. Inform your course coordinator as soon as possible of anything which might affect your studies.

28. Provide sufficient and accurate information to enable Center for International Cooperation respond to requests appropriately.
29. Respect University property and the facilities, such as library, computing and laboratory resources, which the University provides to support teaching and learning.
30. Report any faults or concerns with University property and facilities to the relevant point of contact as soon as possible.
31. Comply at all times with the University's occupational health and safety requirements.
32. Use resources in a sustainable way. Show fairness, professional impartiality and diligence
33. Value diversity across disciplines, cultures and expertise
34. Accept and take due account of feedback, given in whatever form
35. Be proactive in seeking assistance and information from support services as early as possible when you need support.

Please note that the clients' complaints, compliments and suggestions shall be channeled through appropriate Center organs or feedback channels. Feedback may be channeled via telephone, letters, e-mail, face to face or suggestion boxes. Confidentiality and privacy shall be respected and all written feedback shall be addressed within ten (10) working days.

ACADEMICS PROGRAMME FOR INTERNATIONAL STUDENTS

Kumi University Center for International Cooperation (CIC) values its students and recognizes the importance of the overall student experience. With this in mind, the Center is committed to providing a welcoming, supportive and safe environment, conducive to learning and research and the development of individuals who display the University values of Godliness and Excellence for Servant-hood. In order to achieve this, the CIC ensures that the following services meets the students expectations:

Orientation

Orientation is a wonderful opportunity to learn what you need to know to succeed at Kumi University. During this period, students register for classes, meet future classmates and incoming students within their courses, meet faculty, and learn about many available campus resources including academic support services and campus life and activity involvement opportunities. Students will receive a guided tour of the campus and get the Student Identity Card. All International Students will be under the care of CIC for one (01) month before they are placed to Education Faculty for Intensive English Language Programme (IELP) for international students whose first language is not English and who wish to study at Kumi University.

Note: At the end of the one month orientation, all international students will have a two (2) day Mentorship Training (MT) outside the University. This MT will be on the last Friday and Saturday of Orientation month and shall be organized by CIC.

Intensive English Language Programme (IELP)

Before the Commencement of the Semester, all International Students will report one (01) month earlier at the University to enable the CIC to conduct the Orientation and fasten the Student Admission and Registration. Upon admission, the international student(s) whose first language is not English will enroll in a nine (09) months Intensive English Language Programme (IELP) in order to achieve language proficiency. The primary focus of IELP is to help students improve their skills in academic reading, writing, speaking and listening. The program also focuses on study skills and provides the cultural orientation necessary for success at the university level. The CIC expects the IELP classes be lectured by qualified English professional with at least a Bachelors' Degree. Since all

classes are small (6-15 students), each student receives individualized attention; and all instruction is based on learning English through communicative teaching approaches and classes are highly interactive.

Therefore, to provide excellent higher education through English proficiency to culturally diverse students; the CIC set a minimum standard of 4 Course Units for IELP in three or nine months:

Reading, Writing, and Vocabulary (04 hours per week)

This academic English language course focuses on helping students produce grammatically accurate, well-constructed, coherent English in the written form and in response to authentic reading. Emphasis is placed on vocabulary extension, idiom, and reading skills.

Reading and Speaking Fluency (04 hours per week)

This course focuses on helping students improve their speed and comfort in both speaking and reading. Students learn techniques for reading faster and understanding more of what they read. Diverse and authentic materials are used in this class. Students also learn interview and presentation skills; all students carry out interviews with local citizens.

Grammar and Writing (03 hours per week)

This academic English language course focuses on building a strong grammatical foundation in the English language with an additional emphasis on editing skills and using these skills to produce short pieces of writing and oral presentation.

Oral Communication OR Listening and Speaking (03 hours per week)

This focuses on helping students speak and understand the English language better- with a focus on important topics in African culture. Students will explore topics such as cultural awareness, formal communication, and academic culture via videos, guest speakers, and short readings and discussion activities. Emphasis is placed on oral production in conversation and short presentations and listening comprehension strategies and skills.

Pronunciation for Non-Native English Speakers (02 hours per week)

This course will focus on helping students better articulate and produce the sounds of the English Language in order to improve communication skills and comfort level at work, in classes, and in the community.

Basic Computer

(04 hours per week)

The CIC provides extensive computing facilities in the Science Block where they have access to both software applications, and the Internet. The University also provides Wire-Internet access to all students with their own computers. IELP students are given e-mail accounts upon arrival as well as basic instruction in word processing and the internet, all of which they are required to use as a part of the English Second Language (ESL) classes.

Bible Study

(02 hours per week)

A critical study of the Bible as literature can prepare students with the thinking skills needed in the 21st century. Since the Bible remains a vital part of human life; CIC inspire students to ambitiously question assumptions and build insight into how belief functions across societies.

Mode of Delivery

All instruction is based on learning English through communicative teaching approaches and classes will be conducted through a highly interactive; Lectures, Group discussions and Tutorials

Assessment

Students are assessed against the curriculum taught. All students are entitled to demonstrate their knowledge, understanding and skills in response to assessment. The assessment shall be broken into three categories:

Attitude towards Learning	10%
Class Attendance	10%
Final Examination	80%

For a student to have passed the examination s/he **MUST** score a minimum of 60% in the IELP.

Note:

A student who score a minimum 60% in the First End of Three months qualifies for award of Certificate of English Proficiency by the University and can attend the Auditing Classes of his/her choice or join the Degree programme.

A student who fails to raise the pass mark of 60% shall repeat the class for more three months and sit another examination in which s/he should obtain a minimum of 60% to qualify for the award of Certificate of English Proficiency by the University and can attend the Auditing Classes of his/her choice or join the Degree programme.

After, the six months, a student is given the last chance to sit for the English Proficiency Course Examinations in which s/he is required to score a minimum of 60% to qualify for the award of Certificate of English Proficiency by the University and can attend the Auditing Classes of his/her choice or join the Degree programme. Should a student fail to raise the pass mark of 60% in the third consecutive examination sitting, a student will therefore be discontinued from the programme **BUT** can reapply and join at a later stage when the course is again offered.

Bible Study and Basic Computer shall not be credited and examined. Students will study these two papers when they enroll for their Degree programmes. The purpose why the CIC conducts the training is to develop students' Spiritual strength, computer skills and increase their levels of reading and interactions.

Assistant Directors' Welcome Message To International Students

I warmly welcome you to Center for International Cooperation! It is wonderful to have you here. Thank you for choosing to come and study in Uganda and in particular Kumi University. Uganda is a wonderful country which many have wished to visit and lived in but found it difficult because of their financial limitations; and now you are in the top fast growing private University in Uganda. Glory be to God!

Friends, the university has a unique environment which is very conducive for academic growth. While you are here, I encourage you to strike a healthy balance between your academic activities and your enjoyment of the rich Life Skills Discussions, Christian Fellowships, Sports and Social activities Clubs like the Rotary Clubs, Human Rights Clubs, and Course Associations. Your engagement in these activities and services will make your time at university a special and highly memorable experience.

At Center for International Cooperation (CIC) we get students from a wide range of backgrounds and circumstances; and you will learn so much from each other. I urge you to make sure that you mix with as diverse group as possible; get together, keep together, study together, act together, but don't walk with people who are not moving in your direction! For the Bible says; *"Iron sharpens iron, and one man sharpens another,"* Proverbs 27:17. Therefore, whoever walks with the wise becomes wise, but the companion of fools will suffer harm, (Proverbs 13:20).

Beloved friends, CIC provides students the opportunities to work closely with departments in the university through Work and Study Schemes, study independently with faculty, and utilize space and resources provided by the university and CIC. Through these opportunities, students develop intellectual maturity, communication skills, management and administrative skills, time management and teamwork which will enhance students understanding of the work environment.

With this in mind, CIC is committed to providing a welcoming, supportive and safe environment conducive to learning and research, and the development of individuals who display the University values of Godliness and Excellence for Servant-hood. Therefore, at the end of the course you will not only leave the university with only international academic qualification, but you will also leave with friends that you will cherish for a lifetime.

Finally, I would like to assure you of our support in your studies and I am certain that your time at Kumi University through CIC will be enjoyable and fruitful.

God Bless You!

Contact Information

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PICTORIAL

Who Is Who In ATET Programme at Kumi University?



Rev. Euihwan Kim
BOT Chairperson



Dr. Young Gil Lee
Vice Chancellor



Prof. Younsik Han
Team Leader-HGU



Prof. Hyegyu Lee
Deputy Team Leader-HGU



Kumi University ATET IV 2018 Organising Team Supported pose for a photo



ATET Part IV Leaders and Participants Taking Group Photo after the Opening Ceremony in MB 202 Hall



Vice Chancellor, Dr. Young Gil Lee delivering his lectures to a section of ATET Participants on Christain Worldviews and Business



The Chancellor Kumi University, Dr. James Sung Joo Hwang & Chairperson University Council, Rev. John Ekudu presents the Erom Donation Placard to the Congregation in the 14th Graduation Ceremony



KOICA Team with Kumi University Participants posing for Group Photo after Public Lecture on Solar Energy at MB 202 Hall



PAS Youth Volunteers Coming in a Hot Sun from the Guest House for Opening Programme Briefe at CIC



Deputy Director, CIC Mr. Robert Agwot Komakech conducting a 5 Minutes Standing Briefing with the PAS Team



PAS Team is Welcomed by the DVC Finance and Administration, Dr. Se Kee Hong (Right) together with Students Leaders (Jethro Calement Orungo & Rebbecca Alupo) and Children from University Community



Mr. You Doo with a Translator Speaking During the Opening of Pacific Asia Society (PAS) Exchange Programme in the Chapel



From L-R on the Front Row is Mr. Rev. Kim (Chairperson BOT), Dr. Young Gil Lee (VC) & Mr. Robert Agwot Komakech (Deputy Director, CIC) with PAS Youth Volunteers, Korean Friends and Kumi University Students' Leaders During Opening Ceremony. Missed in the Group is DVC Finance & Administration Dr. Se Kee Hong



Opening Ceremony Performance from PAS Youth Volunteers at Kumi University Chapel





PAS Volunteers Showing their Tawikondo Dance Skills During the Opening Ceremony