



In partnership with



Building Alumni Community
and Impact Networks

Building Alumni Community and Impact Networks

Impact Report



September 2023 – September 2025



Building Alumni Community
and Impact Networks

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InHive Global

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Acronyms & Glossary

Acronyms

2iE	International Institute for Water and Environmental Engineering
AES	Alumni Engagement Strategy
AIMS	African Institute for Mathematical Sciences
ALU	African Leadership University
ASG	Alumni Steering Group
BAC-IN	Building Alumni Community & Impact Networks
CRM	Constituent/Customer Relationship Management (database)
DRF	Digital Rights Frontlines
EEPD-A	Enlightening and Empowering Persons with Disabilities – Africa
ESSA	Education Sub-Saharan Africa
FGD / FGDs	Focus Group Discussion(s)
GDPR	General Data Protection Regulation
IDP / IDPs	Internally Displaced Person(s)
KPI / KPIs	Key Performance Indicator(s)
KNUST	Kwame Nkrumah University of Science and Technology
MAK	Makerere University
MEL	Monitoring, Evaluation and Learning
MoU	Memorandum of Understanding
Nexus	inHive's global "network of networks" platform
PWD / PWDs	Persons with Disabilities
RACI	Responsible, Accountable, Consulted, Informed (roles matrix)
SC / SCs	(Institutional) Steering Committee(s)
UAC	University of Abomey-Calavi
UOP	University of Pretoria
UR	University of Rwanda
USIU-A	United States International University–Africa
UWC	University of the Western Cape
YPWDs	Young Persons with Disabilities

Key terms

- i. **Accessibility checklist:** Tool to ensure activities, venues and materials are inclusive (e.g., for PWDs and refugees).
- ii. **Alumni database:** Structured record of alumni contacts and engagement history (often managed via a CRM).
- iii. **Alumni engagement:** Activities connecting alumni with each other and their institution (mentoring, convenings, fundraising, careers).
- iv. **Baseline:** Starting point against which progress is measured.
- v. **Inclusive design:** Intentional removal of barriers to ensure meaningful participation by women, refugees and PWDs.

CEO Foreword

We are delighted to present our impact report (September 2023–September 2025) on the Building Alumni Community and Impact Networks (BAC-IN) programme. With your continued trust and collaboration, we have seen the BAC-IN programme deepen its impact in supporting universities across Sub-Saharan Africa to build inclusive, institution-owned, and sustainable alumni systems and processes that create opportunities for students, graduates, and communities. Together, we're bridging the gap between institutions and their alumni creating real channels for dialogue and shared decision-making and empowering young people from diverse backgrounds to realise their potential through strong networks of peers, mentors, and opportunities.

With our consortium and scholar university partners, we have supported and strengthened governance structures by establishing an Alumni Steering Group and a Steering Committee at the Institutional level. We have facilitated improved digital infrastructure and data use across partner institutions and embedded monitoring, evaluation and learning across public and private scholar university partners, so progress is measurable and sustained. We have ensured that inclusivity has always been at the centre of the programme by ensuring that women, refugees, and persons with disabilities not only participate, but also shape decisions and practices in enhanced alumni engagement.

In the year ahead, we'll scale proven approaches, build digital tools, and strengthen inclusive leadership across all scholar partner institutions. Together, we'll demonstrate that strong alumni communities are essential infrastructure—the engine of equitable, resilient education systems that outlast any single course or cohort.



On behalf of inHive Global, I would like to express my gratitude and sincere appreciation to the Mastercard Foundation Scholars Program, which has financially supported this innovative program. I would also like to thank all our scholar alumni for their integral input and fruitful discussions; scholar university partners; the Alumni Steering Group; BAC-IN Steering Committee, and our consortium partners, Education Sub-Saharan Africa (ESSA), Enlightening and Empowering Persons with Disabilities in Africa (EPPD Africa), Digital Rights Frontlines (DRF), and finally the team at inHive Global. Without all of your valuable input and collaboration, the progress and impact of BAC-IN would not be so markedly successful.

With heartfelt gratitude,

Kamini Paul

Chief Executive Officer, inHive Global

About inHive

Who we are

inHive Global is an organisation that specializes in network-building for young people in low-resource contexts. We partner with education and youth-focused organizations to build inclusive, sustainable alumni systems that strengthen institutions and expand opportunities. Using an evidence-based approach and drawing on good practice from 30+ countries, we have helped develop networks that have served 180,000+ young people across 22 countries, including Pakistan, UK, Australia, Ghana and Rwanda.

Nexus: our global platform

We convene collaboration directly with partners and through Nexus, our global “network of networks” platform, to enhance connectivity between multiple stakeholders and achieve sustainable, impact-driven change. Nexus brings together 120+ member networks across ~70 countries, whose combined reach is ~1,000,000 people—creating collaborative spaces, facilitating information-sharing and learning, and opening up mentoring, skills and career opportunities for young people.



120+

Member Networks

~70

Countries

~1,000,000

Combined Reach

Mission



At InHive, our mission is to empower young people and youth led organizations to create positive change in their communities and beyond using a network building approach. We believe that networks create power of collaboration, innovation, and sustainability to drive social impact and create a better future for all.

Vision



To reduce inequalities for young people through systemic change by building their capacity and developing their leadership skills, so both the individual and collective power of youth networks can achieve better life outcomes. .

Strategies together with alumni from selected partner institutions giving a structured approach and sustainable models for Sub-Saharan scholars' institutions that can be replicated.

Currently, 4 of them are in process of implementation or in process of adoption by scholars' institutions.

Several institutions, such as United States International University – Africa (USIU-A) in Kenya, Makerere University in Uganda, and the African Institute for Mathematical Sciences – Rwanda (AIMS), now maintain functioning alumni databases, while others are piloting service-fee models and alumni fundraising strategies. Alumni have also been recruited into staff roles, directly reinforcing institutional ties and advancing dignified employment.

Across the network, peer-to-peer exchange has been a powerful driver of results. The **Alumni Steering Group (ASG)**, established in late 2024 and made up of representatives from each institutional partner—including alumni with lived experience as refugees or persons with disabilities— has co-developed institutional workplans, launched mentorship initiatives, and piloted peer learning models, with minimal facilitation from inHive. These achievements underscore the program's progress toward self-directed, alumni-led delivery.

In parallel, the **BAC-IN Steering Committee (SC)** has served as platform for institutional sustainability, and the mainstreaming of inclusion. These cross-partner exchanges have helped surface best practices, reinforced shared ownership, and contributed to stronger alignment between alumni programming and institutional

priorities. The SC meetings also contribute to establishing stronger cross university collaboration leading to two in-person learning visits between East African universities, fostering deep institutional learning and practical adaptation. Peer learning across institutions has accelerated reforms, with inclusive engagement practices now embedded into university global strategies and alumni programs. Robust M&E frameworks are being implemented by all partner institutions to ensure scalability, while universities increasingly view alumni not as “former students” but as long-term partners in sustainability, mentorship, and collective impact.

The program investment in inclusion, has provided critical learning results, providing opportunities for marginalized youth to be at the forefront of the institutional shift in alumni engagement allowing active leadership through forums such the Alumni Steering Group of the programme. Representation has improved significantly, with **40% of institutions** reporting greater inclusion of women, refugees, and persons with disabilities, alongside new opportunities for alumni leadership in the last 2 years.

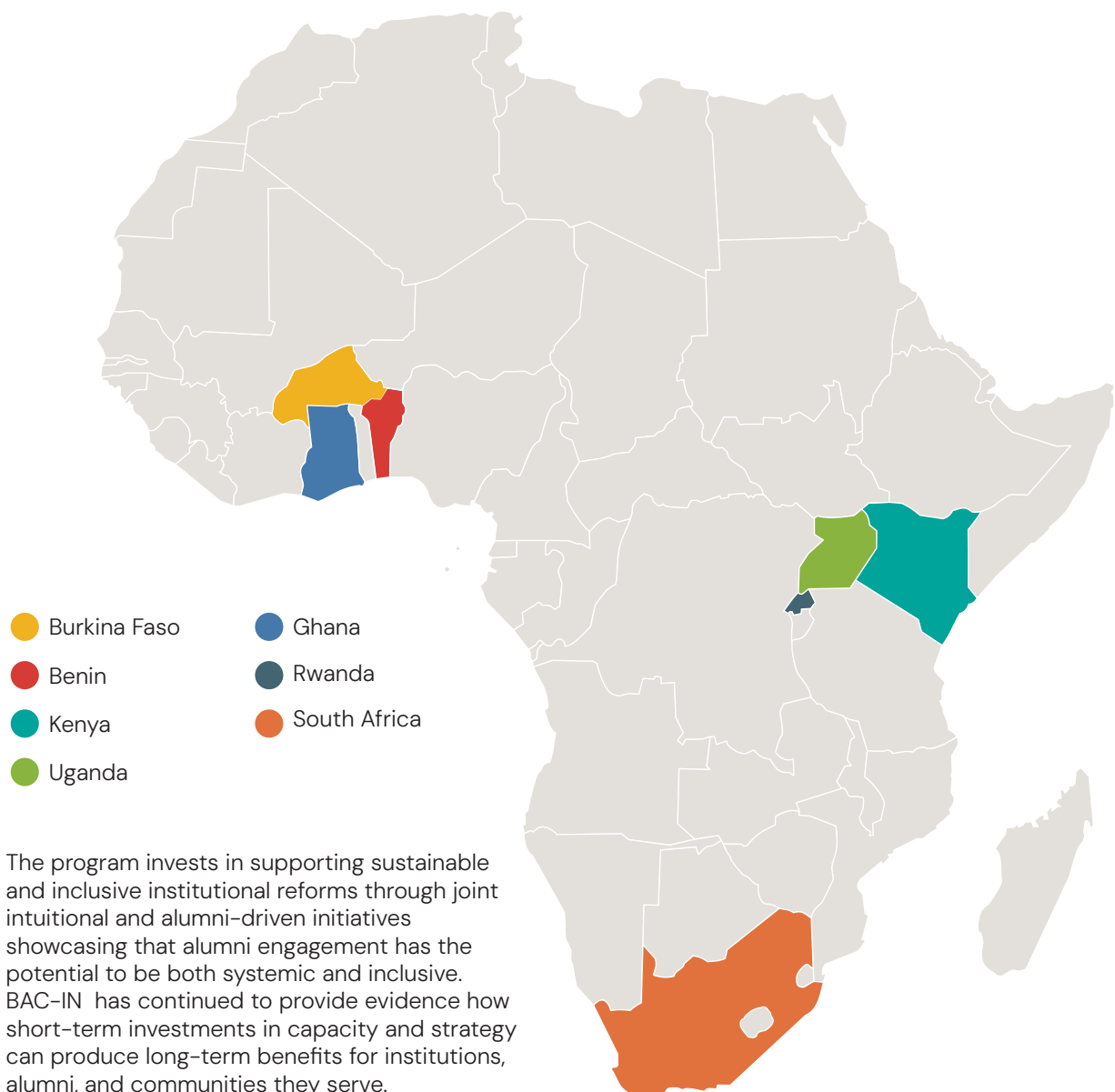
The BAC-IN programme is proving that strategic investment in alumni engagement is not just about building connections — it is a catalyst for institutional sustainability, a driver of student success, and a force for wider societal impact. By embedding alumni engagement into the very DNA of higher education systems, BAC-IN is planting the seeds of lasting transformation, ensuring that its impact will endure and expand well beyond the pilot phase.



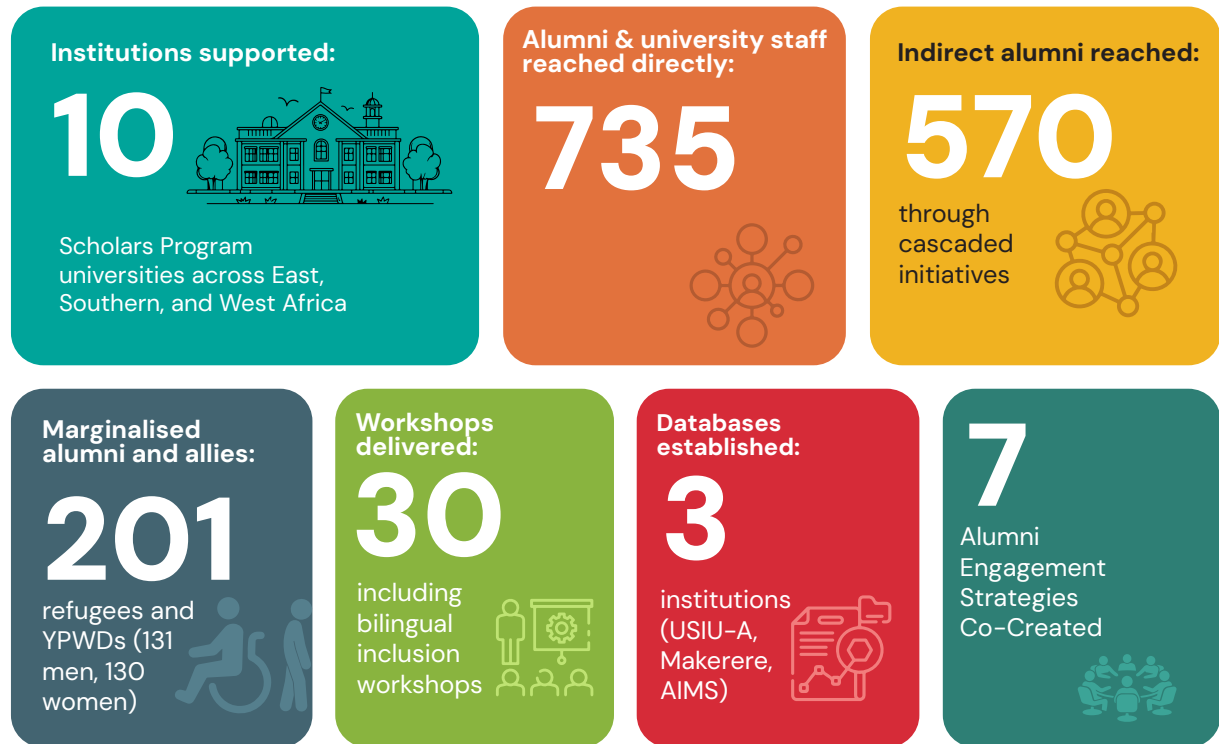
Impact at a Glance

BAC-IN has been implemented since September 2023 in Kenya, Uganda, Rwanda, and South Africa, and expanded to the West African region in 2025– Ghana, Benin and Burkina Faso (see BAC-IN map of institutional engagement). Each institution began from a different starting point, with some having little or no alumni structures in place and others already experimenting with basic engagement. Over time, however, all institutions made progress toward developing and adopting formal structures for alumni engagement through investing in alumni engagement strategies, bridging the gap between alumni and the institutions through participation in BAC-IN

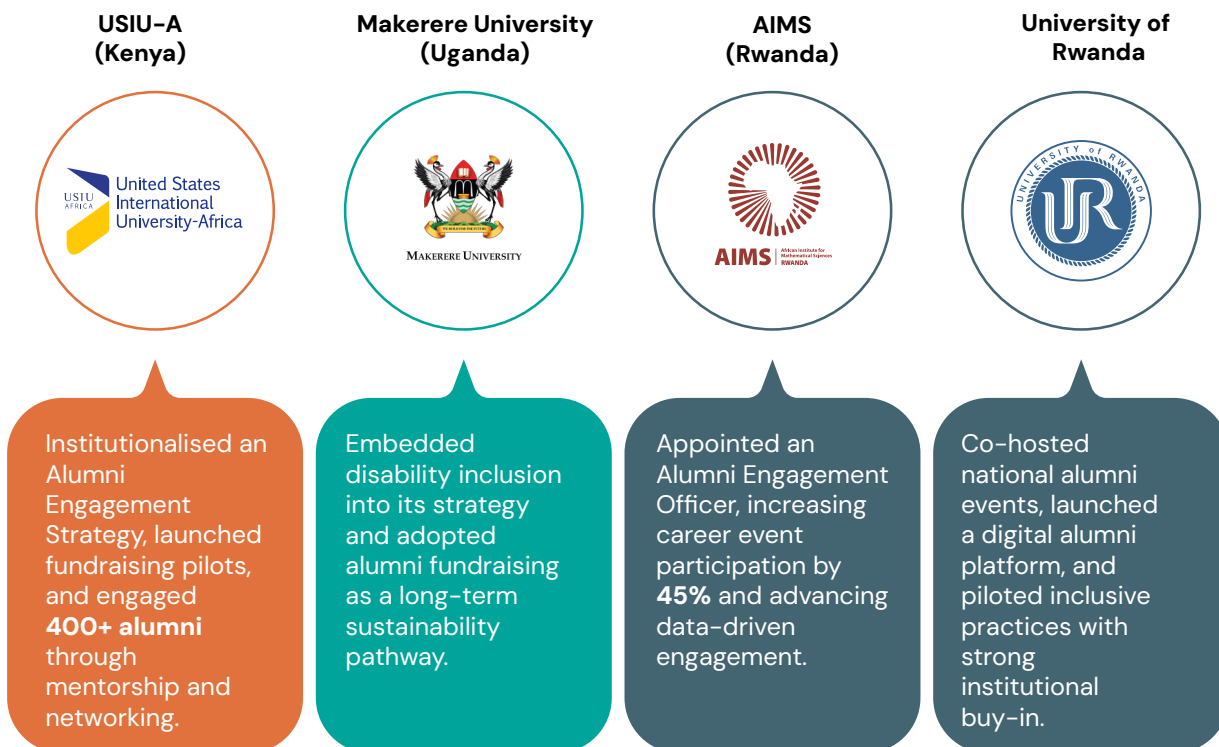
Steering Committee, the Alumni Steering Group and Scholar Councils, and piloting inclusion practices that ensure young women, refugees, and persons with disabilities are among those leading this change. The program's regional scope has also enabled valuable peer learning, with institutions sharing tools and lessons across borders. This collaboration has gone beyond knowledge exchange to include **cross-institutional visits, joint workshops, and peer mentoring**, creating a growing community of stakeholders who support one another and collectively advance the practice of alumni engagement across the continent.



Impact at Glance:



Institution-Level Milestones:



About BAC-IN

The Building Alumni Community and Impact Networks (BAC-IN) programme addresses a critical gap in higher education: the lack of structured, sustainable alumni engagement systems across African universities. While alumni have long been recognized as important stakeholders, few institutions had strategies, tools, or governance structures to effectively mobilize them and to provide a longer-term support networks for the alumni. Recognizing the power of investing in alumni networks, particularly within Sub-Saharan Africa, BAC-IN set out to change this by equipping both universities and their graduates with the skills and systems needed to create strong, inclusive, and sustainable networks.



Why BAC-IN?

At its core, BAC-IN recognizes the transformative value of alumni networks. Strong communities of graduates foster belonging, trust, and mutual support that extend well beyond graduation, while also aligning with institutional priorities when championed by university leadership. For example, University of Rwanda and USIU-A have allocated dedicated budgets for alumni initiatives, signaling long-term commitment to sustaining these networks. Global evidence reinforces their impact, graduates embedded in alumni networks are 40% more likely to mentor and volunteer, and

institutions with structured networks raise 3–5 times more resources from alumni compared to those without. Within the African university context, this means BAC-IN is not only strengthening opportunities for individual graduates, through career support, mentorship, and resource mobilization, but also positioning alumni as long-term contributors to institutional growth and broader community well-being, as already demonstrated by emerging networks at Makerere University.

What BAC-IN Does?

Since 2023, BAC-IN has equipped universities and graduates with the skills and systems needed to build **strong, inclusive, and enduring alumni networks**. This includes:



Institutional strengthening through developing alumni engagement strategies, databases, and governance frameworks and capacity building.



Alumni leadership – building confidence and leadership skills through workshops, storytelling, and mentoring.



Inclusivity – intentionally engaging women, refugees, and persons with disabilities in leadership **roles and through capacity building**



Collaboration – fostering peer learning, joint workshops, and cross-institutional exchanges for alumni and university staff.

Mechanisms for Change

BAC-IN Introduced two interconnected governance structures to institutionalise alumni engagement and close the gap between universities and their graduates:

- ✔ **University Steering Committee (SC)** – Comprising **one representative from each partner institution**, the SC provides institutional oversight, ensures alignment with university priorities, exchange of best practices and lessons learned, and drives accountability for alumni engagement strategies.
- ✔ **Alumni Steering Group (ASG)** – Each institution nominates **three alumni** to the ASG, selected with attention to gender balance, refugees, and persons with disabilities to guarantee diversity and inclusion. This group represents the collective alumni voice across all partner institutions.

Both structures convene monthly to coordinate activities and exchange updates, and they meet jointly on a quarterly basis. These quarterly joint meetings are pivotal as they ensure alumni perspectives directly inform institutional

strategies, bridge communication gaps, and create shared ownership of decision-making. Through this mechanism, alumni have shifted from being peripheral to becoming active partners in governance, influencing policies, programming, and institutional priorities across all participating universities.

Objectives

BAC-IN is guided by three objectives:

- ✔ **Objective 1: Five** Scholars Program partners (mix of public and private institutions) have an alumni engagement strategy and have taken new steps in its realisation.
- ✔ **Objective 2: Five** Scholars Program partner teams have improved collaboration with Alumni teams / officers at their institutions, manifested in joint programming, strengthened support, and aligned communications for the benefit of Scholar alumni.
- ✔ **Objective 3:** Scholars Program alumni have access to a network that provides opportunities to help them throughout their life.

Theory of Change overview

The BAC-IN program is grounded in the belief that strong, inclusive alumni networks are a critical driver of institutional transformation, alumni empowerment, and community impact. The program's **Theory of Change** highlights the pathway from targeted support to long-term systemic change.

If BAC-IN **supports partner institutions and alumni** through inclusive network-building, capacity strengthening, tailored coaching, and the creation of collective learning spaces, then institutions will be better equipped to establish and sustain robust alumni systems. By embedding inclusive practices, particularly those that intentionally engage women, refugees, and persons with disabilities, and strengthening evidence generation through robust monitoring, evaluation, and learning (MEL), institutions and alumni are positioned to drive more responsive, equitable, and sustainable engagement structures.

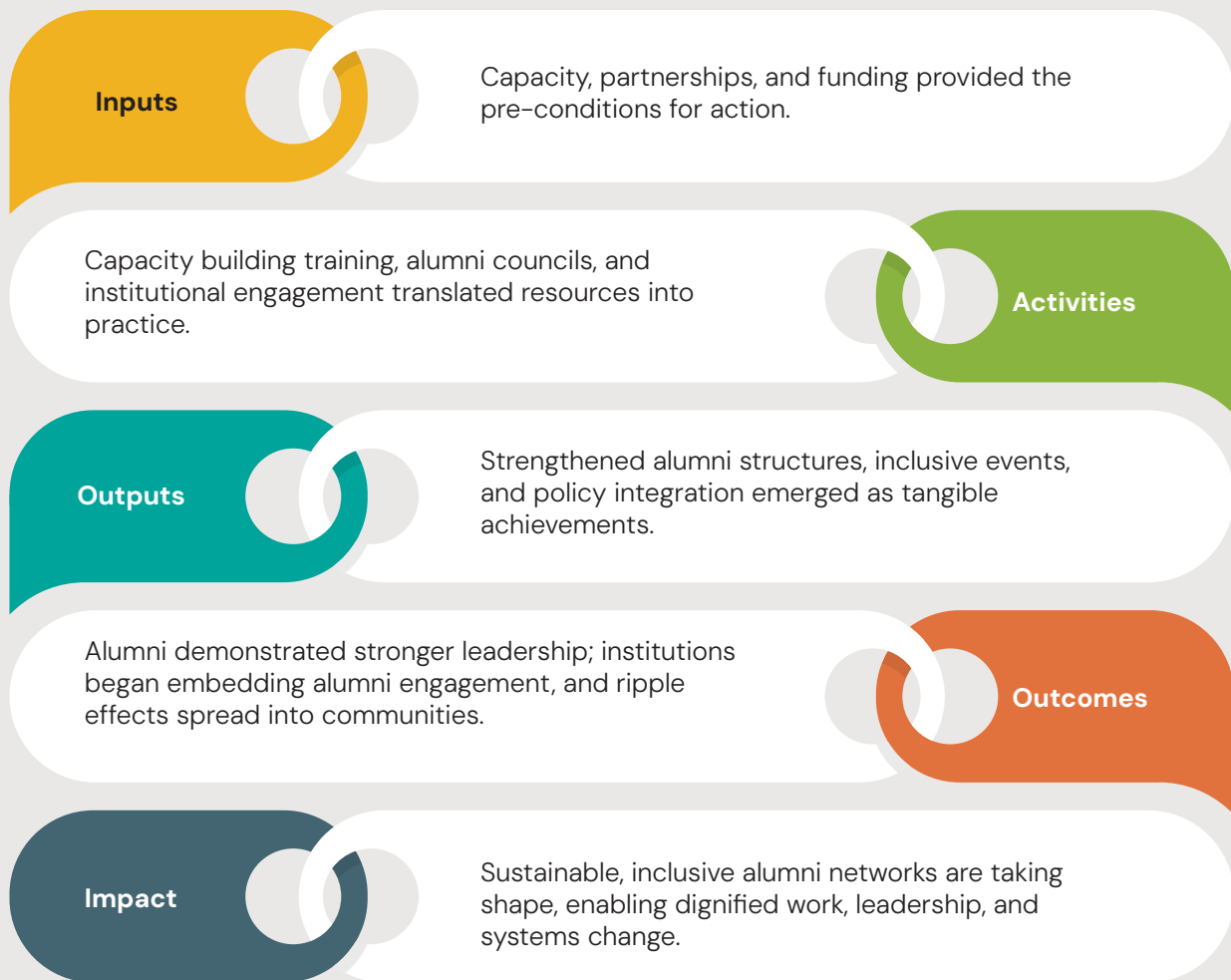
As a result, institutions will develop **stronger, inclusive alumni networks and learning communities** that foster increased alumni

participation, strengthen collaboration across institutions, and create spaces that reflect the diversity of alumni experiences. These networks become platforms not only for connection but also for leadership development, mentorship, and advocacy. They also help ensure that alumni voices are integrated into institutional decision-making processes, advancing policies and practices that are more inclusive and context responsive.

Ultimately, this leads to **sustained systems of alumni engagement** that expand opportunities for lifelong learning, dignified employment, and leadership pathways. Alumni, including those from marginalised groups, are empowered to influence institutional and policy change, while institutions embed alumni engagement as a core, enduring part of their mission. In the long term, these outcomes align directly with the broader goals of the Mastercard Foundation Scholars Program and Young Africa Works, ensuring that young people are equipped not only to succeed individually but also to collectively drive inclusive and sustainable development across Africa.

MASTERCARD FOUNDATION SCHOLARS PROGRAM THEORY OF CHANGE





How does BAC-IN contribute to Mastercard Foundation's Young Africa Works Strategy (2018–2030)?

The Young Africa Works Strategy sets Mastercard Foundation's ambitious goal of enabling 30 million young Africans, of which 70% women, to access dignified and fulfilling work by 2030. BAC-IN contributes directly to this vision by strengthening alumni systems, ensuring young people are equipped, connected, and empowered to lead change within their institutions, economies, and communities. Young Africa Works emphasizes country-led solutions and systemic transformation, delivered through partnerships with governments, education providers, the private sector, and civil society. In this spirit, BAC-IN embeds alumni engagement into institutional structures, ensuring impact is not project-bound but becomes part of how universities operate over the long term.

Already, in just two years, over **1,305 alumni and staff** have been reached through **BAC-IN activities**, including **393 alumni directly engaged (52% women and 48% men), with 201 participants**, comprising both refugees and persons with disabilities as well as allies, engaged in refugee and disability inclusion activities, with those from disadvantaged backgrounds intentionally included in leadership spaces.

The Alumni Steering Group (ASG) further illustrates this inclusivity, with 67% women, 21% persons with disabilities, and 8% refugee representation. These results show how BAC-IN is putting Young Africa Works' commitments into practice, piloting scalable models that align with the Foundation's gender and inclusion targets while embedding alumni engagement into institutional systems for long-term impact.

Shared Outcomes



Equitable access to opportunities Alumni structures intentionally include women, refugees, and persons with disabilities.



Organizational effectiveness Institutions embed alumni engagement into policies and practices.



Deeper financial inclusion Alumni fundraising models support sustainability and unlock resources for peers.



Strong institutions Steering groups and committees institutionalize alumni voice in decision-making.



Technological solutions Digital platforms connect alumni across borders and enable scalable peer learning.



Youth inclusion and voice Alumni lead advocacy, shaping institutional priorities and amplifying diverse perspectives.



Skilled, capable youth Alumni initiatives cultivate leadership, confidence, and transferable skills.

Why should universities invest in alumni engagement?

Alumni engagement is more than a set of activities— it is a catalyst for behavior change and systems transformation, creating youth networks that foster mentoring, peer learning, and professional connections. These networks expand opportunities for graduates, foster a sense of belonging, and amplify alumni voices in shaping institutional priorities. When alumni remain engaged, they not only support each other but also extend their influence into communities

through leadership, advocacy, and service initiatives.

By positioning alumni as a critical bridge between institutions and society BAC-IN is proving that short-term investment in alumni systems can generate long-term impact—creating inclusive, resilient, and self-sustaining networks that continue to serve universities, alumni, and communities long after the program ends.



BAC-IN Partnerships and Stakeholders

BAC-IN's impact is made possible through strong partnerships at multiple levels, bringing together funders, institutions, alumni, and civil society actors to co-create inclusive and sustainable alumni engagement systems.



Activities & Outputs

During the last 2 years, BAC-IN delivered a series of activities aimed at strengthening institutional systems, empowering alumni leadership, and embedding inclusive practices across partner institutions. These activities translated into tangible outputs that demonstrate both reach and early institutional change.

Joint Needs Assessments were carried out with each partner institution, engaging both staff and alumni representatives to co-create a shared roadmap for strengthening alumni engagement. Across Kenya, Uganda, Rwanda, and South Africa, 5 institutional needs assessments were completed during the first year, drawing on the input of more than 100 staff and alumni through consultative workshops. These exercises provided an evidence base to guide subsequent technical assistance and set clear institutional priorities.

Tailored Technical Assistance was done after the needs assessments, with customized coaching and advisory support delivered to each institution. This resulted in the development of 7 institutional alumni engagement frameworks, the establishment of an Alumni Steering Group, and the creation of Institutional Steering Committees made up of university staff. Together, these governance structures ensure that alumni perspectives and institutional leadership are both embedded in decision-making processes.

Steering Committee and Alumni Steering Group were established to accelerate cross-institutional exchange and collective problem-solving. Three regional peer learning sessions brought together representatives from nine institutions, including Alumni Steering Group members, with over 100 practitioners participating in workshops and dialogues. These clusters provided a platform to share best practices, explore innovative approaches, and foster solidarity across the Scholars Program alumni ecosystem.

In line with BAC-IN's strong focus on equity, the Integration of Inclusive practices was prioritised throughout all program activities. Inclusive guidelines were drafted and disseminated across partner institutions, with a deliberate emphasis on accessible events and leadership pathways for marginalised groups. Notably, the Alumni Steering Group (ASG) demonstrates BAC-IN's commitment to equity in leadership. Of its 24 members, 16 are women (67%), 5 are persons with disabilities (3 men and 2 women, 21%), and 2 are refugee women (8%), ensuring that diverse voices are equitably represented in governance. Monitoring, Evaluation, and Learning (MEL) was embedded into programme delivery through participatory tools and continuous learning loops.

Finally, BAC-IN placed strong emphasis on Sustainability Planning to ensure the longevity of alumni engagement systems. Four alumni engagement strategies, each embedding sustainability plans, were adopted. Alumni engagement was integrated into broader strategic frameworks, and at least eight staff champions were identified to drive ongoing efforts and ensure long-term impact. These measures lay the foundation for alumni systems that are institutionally owned, adequately resourced, and positioned to continue delivering impact for future generations of Scholars.



Approach and Methodology

Evaluation Design and Approach

The BAC-IN impact evaluation used mixed-methods, participatory design to capture the full spectrum of programme impact. By combining quantitative measurements with qualitative insights, the evaluation ensured a comprehensive understanding of outcomes. Anchored in the program's Theory of Change, all data collection and analysis were directly linked to intended outputs, outcomes, and pathways to impact. A participatory approach was central to the process, actively involving alumni and institutional partners in shaping evaluation tools and interpreting results. This strengthened contextual relevance, inclusivity, and the utility of findings for adaptive learning and decision-making. Data was collected during Y1 and Y2 ensuring timeliness and relevance to ongoing programme activities.

Data Collection and Analysis Methods

Complementary methods ensured robust and credible findings:

- ✓ **Quantitative approaches** included alumni surveys, pre- and post-assessments, Likert-based behavior change scales, and systematic indicator tracking aligned with the BAC-IN MEL framework.
- ✓ **Qualitative approaches** comprised focus group discussions (FGDs), reflective journaling, and case studies of alumni-led initiatives to provide rich insights into lived experiences and institutional dynamics. FGDs were particularly important in tracing indirect outcomes, systemic shifts, and cross-institutional collaboration.

Limitations and Mitigation Measures

The evaluation acknowledges several challenges:

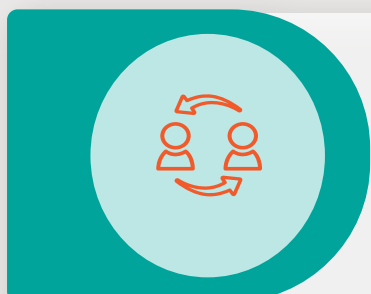
- ✓ Attribution complexity in dynamic systems where alumni and institutions operate was mitigated using contribution analysis and triangulation of qualitative findings.
- ✓ Response bias in self-reported surveys was addressed by validating trends across multiple sources and perspectives.
- ✓ Data gaps and inconsistencies between partner institutions were reduced through standardised MEL tools and targeted capacity-building for institutional focal points.
- ✓ Time and resource constraints were managed by prioritizing core indicators and leveraging digital data-collection tools for efficiency and reliability.

By balancing rigor with adaptability, this methodology not only measures progress but also generates actionable insights to strengthen alumni engagement systems and guide long-term sustainability.



Processes and Grant Management

The BAC-IN programme applies a structured approach that combines co-design, grant management, implementation support, and strong governance, all underpinned by diversity, equity, and inclusion (DEI). This ensures that alumni engagement strategies are practical, inclusive, and sustainable, while aligning with the specific needs of each partner institution.



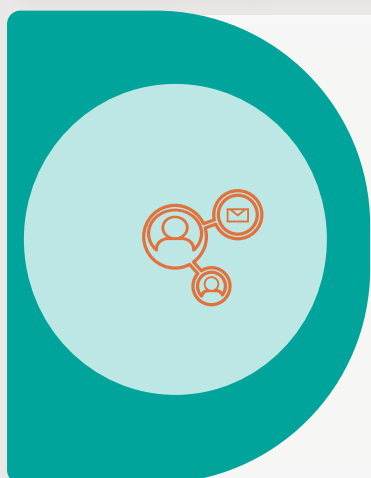
STAGE 1: FOUNDATION & CO-DESIGN

BAC-IN begins by building relationships with Scholars partners and consortium partners to establish collaboration and shared goals. A needs assessment is conducted to identify priorities in alumni engagement, inclusivity, and institutional capacity. Findings inform the co-creation of a 12-month work plan, developed together with partners to outline activities, timelines, and an M&E framework.



STAGE 2: GRANT MANAGEMENT

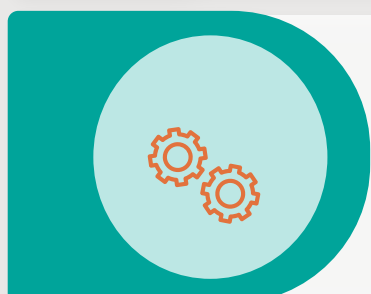
Grant management is central to BAC-IN's methodology. A Memorandum of Understanding (MoU) is signed with each partner, linked to a USD 25,000 grant to resource implementation. This ensures that financial resources are aligned with identified priorities. Transparent reporting and Steering Committee oversight guarantee accountability and build trust.



STAGE 3: IMPLEMENTATION & SUPPORT

The co-created 12-month work plan is implemented through a mix of collective and tailored activities. These include:

- ✓ A two-day in-person workshop with staff and alumni to refine strategies.
- ✓ Tailored alumni engagement workshops on strategy development, volunteering, fundraising, communications, strategic planning etc.
- ✓ One-to-one support for staff and alumni to strengthen capacity and embed practice.
- ✓ Dedicated inclusivity workshops ensuring the participation of refugees, persons with disabilities, and other marginalised groups.



STAGE 4: GOVERNANCE & LEARNING

Strong governance and continuous learning underpin delivery. Monthly Steering Committee (SC) and Alumni Steering Group (ASG) meetings ensure oversight, collaboration, and alumni voice. Quarterly reporting tracks progress against work plans, supports adaptive learning, and maintains accountability across all partners..

Embedding **DEI principles** are integrated at every stage. Needs assessments capture diverse alumni perspectives, workshops embed DEI in practice, work plans include DEI indicators, and governance structures ensure marginalised voices are represented in decision-making

06

University Factsheets



MAKERERE UNIVERSITY

Makerere University Uganda

Location:

**Kampala,
Uganda
(East Africa)**

Alumni Network Size:

200+ alumni

actively engaged via Steering and Scholar Councils



Institutional Context

Makerere University, one of Africa's premier public universities and a flagship partner of the Mastercard Foundation Scholars Program, has leveraged the BAC-IN initiative to strengthen institutional capacity, co-create an inclusive Alumni Engagement Strategy (2025–2030), and pilot sustainable mechanisms for long-term alumni connection and impact. Historically, alumni engagement at Makerere was fragmented and resource-dependent, but BAC-IN has catalysed a shift toward coordinated, inclusive, and strategic alumni systems.

Key Challenges Identified

- ➔ **Funding Dependence:** Alumni activities remain reliant on donor and institutional resources.
- ➔ **Participation Barriers:** High data/airtime costs and meeting fatigue limit consistent engagement.
- ➔ **Transition Support Gaps:** Post-graduation pathways for internships, mentoring, and career services are underdeveloped.

Achievements to Date

- **Capacity Building:** Five leadership and fundraising workshops (Oct–Nov 2024) enhanced alumni and staff skills in volunteering, network management, and resource mobilisation.
- **Co-Creation of Strategy:** Three participatory workshops and an inclusivity session (Dec 2024–Mar 2025) shaped the Alumni Engagement Strategy 2025–2030.
- **Inclusive Practices:** Launched a Disability Support Center and proposed an Inclusion Lead role within alumni governance.
- **Fundraising Innovation:** Alumni-led Makerere Run and distribution of 200+ branded souvenirs piloted micro-grant and subscription-based fundraising models.
- **Targeted Engagement:** Developed segmentation approaches for tailored outreach across diverse alumni cohorts.
- **Professional Pathways:** 107 Scholar Alumni secured internship placements facilitated by BAC-IN.
- **Engagement Channels Strengthened:** Five WhatsApp groups, a growing LinkedIn presence (+40% follower growth), monthly webinars, newsletters, and branded souvenirs expanded alumni visibility and connectivity.

Diversity, Equity, and Inclusion (DEI)

Makerere has integrated refugee and persons-with-disabilities (PWD) representation into alumni leadership and programming. Over 100 alumni participated in workshops and co-creation sessions, while 80+ feedback forms were collected for adaptive management. However, rural and remote alumni remain under-engaged, highlighting the need for hybrid outreach solutions and stipends for equitable participation.

Impact

Through BAC-IN, Makerere has moved from fragmented engagement to a structured, inclusive, and innovative alumni network. Alumni governance bodies now co-lead programming, fundraising pilots have been tested, and 107 Scholars have been supported with internships, directly improving post-graduation transitions. Multi-channel communication, WhatsApp groups, webinars, newsletters, and LinkedIn, has expanded participation and strengthened alumni identity.

Lessons Learned

1. Alumni-led governance builds ownership and credibility, ensuring initiatives are relevant and sustainable.
2. Dedicated inclusion efforts are essential for equitable participation across diverse groups.
3. Small, frequent engagements such as webinars and WhatsApp chats are cost-effective and impactful.
4. Continuous capacity building sustains leadership pipelines and institutional knowledge.
5. Branded visibility tools (banners, souvenirs) reinforce identity and alumni trust.
6. Multi-channel outreach (digital and print) effectively connects diverse alumni segments.
7. Feedback loops and adaptive management enhance program relevance and responsiveness.

Way Forward / Recommendations

- ✔ **Institutionalize Alumni Functions:** Embed roles like the Inclusion Lead within Makerere's structure and secure dedicated budget lines.
- ✔ **Expand Transition Support:** Scale work-integrated learning, mentorship, and internship opportunities for graduates.
- ✔ **Centralize Data Systems:** Develop an integrated alumni platform for segmentation, engagement tracking, and feedback.
- ✔ **Diversify Fundraising:** Finalise subscription models and build private-sector partnerships to reduce donor dependence.
- ✔ **Enhance Rural Outreach:** Provide stipends and hybrid engagement options to reach remote alumni.
- ✔ **Maintain Engagement Momentum:** Continue low-cost, high-frequency touchpoints like webinars, newsletters, and WhatsApp groups.
- ✔ **Improve Financial Processes:** Streamline disbursements and reporting to safeguard alumni trust and operational transparency.



University of Rwanda Rwanda

Location:
Kigali,
Rwanda
(East Africa)

Alumni Network Size:

150+

actively engaged through Alumni Steering Group (ASG) and Scholar Councils



Institutional Context

The University of Rwanda (UR), the nation's flagship university, plays a central role in shaping leadership pathways across East Africa. As a participant in the BAC-IN Alumni Engagement Program, UR has progressed from ad hoc alumni activities to **a systematic, data-informed approach** that aligns engagement with institutional priorities and regional leadership development goals.

Key Challenges Identified

- ➔ **Alumni office reform and limited resources:** Ongoing restructuring with constrained staffing and budgets.
- ➔ **Dependence on external support:** Alumni-led initiatives remain reliant on donor funding, creating sustainability risks.
- ➔ **Fragmented alumni identity and culture:** Lack of unified branding and traditions limits consistent participation.
- ➔ **Digital infrastructure gaps:** Alumni data systems and digital tools need strengthening to sustain long-term engagement.

Key Challenges Identified

- ✓ Alumni office reform and limited resources: Ongoing restructuring with constrained staffing and budgets.
- ✓ Dependence on external support: Alumni-led initiatives remain reliant on donor funding, creating sustainability risks.
- ✓ Fragmented alumni identity and culture: Lack of unified branding and traditions limits consistent participation.
- ✓ Digital infrastructure gaps: Alumni data systems and digital tools need strengthening to sustain long-term engagement.

Achievements to Date

- **Strategic Progress:** Alumni Engagement Strategy drafted through participatory workshops, now under institutional review for endorsement.
- **Capacity Building:** Online and in-person workshops engaged 20+ staff and the Mastercard Foundation Program team, improving awareness and ownership.
- **Digital Platform Launched:** Connecting alumni nationally and internationally to share opportunities and updates.
- **Leadership in Action:** Alumni co-lead planning of the national Alumni Network event, fostering ownership and visibility.
- **Inclusive Practices:** Alumni trained in disability inclusion; equity-focused mechanisms embedded in the strategy to engage marginalized groups.
- **Impact Evidence:** A tracer survey revealed 60% of alumni employed, many in leadership or entrepreneurial roles, underscoring UR's influence on career pathways.

Diversity, Equity, and Inclusion (DEI)

UR piloted refugee and disability inclusion workshops, generating actionable proposals for institutional adoption. While these pilots demonstrate potential, consistent follow-through into university policy remains a challenge that will require committed leadership, adequate resources, and institutional accountability mechanisms.

Impact

Participation in BAC-IN has transformed UR's alumni engagement approach: from sporadic activities to structured, participatory, and evidence-based systems. The Alumni Engagement Strategy and digital platform lay a foundation for scaled engagement and resource mobilisation. Early tracer survey findings demonstrate tangible alumni outcomes, with 60% employment rates and significant representation in leadership and entrepreneurship.

Lessons Learned

1. **Participatory development fosters ownership:** Involving alumni, staff, and partners in co-creating strategies builds champions for implementation.
2. **Sustained investment is vital:** One-off engagements are insufficient, regular communication and resources build trust and reciprocal value.
3. **Institutional alignment ensures longevity:** Alumni systems must be embedded in university priorities to achieve meaningful integration and sustainability.

Way Forward / Recommendations

- ✓ Endorse the Alumni Engagement Strategy to unlock full implementation and resource mobilization.
- ✓ Pilot targeted engagement models to demonstrate early wins and refine approaches.
- ✓ Strengthen alumni data infrastructure to support evidence-based decision-making and personalized outreach.
- ✓ Institutionalize M&E frameworks for tracking engagement outcomes and informing adaptive learning.
- ✓ Continue cross-institutional peer learning (e.g., benchmarking with USIU-Africa and other regional partners) to refine governance and sustainability practices.



United States
International
University-Africa

United States International University–Africa – Kenya

Location:

**Nairobi,
Kenya
(East Africa)**

Alumni Network Size:

7,000+

graduates globally

300+

alumni engaged across programs



Institutional Context

USIU–Africa is one of Kenya’s leading private universities with a globally dispersed alumni base. Prior to BAC–IN, alumni engagement was fragmented, under-resourced, and heavily dependent on donor support. Transition pathways for recent graduates were particularly weak, leaving many without mentorship or structured opportunities to stay connected.

Key Challenges Identified

- ➔ Managing a large alumni base with fragmented communication channels.
- ➔ Limited institutional budget for alumni engagement, reliant on donor funding.
- ➔ Transition support for recent graduates is underdeveloped.

Achievements to Date

- Alumni Steering Group established, co-creating events and surveys.
- Peer learning site for regional partners (hosted UR visit).
- Alumni engagement integrated into calendars and activities.
- Workshops improved segmentation and targeted outreach.

Impact

Since joining BAC-IN, USIU–Africa has become a **pioneer in alumni engagement and sustainability** within the region:

- ✓ A **centralized alumni database** has been launched, enabling systematic tracking of graduates.
- ✓ An **Alumni Engagement Strategy** was co-designed with staff and alumni, and implementation is now underway.
- ✓ An **Alumni Steering Group** and Alumni Engagement Committee were established to coordinate initiatives and provide governance.
- ✓ **400+ alumni** have been engaged through targeted events, mentorship sessions, and networking forums.
- ✓ **243 alumni** joined the alumni network via a newly introduced reward scheme.
- ✓ Alumni fundraising has been piloted, including the sale of graduation souvenirs, creating a pathway toward financial sustainability.
- ✓ Alumni functions have been integrated into institutional structures, with **budget allocation and staffing** dedicated to engagement.
- ✓ USIU–Africa hosted a **cross-institutional peer learning visit** from the University of Rwanda, contributing to regional collaboration.

Diversity, Equity, and Inclusion (DEI)

USIU–Africa has made progress in engaging women and students with disabilities, with targeted outreach integrated into alumni activities. However, refugee alumni engagement remains less structured compared to peer institutions such as Makerere University and the University of Rwanda. This gap reflects both the smaller proportion of refugee students in USIU–Africa’s alumni population and the absence of dedicated institutional mechanisms to track and engage them. Strengthening this area will require intentional systems, resources, and partnerships.

Impact

In less than two years, USIU–Africa has moved from fragmented, donor-dependent alumni outreach to a **structured and institutionally owned system**. A centralized alumni database has been launched, an Alumni Engagement Strategy co-designed with staff and alumni, and alumni functions are now integrated into university budgets and staffing.

This has translated into measurable results: more than **400 alumni** have been engaged through mentorship, networking forums, and events, compared to sporadic engagement prior to BAC-IN. **243 new members** joined the alumni network through an incentive scheme, and alumni-led fundraising pilots are generating resources to sustain activities. Alumni are now recognized as **co-designers and leaders**, shaping programs that support students and strengthen the wider university community.

Lessons Learned

1. **Institutional buy-in is essential:** budget allocation and staff positions dedicated to alumni engagement have been critical for sustaining momentum.
2. **Alumni ownership drives relevance:** initiatives co-designed and led by alumni attract higher participation and greater impact.
3. **Visibility and communication matter:** regular updates and recognition of alumni contributions keep networks active and engaged.
4. **Inclusion requires intentional effort:** while progress has been made with women and students with disabilities, refugee alumni remain under-engaged and need tailored approaches.

Way Forward / Recommendations

USIU–Africa’s next priority is to **strengthen transition support for recent graduates** by expanding mentorship, internship, and psychosocial support programs led by alumni. At the same time, the university will **embed alumni engagement into long-term strategic planning, budgets, and governance structures**, ensuring sustainability beyond donor funding and positioning alumni as a permanent driver of institutional growth and community impact.



AIMS African Institute for
Mathematical Sciences
RWANDA

African Institute for Mathematical Sciences – Rwanda

Location:

**Kigali,
Rwanda
(East Africa)**

Alumni Network Size:

~100

actively engaged alumni (smaller but growing body)



Institutional Context

The African Institute for Mathematical Sciences (AIMS) Rwanda is a specialized pan-African STEM institute focused on innovation, advanced research, and leadership in science and technology. Under the BAC-IN program, AIMS has moved from informal alumni activities to structured, evidence-based engagement, positioning its alumni as ambassadors, mentors, and thought leaders in academic and policy arenas.

Key Challenges Identified

- ➔ **Small alumni base:** Relative to peer institutions, AIMS has fewer graduates, limiting scale for events and funding.
- ➔ **Sustainable funding models:** Alumni-led resource mobilization is still experimental.
- ➔ **Limited inclusion practices:** Systems to support refugee, gender, and disability inclusion are still in the early stages of development.
- ➔ **Data management gaps:** Alumni database updates have lagged since 2022, constraining outreach and personalisation.

Achievements to Date

- **Alumni Steering Group:** Established as a change agent shaping engagement strategy and event planning.
- **High-Interest Events:** A past alumni event drew 122 attendees, surpassing targets and demonstrating strong alumni enthusiasm.
- **Sustainability Pilots:** Exploring sponsorships, reunions, innovation hubs, and endowment funds to build long-term resourcing.
- **Strategic Alignment:** Alumni increasingly represented in academic and policy dialogues, reinforcing institutional influence.
- **Inclusive Practices Emerging:** Revisions to surveys and workshops now include culturally sensitive language and broader demographics, laying groundwork for equitable engagement.

Diversity, Equity, and Inclusion (DEI)

Inclusion of women and under-represented groups is a developing priority. Recent refinements to M&E tools and event planning have increased diversity in participation, but formal alumni-specific DEI systems remain under development.



Impact

The BAC-IN program has shown that AIMS alumni are purpose-driven leaders. Storytelling panels, mentorship sessions, and in-person gatherings have strengthened authentic connections within the alumni community. Findings show that face-to-face engagement creates deeper, more enduring relationships than digital channels alone and highlighted opportunities to enhance cross-departmental coordination and streamline communication for greater institutional impact.

Lessons Learned

1. Smaller institutions can quickly test sustainability models like sponsorships and micro-grants.
2. Alumni value purpose-driven engagement—storytelling, mentoring, and visible contributions resonate deeply.
3. Inclusive event planning and communication build trust and broaden participation.
4. Data is a strategic asset: Continuous database updates and embedded feedback loops strengthen decision-making and programming.

Way Forward / Recommendations

- ✓ **Build on pilot sustainability models:** Formalize sponsorship and reunion frameworks to secure alumni-led funding.
- ✓ **Formalize inclusion practices:** Create policies and tools for refugee, gender, and disability engagement.
- ✓ **Strengthen data systems:** Prioritize updating and maintaining the alumni database for segmentation and tailored communication.
- ✓ **Expand regional collaborations:** Leverage peer learning with USIU-Africa, UR, and Makerere to refine governance and outreach.

Cross-Cutting Insights, Lessons Learned & Way Forward

Thematic Findings Across Universities



Across all participating universities, the BAC-IN program has created a cultural shift: alumni are no longer viewed as passive beneficiaries but as active partners and co-creators of institutional change. Common themes emerged:

- ✔ **Leadership & Confidence Growth:** Alumni consistently reported gains in leadership confidence, public speaking, facilitation, and organizing skills. Many have assumed new leadership roles in academic, institutional, or civic spaces—showing that skills built within ASGs and SCs translate into broader impact.
- ✔ **Institutional Collaboration:** Alumni-institution collaboration has deepened. Universities such as Rwanda and Makerere are embedding alumni-led approval processes and co-delivery of events, signaling a structural recognition of alumni as strategic partners.
- ✔ **Inclusive Practices:** Disability workshops, refugee representation, and gender-focused outreach are becoming embedded norms. Makerere, for example, ensures refugee alumni hold leadership roles. Yet, challenges remain in reaching alumni in rural and underserved communities.
- ✔ **Innovation & Digitalization:** Institutions are experimenting with sustainability and connectivity models—ranging from alumni platforms, merchandise fundraising, and sponsored events to cross-institution peer learning hubs. These innovations show promising directions but require resourcing and institutional buy-in to scale.
- ✔ **Persistent Barriers:** Alumni highlighted recurring challenges, including limited funding, high data/airtime costs, fragmented communication systems, and meeting fatigue. These practical barriers risk undermining engagement momentum if left unaddressed.

Lessons Learned

- 1. Shared Ownership Drives Relevance:** Alumni-led design, such as scholar-moderated sessions or sign-off on engagement activities, strengthens ownership, increases authenticity, and ensures alumni networks remain relevant to evolving needs.
- 2. Segmentation Improves Participation:** Differentiating between cohorts (e.g., transitioned vs. recent graduates, postgraduates vs. undergraduates) enables institutions to deliver targeted programming that better addresses alumni's needs.
- 3. Peer Learning Builds Momentum:** Cross-institutional exchanges, webinars, and joint planning foster a shared "one alumni for Africa" identity while spreading good practices across contexts.
- 4. Inclusion Must Move Beyond Policy:** While strategies exist, real inclusion requires logistical support such as data subsidies, travel support, accessible communication tools, and childcare solutions to reduce barriers.

Recommendations & Way Forward

- 1. Expand Transition Support Systems:** Establish structured pipelines for career services, alumni-scholar mentorship, psychosocial support, and entrepreneurship incubation during the critical first year of post-graduation.
- 2. Invest in Digital Connectivity:** Scale an accessible central alumni platform to connect alumni across borders, provide job boards, segment communications, and embed inclusion features such as language and accessibility options.
- 3. Resource Alumni-Led Action:** Pilot micro-grants, stipends, and sponsorship toolkits to resource alumni directly, building their capacity to sustain activities such as reunions, mentoring programs, and community projects.
- 4. Institutionalize Alumni Structures:** Formalize ASGs and SCs within university governance, strategic plans, and budgets, ensuring alumni engagement is not donor-dependent but embedded into institutional DNA.

Year 2 Universities: Advancing Alumni Engagement and Inclusion

Year 2 partner universities are demonstrating significant progress in strengthening their alumni ecosystems and embedding inclusive practices. Building on the foundations laid during BAC-IN's targeted training and peer-learning exchanges, these institutions are now actively drafting and refining comprehensive alumni engagement strategies that align with institutional priorities and community needs. They are moving beyond ad hoc events to create structured approaches that include clear objectives, implementation timelines, and measurable indicators for alumni participation and impact.

As part of this momentum, several universities have begun establishing or formalising Alumni Steering Groups, digitizing alumni databases, and exploring innovative tools, such as online platforms and alumni portals, to maintain long-term relationships. Simultaneously, capacity-building for refugee and persons-with-disabilities (PWD) inclusion remains a core focus. Ongoing workshops and collaborative planning sessions are equipping university staff and alumni leaders with the knowledge and skills to integrate diverse voices, remove participation barriers, and institutionalize inclusive policies.

These efforts signal a shift from transactional alumni interactions to holistic, equity-driven networks where alumni are viewed as partners in shaping institutional sustainability, student success, and community development.



Looking Ahead:

The Case For Expansion



BAC-IN has catalysed the beginning of a systemic transformation, in less than two years, 10 **universities and more than 700 alumni** and university leaders have been reached with new systems, strategies, and inclusive practices embedding alumni at the heart of institutional life. Alumni are now mentoring students, co-designing initiatives, and piloting fundraising models, while universities are allocating budgets and staffing to sustain this work. The pilot has shown that **short-term investment delivers systemic change**. With over 2,300¹ scholars institutions still **millions of graduates remain disconnected from their institutions**², and most universities — whether public or private, old or new — still lack the systems to unlock alumni potential. Meanwhile, demand from institutions is growing, as leaders recognize that engaged alumni can strengthen employability, advance inclusion, and secure financial sustainability. Evidence shows that networks matter. In South Africa³, 41% of recruiters rely on referrals through personal and alumni connections when hiring, while institutions that invest in alumni and industry networks, such as the Red & Yellow Creative School of Business,

have achieved graduate employment rates⁴ as high as 93%. Yet without these networks, graduates are far more likely to remain excluded from opportunities, underscoring the urgency of building sustainable alumni systems across the continent.

Why is Longer-Term Investment in Alumni Networks Critical?

To move from pilot success to systemic transformation, the next phase must provide **longer-term institutional support, at least 2–3 years per partner institution, so** that networks have time to mature, embed within institutional culture, and deliver visible returns. Alumni engagement is not a “quick win”: it requires deep cultural change, capacity building, and the establishment of practices that connect graduates meaningfully to their universities. Shorter funding cycles risk leaving institutions with fragile, donor-dependent initiatives rather than strong, self-sustaining systems.

¹UniRank. Top Universities in Africa 2023 African University Ranking. UniRank, 2023. Available at: <https://www.4icu.org/top-universities-africa/> (accessed 24 September 2025)

² UNESCO Institute for Statistics. Tertiary Education: Total Enrolment (Africa). UNESCO, 2023. Available at: <http://uis.unesco.org/> (accessed 24 September 2025).

³ Education Sub-Saharan Africa (ESSA), Employability in Sub-Saharan Africa – Mini Report, July 2023. Available at: https://essa-africa.org/sites/default/files/inline-files/ESSA_Mini%20%20Report_Employability_July%202023.pdf

⁴ University World News, African universities need to build networks to boost employability, 25 April 2023. Available at: <https://www.universityworldnews.com/post.php?story=20230425141151734>

A 7-Year Horizon for Systemic Change

A seven-year program horizon is essential for moving from promising pilots to a truly systemic transformation across African higher education. This timeframe provides the depth and continuity required for networks to mature, for institutions to embed new practices, and for policymakers to recognize alumni engagement as a driver of national development. Specifically, it allows for:

- ✔ **Building capacity: Universities require sustained training, peer learning, and technical support before alumni engagement becomes part of their everyday practice.** A long-term horizon allows institutions to move from experimenting with alumni activities to embedding them as permanent functions within their governance, staffing, and strategy.
- ✔ **Enable culture change:** Shifting mindsets is one of the hardest but most important elements of transformation. With consistent support, institutions can begin to see alumni not only as potential donors, but as mentors, role models, leaders, and partners in shaping inclusive higher education.
- ✔ **Allow networks to mature** Alumni bodies are living systems that take years to grow. A longer timeframe gives them the chance to establish governance structures, cultivate new leadership, and build the trust and credibility required to become reliable partners for institutions and students.
- ✔ **Generate meaningful evidence:** Systemic change must be backed by data. A seven-year program provides **the opportunity to collect longitudinal evidence** on how alumni engagement impacts employability, social inclusion, and institutional resilience, helping to strengthen the case for broader adoption.
- ✔ **Influence policy at scale:** Policy change requires persistence and proof. With more time, BAC-IN can deepen its engagement with ministries, higher education councils, and continental bodies, ensuring alumni engagement becomes recognized, incentivized, and embedded in national and regional higher education frameworks.
- ✔ **Advance research and knowledge-building:** A longer horizon makes it possible to **invest in comparative studies across different contexts**, producing tested models that universities can adopt, and policymakers can use as evidence for reform.

- ✔ **Nurture youth leadership and activism:** Alumni networks also need to be spaces where young people can lead, organise, and inspire change. Over seven years, BAC-IN can support the growth of youth-led forums that promote civic engagement, strengthen a culture of giving, and foster alumni activism that extends far beyond campus life.

Strategic Priorities for the Next Phase:

- ✔ **Scaling breadth and depth**
The next phase will extend BAC-IN to a broader set of countries and a more diverse mix of institutions — from large public universities with mass enrolments to smaller private and technical institutions that often lack structured alumni systems. At the same time, deeper investment in current partners will help create **centres of excellence** that model best practice and mentor others in the region.
- ✔ **Driving inclusion through exchange**
Alumni Steering Groups (ASGs) and the Steering Committee (SC) will be expanded and strengthened as forums for peer learning, cross-institutional collaboration, and inclusive alumni leadership. Tested models and successful practices will be shared across contexts, ensuring women, refugees, and persons with disabilities are not only included but positioned in leadership roles.
- ✔ **Investing in the Nexus digital platform**
inHive powered **Nexus platform** will act as an enabling digital space where alumni and institutions can connect, collaborate, and co-create. Designed to be mobile-first, low-data, and accessible in rural and low-income contexts, Nexus will host alumni networks, facilitate mentorship and fundraising initiatives, and provide a repository of tools, evidence, and case studies. It will also allow institutions to showcase the impact of alumni engagement to stakeholders.
- ✔ **Embedding sustainability**
Sustainability requires institutional and policy-level shifts. BAC-IN will support universities to embed alumni engagement into strategic plans, budgets, and staffing structures. Simultaneously, it will engage with national governments and higher education councils to make alumni engagement a recognized priority in policy frameworks, linking it to employability, inclusion, and financial resilience.

- ✔ **Policy, research, and evidence-building**
By investing in comparative research and producing robust, evidence-based insights, BAC-IN will equip both institutions and policymakers with the data they need to act. Research findings will be disseminated through regional convenings and digital platforms, ensuring that alumni engagement is backed by rigorous evidence and linked to system-wide reform.
- ✔ **Fostering a culture of giving, activism, and solidarity**
Alumni engagement must extend beyond financial contributions. The next phase will encourage alumni to give back through

mentoring, volunteering, and social action. Youth-led forums will be scaled to foster civic responsibility, strengthen activism, and build a culture of solidarity where alumni see themselves as co-creators of stronger, more inclusive higher education systems.

- ✔ **Building continental momentum**
BAC-IN will position itself as a part of a Pan-African movement, aligning with Agenda 2063 and UNESCO higher education priorities. Cross-country exchanges, high-profile convenings, and continental partnerships will ensure that alumni engagement is not seen as an add-on but as a core driver of Africa's higher education transformation.

To achieve this, the next phase will require **expanded partnerships, sustained investment, and strategic alignment with both institutional and national education goals**. With these elements in place, BAC-IN can move from a pilot to a **continental model**, where alumni networks become engines of **lifelong learning, dignified work, and systemic impact across Africa**.



Alumni & Partner Voices

ASG Reflections

- ✓ **Leadership Growth:** Through ASG participation, representatives from UWC and UR strengthened leadership, communication, and organizational skills, fostering resilience and collaboration in line with InHive's values.
- ✓ **Alumni Engagement Foundations:**
 - UWC: Initiated direct engagement with the Class of 2023 via networking events and introductory meetings; hosted a high-profile Women's Day networking event to elevate alumni visibility and promote leadership conversations.
 - UR: Introduced the ASG Committee to current scholars at MCFP's summer camp, established links with graduating scholars to seed an alumni network, and began co-planning an alumni event with MCFP.
- ✓ **Capacity-Building Progress:** At UWC, foundational training sessions were designed around inclusivity and emotional intelligence to prepare for sustainable alumni development.

Challenges

- ➔ **Limited Alumni Base:** UR had no MCFSP alumni prior to this graduating class, making alumni-led initiatives difficult to launch.

- ➔ **Engagement Barriers:** At UWC, low attendance in early meetings resulted from conflicting schedules, limited awareness of ASG benefits, and academic calendar pressures.
- ➔ **Communication Gaps:** Early reliance on standard emails proved insufficient to capture attention or convey value.

Recommendations

- ➔ **Expand Opportunities:** UR ASG members requested creation of 2–3 internship opportunities per year to support alumni during their transition phase.
- ➔ **Strengthen Mentorship:** Involve alumni more actively in mentorship programs and activities to enhance scholar support.
- ➔ **Targeted Engagement Models:** For UWC, introduce smaller, focused virtual group meetings tailored to alumni needs, implement hybrid (in-person/online) sessions, and adopt a shared digital platform to streamline ASG collaboration.
- ➔ **Visibility and Capacity Building:** Launch social media campaigns to highlight alumni stories, offer flexible opportunities such as virtual career panels, and provide targeted ASG member training on effective alumni steering strategies.



Quotes:



Before BAC-IN, I wasn't sure how to give back. Now, I'm mentoring 15 students at my university, and I feel part of something bigger.

Alumni participant,
Uganda



Our institution has shifted. Alumni are now at the table when decisions are made, and this is reshaping our policies.

University staff partner,
Kenya



The program gave me the confidence to lead. I started a project that has now reached over 200 young people in my community.

Alumni leader,
Rwanda



The training on Building Alumni Community and Impact Networks (BACIN) enlightened me on how to stay connected to my institution by contributing towards initiatives that support other students navigate campus life through active community engagement. I also learnt the many avenues the alumni office engages former students even though there are acknowledged gaps at a personal and institutional level.

Philip Khamat,
United States International University Africa Alumni



The BACIN training facilitated networking among various departments at USIU-Africa, enhancing participants' understanding of how these departments contribute to building strong alumni networks. The breakout sessions encouraged reflection, focusing on identifying & connecting dots and devising solutions to existing challenges in alumni engagement. It became evident by the end of the training that establishing strong alumni networks begins from a student's first day at the university. Importantly, this initiative requires collaboration across all departments, emphasizing that it is not solely the responsibility of the Alumni Relations Office.

Madzo Mwadzoya,
Program Officer, Mastercard Scholars Program



Blandine



Being part of youth and alumni networks has given me a sense of community and endless inspiration. The connections I've made have pushed me to think bigger, collaborate across borders, and turn my ideas into real impact.

Zoe

Through my alumni network, I connected with a mentor who introduced me to opportunities that expanded my advocacy work and amplified my community's voice on a global stage.





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