



Uganda Vice Chancellors' Forum

Excellence in Higher education



Uganda Vice Chancellors' Forum 13th Conference and 25th Anniversary Celebration Report Held at Kampala International University and the Sheraton Hotel - Kampala on 6th October, 2023

Conference Theme:

“THE SEARCH FOR EQUITY AND INCLUSIVITY IN FINANCING HIGHER EDUCATION IN UGANDA”

VOLUME 13:2023
ISSN 2306 - 6288

Table of Contents

Acknowledgments:	iii
Executive Summary:	iv
1.2 Conference Overview:	1
1.3 Conference Participation:	1
1.4 Opening Prayer:	2
2.0 Remarks:	3
2.1 Welcome Remarks By The Host:	3
2.2 The Uvcf Executive Director's Remarks:	3
2.3 UVCF Chairperson's Opening Remarks:	6
2.4 Remarks From The Executive Director, National Council For Higher Education	6
2.5 Remarks By The Minister For Higher Education:	8
3.0 Honoring Renown Personalities In The Ugandan Higher Education System.....	9
4.0 Conference Sessions/Presentations: Key Themes And Discussions	9
4.1 Session 1: The Search For Equity And Inclusivity In Financing Higher Education In Uganda:	9
4.2 Presentation From Hill Crest Insurance:	12
4.3 Session 2: Presentation From RENU.....	13
4.4 UVCF Magazine:	15
4.5 Session 3: Advancing Equity And Inclusivity:	16
4.6 Stanbic Bank Presentation:	17
6.0 Conference Resolutions:	18
6.1 Resolutions For Government And Relevant Regulatory Bodies.....	18
6.2 Resolutions For Universities:	19
7.0 Conclusive Evening Celebrations/ Cocktail:	20
8.0 Annexures:	21

Acknowledgments:

The success of the 13th Conference and 25th Anniversary Celebration of the Uganda Vice Chancellors' Forum (UVCF) was a collaborative triumph achieved through the unwavering dedication and support of numerous individuals and organizations. In profound gratitude, we extend our heartfelt thanks to the Almighty God, whose divine guidance and unwavering grace saw us through the intricate preparations and culminated in the resounding success of the 13th Conference and 25th Anniversary Celebration of the Uganda Vice Chancellors' Forum (UVCF). In the journey from conception to execution, we acknowledge the divine providence that was a guiding light, bestowing wisdom, strength, and resilience upon the entire team. It is with profound appreciation that we recognize the divine hand that orchestrated every detail, ensuring smooth preparations and a seamless event. In the spirit of unity, we offer our collective gratitude for the blessings and grace that sustained us, acknowledging the belief that it is through divine intervention that we achieved this significant milestone.

We express our deepest gratitude to our esteemed sponsors (RENU, Stanbic Bank, Kampala International University, the National Water and Sewerage Corporation, RUFORUM, UBTEB as well as the collective effort of individual Universities) for their generous contributions.

Special recognition goes to the tireless efforts of the organizing committee members, whose meticulous planning and coordination ensured the seamless execution of every aspect of the Conference and anniversary celebration. A heartfelt thank you extends to the volunteers whose enthusiasm and hard work added an extra layer of efficiency and warmth to the event, their selfless dedication did not go unnoticed.

Gratitude is extended to the distinguished speakers, panelists and participants for sharing their expertise and insights, that enriched the intellectual fabric of the Conference.

Finally, we acknowledge and appreciate our media partners for their role in reaching a wider audience, sharing the significance of the event not only with academia but with the entire local and international community of stakeholders.

Executive Summary:

The UVCF 13th Conference and 25th Anniversary Celebration marked a significant milestone in the history of the University Vice Chancellors' Forum. It was a testament to a quarter-century of service, collaboration, and the pursuit of excellence in higher education. In that regard, the UVCF through its Executive Committee and Secretariat organized a series of activities to celebrate its anniversary. The decision to commemorate this milestone was underlined by the need to reflect on the journey, acknowledge achievements, and set a vision for the future.

This report summarizes the key highlights, discussions, and outcomes of the event, focusing on the thematic areas of higher education, challenges, opportunities, and the notable celebration of UVCF's 25 years of service.

The Conference served as a platform for in-depth discussions on the future trends, challenges, and opportunities in higher education. Renowned speakers and thought leaders provided invaluable insights, fostering a collective understanding of the evolving landscape. The deliberations justified the celebration by emphasizing the crucial role UVCF has played and continues to play in shaping the trajectory of higher education in Uganda.

The unveiling of the UVCF Silver Jubilee magazine was a strategic initiative to chronicle the evolving narrative of higher education. It encapsulates the collective wisdom, innovations, and challenges experienced in due course of the higher education service delivery arena, making it a timeless resource for stakeholders. The magazine serves as a tangible outcome of the celebrations, providing a comprehensive snapshot of the higher education sector.

The conclusive evening celebrations held at the Sheraton Hotel were a fitting tribute to UVCF's journey. It was an opportunity to appreciate the dedication of those who have steered UVCF over the past twenty-five years and to honor the collaborative spirit that defines the Forum. It also created a sense of community and shared purpose among national and international sister Universities.

In essence, the celebrations, were not only a homage to the past 25 years but a strategic investment in the future. They reinforced UVCF's commitment to higher education, fostering collaboration, and provided a roadmap for the challenges and opportunities that lie ahead. The subsequent report therefore encapsulates the various events of the 25th anniversary celebrations, underscoring the continued relevance of UVCF in shaping the academic landscape in Uganda. We hope that the following report captured the true image of the celebrations and will be used as a reference point for improvement of future events.

1.0 INTRODUCTION

Uganda Vice Chancellors' Forum (UVCF) was constituted in 1997. It is a dedicated group of Vice Chancellors and Heads of Institutions who felt that it was useful to have a united voice and share lessons on mutual concerns among both private and public Universities in Uganda. Membership was later broadened to include other degree awarding institutions. The UVCF enhances the sharing of knowledge, information and practices and advises Government on various policies on promoting University Education, it also publishes and carries out any other activities intended to promote Higher Education in Uganda.

The Forum members are the Vice Chancellors and Heads of degree awarding institutions in Uganda. Representatives of the Ministry of Education and Sports; and the National Council for Higher Education are granted observer status. The Forum may grant observer status to any suitable person or relevant body.

As of the latest available information, the National Council for Higher Education (NCHE) in Uganda has registered a total of 52 Universities. These institutions play a critical role in providing diverse educational opportunities, contributing to the development of the country's human capital, and advancing research and innovation. The registration process overseen by the NCHE ensures that these Universities meet the necessary standards and criteria to offer quality higher education. Each registered University represents a unique space for academic exploration, and collectively they contribute to attainment of aspiration of vision 2040.

1.1 Conference Overview:

This Conference report aims to provide a detailed and comprehensive overview of the 13th Conference and 25th Anniversary Celebration of the Uganda Vice Chancellors' Forum (UVCF). The event, marked a significant milestone in the journey of the UVCF and brought together key stakeholders in the higher education sector. The celebrations comprised a number of sessions as indicated in the programme hereon attached as annexure I)

1.2 Conference Participation:

The UVCF 13th Conference and 25th Anniversary Celebration brought together a diverse and esteemed group of participants, representing a cross-section of Uganda's higher education ecosystem. The attendance was marked by the presence of top administrators from both public and private Universities, heads of tertiary institutions, and individuals holding key positions in academic leadership:

- i. **Vice Chancellors:** The Conference saw the participation of Vice Chancellors from a spectrum of Universities, reflecting the diversity of Uganda's higher education landscape. Their presence underscored their commitment to collaborative efforts in addressing shared challenges and advancing the quality of education.
- ii. **Heads of Tertiary and Other Degree - Awarding Institutions:** Leaders from various tertiary institutions, including degree-awarding bodies, were actively engaged in the Conference. Their participation demonstrated a collective dedication to shaping the future of tertiary education in Uganda and fostering a culture of continuous improvement.
- iii. **Deputy Vice Chancellors:** Deputy Vice Chancellors, playing pivotal roles in University administration and decision-making, were integral participants. Their insights and perspectives contributed to the multifaceted discussions, enriching the discourse on the challenges and opportunities in higher education.

- iv. **Academic Registrars:** Representatives from the academic registrar's offices, responsible for managing academic records and ensuring the smooth functioning of academic processes, were present. Their involvement highlighted the importance of efficient administrative systems in supporting the academic mission.
- v. **Quality Assurance Officers:** Professionals specializing in quality assurance brought a critical lens to the discussions. Their participation emphasized the commitment of higher education institutions to maintaining and enhancing academic standards in line with national and international benchmarks.
- vi. **Officials from Regulatory Bodies:** Key representatives from regulatory and collaborating institutions, played an instrumental role. The National Council for Higher Education (NCHE), was ably represented by its Executive Director - Professor Mary Okwakol. Their presence indicated a collaborative approach, aligning policies, and fostering synergy between academic institutions and regulatory frameworks.
- vii. **Government/ Ministry representation:** Government and the line ministry was dully represented. (i.e. The honorable minister for higher education) participated, offering insights into government policies, initiatives, and perspectives on the future trajectory of higher education in Uganda. Their engagement facilitated a direct dialogue between policymakers and academic leaders.

The collective expertise, experience, and commitment of these diverse participants contributed to the vibrancy of the UVCF Conference. The inclusivity of perspectives ensured a comprehensive examination of the challenges and opportunities facing higher education, fostering an environment conducive to collaboration and mutual understanding. (See detailed list of participants appended as annexure VII)

1.3 Opening Prayer:

The proceedings commenced with a moment of reflection and unity as Ms. Suzanne Kwesiga led the audience in an opening prayer. This set the tone for an event that would not only celebrate achievements but also seek collective wisdom and guidance for the future of higher education in Uganda as indicated in the prayer below.

VICE CHANCELLORS' FORUM OPENING PRAYER

"Almighty God, the source of all wisdom and knowledge, we thank you for bringing us safely together to deliberate on issues and matters that are important for educational growth and development in Uganda. We pray that you inspire the Chairperson to lead diligently and guide the members throughout this meeting. Grant the members wise understanding of matters to be considered and may all that we discuss contribute towards the noble cause of building and strengthening the Uganda Vice Chancellors' Forum, and the unity of Ugandan Universities for your Glory. AMEN"

2.0 REMARKS:

2.1 Welcome Remarks by the Host:

The Vice-Chancellor of Kampala International University extended a warm welcome to all attendees, setting the stage for the day's discussions. Prof. Mouhamad Mpezamihigo's welcome remarks were as follows:

I extend a warm welcome to all distinguished guests, participants, and our esteemed Chief Guest as we gather for the 13th UVCF Conference and 25th Anniversary Celebration. Today is particularly noteworthy, aligning with World Teachers' Day, a global celebration of educators, and with Independence Day a few days away, this adds a sense of national pride to our celebration.



Figure 1: Prof. Mouhamad Mpezamihigo giving Welcome Remarks

Hosting this Conference is an honor, and it coincides with our commitment at Kampala International

University to provide quality education in the higher education sphere. Recognizing the challenges faced by especially newer institutions/Universities, we advocate for collaboration among institutions to collectively address these challenges and foster effective problem-solving mechanisms.

In line with our dedication to academic excellence, I am delighted to announce the launch of subsidized PhD programs and postdoctoral programs at our institution. This initiative aims to contribute to the growth of the academic arena by increasing the number of doctoral scholars.

Furthermore, we are proud to highlight the establishment of our Center for Innovation through Patenting and Commercialization, reflecting our commitment to driving innovation and translating academic research into real-world impact.

I express my heartfelt gratitude to everyone who has contributed to the success of this Conference. Your presence enriches the discourse, and I am confident that the collaborative spirit we foster here will pave the way for innovative solutions to the challenges facing higher education.

Once again, welcome to Kampala International University, and I wish you all a highly productive and prosperous Conference.

2.2 The UVCF Executive Director's Remarks:

In his remarks, Professor Eriabu Lugujo, provided insights into the significance of the event and its alignment with the Forum's broader objectives. He however requested members to observe a moment of silence for the passing of Prof. Lutalo Bbosa's wife. Conference opening remarks read as follows:

"Ladies and gentlemen,
Distinguished Vice Chancellors, Deputy Vice Chancellors, Academic Registrars, and esteemed Quality Assurance Officers,
Honorable Guests from our line ministry, the

Parliament of Uganda, and other esteemed government officials,

Today, we gather here under the banner of celebration, reflection, and aspiration. It is both an

honor and a privilege for me, as the Executive Director of the Uganda Vice Chancellors' Forum (UVCF), to extend my warmest welcome to each one of you on this historic occasion as we mark our 25th Anniversary.

In our history, we find threads of unity, resilience, and transformative impact woven together by the dedication of our UVCF family. Together, we have navigated the journey, surmounted the milestones, and hurdled over challenges in our unwavering pursuit to advance the quality, accessibility, and relevance of higher education in our cherished nation.

As we stand at this significant juncture, we recognize that higher education is not a privilege but a fundamental human right, echoing the profound UNESCO perspective. Our commitment to this principle serves as the bedrock of our mission. We, as stewards of education, shoulder the solemn duty of ensuring equitable access to education of the highest caliber, regardless of background or circumstance.

In a rapidly evolving world, the workforce demands high-order, knowledge-based skills, predominantly nurtured in higher education institutions. The importance of high-quality research in bolstering our teaching mission and driving socioeconomic development has magnified exponentially, compelling us to adapt and innovate.

Indeed, a seismic transformation of Uganda's higher education landscape is imperative. We must expand access to include those previously marginalized, leverage the government's steadfast dedication to education, prepare for forthcoming job opportunities in economic recovery, and impart knowledge and learning in a way that significantly solves societal problems.

In the next few hours therefore, we will engage in robust discussions, share insights, and chart a path forward. We will deliberate on topics that are not just academic but also instrumental to our nation's development and global standing. We will examine the challenges we face and, more importantly, the innovative solutions that will drive us forward.

As we do so, I encourage us all to reflect on the impact of our collective efforts. We are not merely administrators and educators; we are architects of dreams, enablers of progress, and guardians of knowledge. Our influence extends far beyond the walls of academia; it shapes the aspirations of

countless individuals and the very trajectory of our nation.



Figure 2: Prof. Eriabu Lugujjo giving Conference Opening Remarks.

In the spirit of the UVCF's enduring commitment to collaboration, innovation, and excellence - let us seize this Conference as an opportunity to ignite inspiration, look at our challenges as opportunities for positive transformation, and lead with conviction. Let us reaffirm our dedication to inclusivity, quality, and the broader vision of higher education as a catalyst for societal transformation.

Finally, as we celebrate 25 years of UVCF's journey, we must also look forward with purpose. Our roadmap envisions a UVCF that continues to evolve, innovate, and lead the charge in transforming Uganda's higher education landscape. Over the coming years, we commit to enhancing collaboration among our member institutions, forging deeper ties with government agencies to promote inclusive policies, and relentlessly pursuing excellence in both research and teaching. We will champion digital transformation, ensuring that technology becomes a powerful tool for widening access to education.

Furthermore, we also aspire to establish a permanent home for the UVCF, providing stability and a hub for knowledge exchange. Our goal is to align with UNESCO's vision of quality education as a human

right, offering equitable access to all and preparing fit for purpose graduates - armed enough to embrace the complex challenges of the 21st century. Together, we shall write the next chapter of the UVCF's legacy, one that shapes the future of higher education in Uganda and leaves an indelible mark on our nation's progress. We should purpose to embark on a journey of both reflection and forward-thinking. It is my prayer that this Conference will be a testament to our collective determination to continue molding the future of higher education in Uganda, igniting it as a beacon of hope and opportunity for all.

Once more, I extend my profound gratitude to each one of you, for your unwavering commitment to the noble cause of improving higher education in Uganda, and for your invaluable support of UVCF's mission.

I thank you, and I wish you prolific deliberations.”

2.3 Opening Remarks by the UVCF Chairperson – Prof. George Openjuru:

The Chairperson - Professor George Openjuru, delivered a compelling opening address, highlighting the key themes and goals of the Conference. His remarks underscored the importance of addressing challenges and embracing opportunities to shape the future of higher education in Uganda in an effort to enhance equitable education for all. Like those who spoke before him, he in his speech reiterated that:

“It is with immense pride and excitement that we reflect on our remarkable journey and the transformative impact we have collectively achieved as the Uganda Vice Chancellors’ Forum.

Over the past quarter-century, UVCF has stood as a beacon of collaboration, innovation, and progress within Uganda's higher education landscape. Our journey has been marked by achievements that range from our increased membership, the establishment of the RENU network, advocacy for equitable policies,

fostering diversity, to advancing research education and enhanced international collaboration.

As we celebrate this milestone, let us not only recognize our accomplishments but also recommit to our shared vision of enhancing the quality, accessibility, and relevance of higher education in Uganda and globally. Let this magazine serve as a testament to the dedication of our member institutions, partners, and stakeholders who have propelled the UVCF forward.



Figure 3: The UVCF Chairperson giving Opening Remarks.

I extend my heartfelt gratitude to all Vice Chancellors and Heads of other degree awarding institutions as well as our partners who have contributed to our success. Together, we will continue shaping the future of higher education in Uganda, fostering excellence,

inclusivity, and innovation for generations to come. Congratulations to UVCF on 25 years of transformative impact. For God and my Country!”

2.4 Remarks by the Executive Director, National Council for Higher Education – Prof. Mary Okwakol.

In her remarks, Prof. Okwakol highlighted a few crucial issues before inviting the Honorable minister to address the Vice Chancellors:

“It is truly an honor to address the distinguished members of the Uganda Vice Chancellors' Forum (UVCF) on this momentous occasion marking their 25 years of dedicated service. Sustaining such an organization for a quarter-century is no small feat and is a testament to the unwavering commitment of its members and the efficient operation of its secretariat.



Figure 4: Remarks by Prof. Mary Okwakol - Executive Director – National Council for Higher Education

As the National Council for Higher Education (NCHE),

we hold the UVCF in high regard for its unity and its role as a collective voice for higher education institutions. However, we acknowledge the persisting challenge of ensuring compliance among Universities, a matter that deserves the vigilant attention of UVCF. Collaborative efforts to address this issue will undoubtedly strengthen the higher education landscape in Uganda.

Quality assurance in graduate programs is another critical aspect that requires focused attention. UVCF's commitment to enhancing the quality of graduate students aligns with the broader objectives of the NCHE.

It is therefore crucial to understand that when the regulatory rod is lifted, it signifies a level of trust in the operations of institutions, not a reduction in vigilance. UVCF and NCHE must maintain a symbiotic relationship to ensure the continual improvement of the higher education sector.

A University's core functions encompass teaching, research, and community engagement. Embracing all three is essential for societal transformation, and I urge Universities to integrate these aspects into their academic pursuits.

Before concluding, I am pleased to announce that NCHE will be celebrating its 20th anniversary on October 12, 2023, at Kololo. All Vice Chancellors are warmly invited to join us in commemorating this milestone.

With these remarks, I now extend a warm welcome to the Honorable Minister for Higher Education to address the esteemed Vice Chancellors. Thank you.”

2.5 Remarks by the Minister of State for Higher Education: - Hon. John Chrysostom Muyingo (Government Policies and Initiatives for Promoting Equity in Higher Education Financing)

This was a pivotal session featuring Honorable John C. Muyingo. He shed light on government policies and initiatives aimed at promoting equity in higher education financing. The presence of the State Minister for Higher Education at the 13th Conference and 25th Anniversary Celebration of the Uganda Vice Chancellors' Forum (UVCF) added a significant layer of importance and vibrancy to the entire occasion. It added a celebratory tone to the UVCF's 25th Anniversary; and underscored the shared joy and pride in the Forum's achievements, fostering an atmosphere of festivity and reflection in a number of ways:

- i. **Symbol of Government Commitment:** The Minister's attendance symbolized the commitment of the government to higher education. It underscored the recognition of the pivotal role that Universities play in national development and the government's dedication to ensuring their success and growth.
- ii. **Policy Articulation and Direction:** Having the Minister present provided a unique opportunity for the articulation of higher education policies directly from the government's perspective. It allowed attendees to gain insights into the strategic direction and priorities outlined by the Ministry, shaping the narrative for future advancements in the sector.
- iii. **Dialogues and Partnerships:** The Minister's presence facilitated direct dialogues between government officials and the academic community. This interaction opened avenues for discussing challenges, proposing solutions, and fostering collaborations. It served as a bridge, connecting the policy-making level with the practical realities faced by higher education institutions.
- iv. **Inspiration for Stakeholders:** The Minister's participation served as an inspiration for stakeholders in higher education. It conveyed a message of shared responsibility and collaboration between the government and Universities, fostering a sense of collective purpose in advancing the quality and accessibility of higher education.
- v. **Official Recognition of UVCF's Contributions:** The Minister's attendance at the UVCF's anniversary celebration officially recognized the forum's contributions to the higher education landscape. It acknowledged UVCF's role as a key player in shaping policies and practices in the sector, fostering a sense of validation and encouragement for the forum's future endeavors.
- vi. **Enhanced Significance of Conference Resolutions:** The Minister's involvement elevated the significance of any resolutions or commitments made during the Conference. It signaled the government's readiness to consider and potentially implement recommendations arising from the discussions, turning the Conference into a platform for actionable change.



Figure 5: Hon. J.C. Muyingo giving his Address

It can be said that the presence of the Minister for Higher Education at the UVCF Conference /anniversary celebration not only symbolized government commitment but also opened channels for collaboration, policy dialogue, and mutual inspiration. His words of wisdom marked a collaborative step forward in shaping the path of higher education in Uganda.

3.0 Honoring Renown Personalities in the Ugandan Higher Education system.

In recognition of exemplary service to higher education, the UVCF members extended their deep appreciation to three distinguished personalities who have significantly contributed to the academic sphere. The Minister for Higher Education honored this occasion by presenting plaques to the following luminaries whose dedication and leadership and relentless pursuit of academic excellence have left an indelible mark on the higher education sphere.:

- i. Prof. A. James Lutalo Bosa
- ii. Prof. John Sebuwufu
- iii. Prof. P.E.T. Mugambi

The plaques served as tokens of gratitude for their tireless efforts, wisdom, and steadfast commitment to advancing higher education in Uganda. Their legacy continues to shine, inspiring current and future generations in the pursuit of knowledge and academic excellence. **(A detailed copy of Hon. J.C. Muyingo's presentation is hereon attached as annexure III)**

4.0 CONFERENCE SESSIONS/PRESENTATIONS: Key Themes and Discussions

The Conference featured multiple sessions, each addressing critical aspects of higher education. This section delves into the core themes addressed during the Conference: i.e. the future trends in higher education, emerging challenges, and opportunities. Insights from renowned speakers and thought leaders are summarized, providing a snapshot of the rich discussions that took place.

4.1 Session 1: The Search for Equity and Inclusivity in Financing Higher Education in Uganda:

This focused on the search for equity and inclusivity in financing higher education, featuring insights from Dr. Mouhamad Mpezamihigo and moderated by Mwalimu Musheshe (PhD.) The main features of the presentation included:

Introduction: Dr. Mouhamad Mpezamihigo's presentation explored the critical theme of "The Search for Equity and Inclusivity in Financing Higher Education in Uganda." His discourse aimed to contribute to the noble cause of inclusivity in education, urging Vice Chancellors to view education as a human right.

Why Higher Education: The presentation began by outlining the multifaceted significance of higher education, emphasizing its role in personal development, social status elevation, career opportunities, lifetime earnings, social integration for the less privileged, and contributing to new knowledge.

Categorization of Higher Education Institutions: Prof. Mpezamihigo stressed the importance of understanding and appreciating the categorization of higher education institutions drawing from categorizations according to the National Council for Higher Education (NCHE).

Equity Disparities: The discourse delved into the disparity in definitions of equity and reflected on the basic pillars of education. Equity disparities in higher education persist as a pressing challenge, reflecting imbalances in access, opportunities, and outcomes among diverse student populations. These disparities manifest along various dimensions, including socioeconomic status, gender, ethnicity, and geographical location. Students from marginalized backgrounds often face hurdles in accessing higher education due to financial constraints, inadequate educational resources, and discriminatory admission practices. Moreover, disparities can be observed in the distribution of resources and academic support, contributing to uneven academic achievement. Geographical disparities also exist, with rural areas often facing challenges related to infrastructure and educational facilities.



Figure 6: Prof. Mouhamad Mpezamihigo giving his Paper

Challenges of Equity: The presentation identified various challenges to equity including: African higher education system which tends to exclude some learners if they have not met certain standards at a given phase in time, issues related to leadership, institutional innovation and development, lack of comprehensive internal quality assurance mechanisms, unplanned expansion, low levels of research activities, poor governance, and the high cost of education.

Ramifications and Causes of Equity and Access Issues: The presentation analyzed the ramifications and causes of equity and access challenges, addressing gender disparities, skewed disciplines, low-income status, lower entry education levels, and low perceptions of self-esteem.

Global Trends on Equity: Prof. Mpezamihigo highlighted global trends on equity, emphasizing that even on a global scale, equity remains a challenge. He provided examples, such as access restrictions to certain prestigious schools in the world based on societal class. For - example in the UK, one can't just go to St. Andrews Grammar school if they don't belong to a certain social "class".

Financing Models for Equity Enhancement: Various financing models for higher education were highlighted, including loan schemes, full-cost payment by students, income-contingent loans, education vouchers, good governance practices, tax financing, and the reduction of payee as an incentive for paying for education, to mention but a few.

Hurdles for Higher Education Financing Models: Prof. Mpezamihigo discussed hurdles associated with financing models, such as charging interest on loans and the formulation of effective recovery plans. It was also clear that financing models such as the loan scheme could only work if graduates are assured of well-paying jobs after study otherwise it would not make sense to assume that someone will be able to pay off a study loan without a job. The question of whether higher education can be subsidized was raised.

Questions and Policy Development: The presentation concluded with a call to address critical questions around financing higher education and urged the development of robust access and equity policies.

It could be said that addressing equity disparities necessitates comprehensive efforts, including targeted financial aid, affirmative action policies, and initiatives that foster an inclusive and supportive learning environment. Institutional commitment, coupled with systemic changes, is crucial to ensure that higher education becomes a truly equitable and accessible pathway for all. In essence, the presentation laid a foundation for further discussions and actions toward achieving greater equity and inclusivity in higher education financing.

Remarks / Responses and Comments:

The responses to the presentation on "The Search for Equity and Inclusivity in Financing Higher Education in Uganda" reflected a diverse range of perspectives and concerns within the academic community as highlighted below:

1. **Economic Considerations:** Some participants highlighted the economic factors influencing students' decisions to drop out of higher education one of them being availability of employment opportunities before graduation. The discussion noted the need for a balance between academic pursuits and practical employment. However, there was also note that some drop out of the education system at the very primary stages.
2. **Mature Age Entry:** The discussion acknowledged the challenges of mature age entry, emphasizing that lack of accessibility is not solely financial but also involves time constraints. It was noted that mature age entry might not be provided at all institutions regardless of the availability of demand especially where it comes to certain specialized courses like medicine and engineering.
3. **Cost Reduction vs. University Expenses:** Concerns were raised about the focus of the presentation on reducing finance costs, with participants suggesting that Universities should explore ways to minimize their own costs. Specific examples, such as using solar energy to reduce utility bills, were emphasized as potential avenues for cost savings.
4. **Equalization of Schools:** The discussion highlighted the positive aspect of the education system considering all schools, promoting equalization. However, concerns were expressed about specialized courses like medicine and whether resources are being effectively utilized by spreading them across many institutions.
5. **Vocational Education:** Participants discussed the vocational education model in Germany and questioned whether Uganda could advocate for a similar approach. There was an emphasis on equity in vocational training and balancing resources.
6. **Innovation and Information:** The importance of innovation and sharing information about developments in higher education was emphasized. The need for documentation and public awareness of innovations was stressed.
7. **Digital Learning and AI:** The discussion underscored the need for Uganda to embrace digital learning and artificial intelligence to contribute to equity in education. Digital learning platforms were recommended for popularization.
8. **Challenges in Retaining Certain Professions:** The difficulty in retaining professionals in fields like engineering and architecture due to better opportunities in the private sector was discussed. Many Universities found it hard to retain PhD holders in specialized.
9. **Financial Sustainability and Donor Influence:** Concerns were raised about the influence of donors on financial sustainability, with participants expressing the desire for a more independent financial base for Universities.
10. **Higher Education as a Rights Issue:** The discussion touched on the perception of higher education as not just a rights issue but also a matter of power and control, with developed nations possibly influencing the agenda.
11. **Curriculum Reviews:** Participants questioned the preparedness of Universities for ongoing curriculum reviews. The focus on changing the secondary school curriculum to align with University requirements was highlighted.

In summary, the responses reflected a nuanced understanding of the challenges and opportunities in higher education, encompassing financial, curriculum, and strategic considerations. The diverse perspectives underline the complexity of the issues at hand to which all stakeholders need to pay keen attention.

(A detailed copy of Prof. Mpezamihigo's presentation is hereon attached as annexure IV)

4.2 Presentation from Hill Crest Insurance: Presented by their Business Development Manager – Ms. Esther Ayugi.

Hillcrest Company Limited stands as an accredited insurance brokerage company, fully licensed by the Insurance Regulatory Authority of Uganda. Strategically located on the 1st Floor of Amadinda House, Kampala Road, near Java's, Hillcrest offers a comprehensive array of insurance services, serving as a one-stop center for all insurance needs. Manned by seasoned insurance experts, their commitment to professionalism permeates all facets of their operation.

Vision and Mission: It has a vision to emerge as an outstanding Insurance Brokerage Company, the first choice forever and a Mission leverage collective insurance expertise and business relationships to consistently provide suitable protection, premiums, and convenience to clients.

Values: Experience, Expertise, Commitment, Reliability, Honesty, Transparency, Teamwork, Fairness, Customer Prioritization.

Services Offered include: Insurance consultancy and advisory services, Placement of insurance portfolios with reputable companies, Negotiating the best terms and coverage, Risk survey whenever required, Claim processing and follow-up, Training to ensure full comprehension of insurance policies.

Why Use an Insurance Broker?

- i. **Identify Insurance Needs:** Brokers provide advisory services by experienced professionals to ensure clients obtain comprehensive and sufficient insurance cover tailored to their operations.
- ii. **Shop Around:** Brokers shop around on behalf of clients to secure the best coverage at competitive rates, identifying competent insurers with solid financial strength.
- iii. **Policy Comprehension:** Brokers, being insiders, assist in understanding complicated policies and work out the necessary level of coverage.
- iv. **Claims Advocacy:** Brokers follow up on legitimate claims with insurers, taking charge during crucial times to ensure expeditious settlements.
- v. **Risk Inspection:** Brokers arrange risk inspections to advise on areas of exposure, minimizing potential losses.
- vi. **Training:** Brokers provide training for full comprehension of purchased insurance policies.

Why Use Hillcrest Insurance?

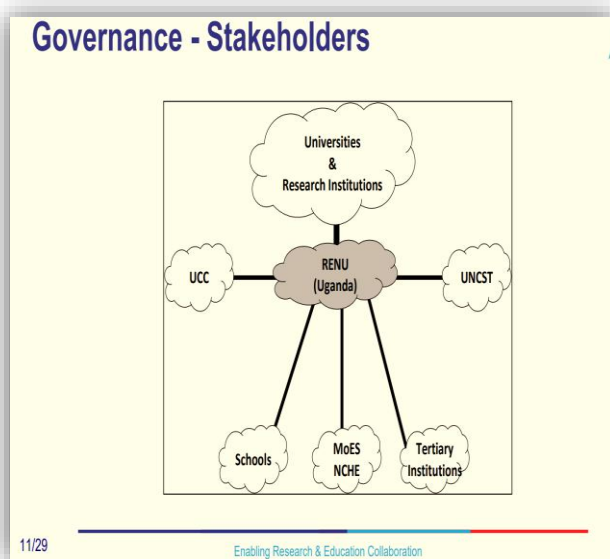
- i. **Experienced Team:** Hillcrest boasts a senior management team with unparalleled business acumen and insurance expertise, supported by a dynamic and professional operational staff.
- ii. **Cutting-Edge Software:** The company utilizes insurance brokerage software for effective handling of underwriting, claims, marketing, and finance functions.
- iii. **Insurance Protection:** Hillcrest has a professional indemnity policy in place to cover any professional negligence that may arise during advisory services.
- iv. **Customer Retention:** With over 80% client renewals, Hillcrest demonstrates exceptional customer confidence and satisfaction.
- v. **Customer Satisfaction:** Hillcrest's services are unmatched, leading to high customer satisfaction, client retention, and referrals.
- vi. **Service Delivery:** Hillcrest maintains a hands-on team available 24/7, ensuring expedited handling of client needs, especially in claims processing.
- vii. **Assigned Official:** An official from Hillcrest Insurance Brokers is assigned to handle each client's insurance portfolio, addressing challenges in real time.
- viii. **Complaints Handling:** Hillcrest Insurance Brokers has a dedicated complaints handling desk to address any arising issues promptly.

Form the above presentation, it can be said that Hillcrest Company Limited emerges as an eminent player in the insurance brokerage landscape. It presented itself as a reliable partner for all insurance needs. With a great commitment to professionalism and an impressive track record, Hillcrest's experienced team, cutting-edge software, and customer-centric approach seemed to set it apart in the Ugandan insurance industry. The company's mission to provide outstanding services and tailored insurance solutions aligns with its values of reliability, honesty, transparency, teamwork, fairness, and customer prioritization. With a strong focus on customer satisfaction, efficient service delivery, and a proactive approach to risk management, it can be said that Hillcrest's services are worth considering.

4.3 Session 2: Presentation from RENU:

By Mr. Masinga Brian followed by a discussion session moderated by Professor Jude Lubega. RENU (Research and Education Network for Uganda), a vital national network, plays a pivotal role in fostering collaboration among Ugandan Universities. With a mission to facilitate knowledge creation and sharing through advanced networking services, RENU connects 41 Universities and numerous research sites. RENU's presentation at the Conference shed light on its impactful services, addressing technological evolution, membership engagement, and the collaborative future it envisions for Uganda's higher education landscape. The highlights of RENU's presentation are summarized below:

Introduction: The Research and Education Network for Uganda (RENU) stands as a beacon of collaboration, a not-for-profit National Research and Education Network (NREN) devoted to fostering affordable and efficient connectivity among its member institutions and global partners. In the pursuit of overcoming the traditionally high costs associated with information and knowledge sharing, RENU operates as a cooperatively owned and community-driven service provider. To this end, RENU's Governance structure takes on a diversity of stakeholders as indicated in the image below:



Connected Campus - Membership

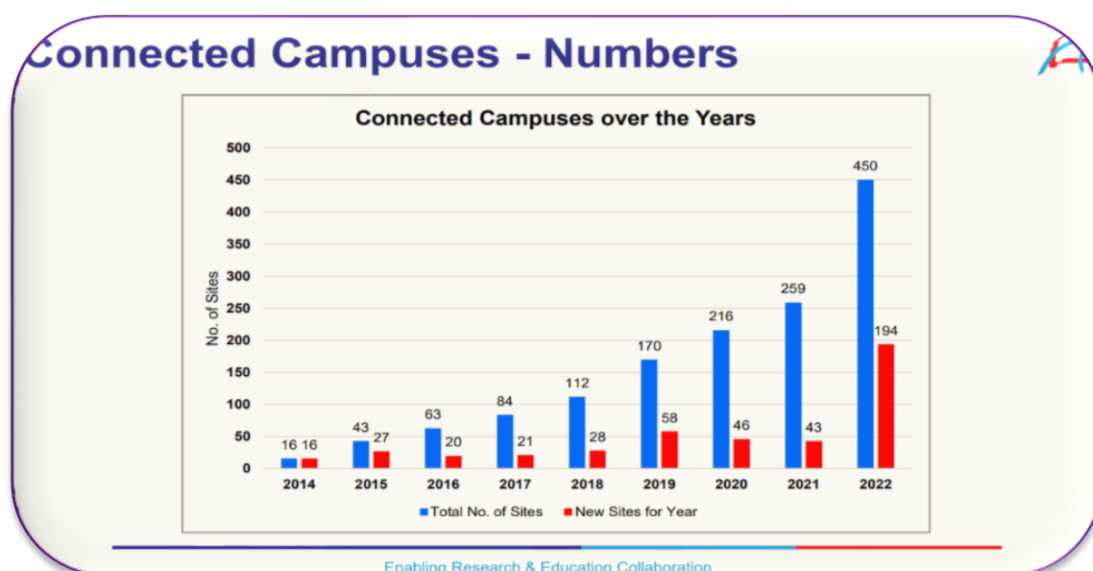
Year	August 2023	2022	2021	2020
Member Institutions	267	179	152	139
Connected Campuses	561	450	259	216
Universities	75	72	67	61
Research Sites	268	255	85	58
Other Tertiary Institutions	30	27	22	16
Affiliate Institutions	15	13	13	13
Schools	167	77	66	62
Hospitals	6	6	6	6

41 of the 69 Universities are connected on the RENU Network.

Enabling Research & Education Collaboration

Vision and Mission: RENU envisions a national research and education environment where Uganda's researchers and scholars actively contribute to knowledge creation and application, both locally and internationally. The mission is to facilitate collaboration among Uganda's research and education institutions for knowledge creation, sharing, and utilization through advanced networking and technical services.

Membership and Growth: Currently linking 41 out of 69 Universities, along with other research sites, tertiary institutions, affiliate bodies, schools, and hospitals, RENU's influence has grown remarkably. Starting with 16 sites in 2014, its network now spans 450 sites, showcasing substantial growth and impact.



Support During COVID-19: During the challenging times of the COVID-19 pandemic, RENU played a crucial role by providing uncapped bandwidth, Metro Eduroam, zero-rated access, learning management systems (LMS), web conferencing, and virtual seminars. These services proved vital in ensuring uninterrupted learning and collaboration.

Key Services to Universities: RENU offers an array of essential services to member Universities, including web hosting, web conferencing, TurnItIn for academic integrity, cybersecurity services, application filtering, learning management systems, RENU Drive storage, co-location for data backups, and email hosting.

Innovations: In a pioneering move, RENU, in collaboration with Mesh ++, ventured into manufacturing solar-powered routers in Uganda. This joint venture marks a significant stride, as these routers are the first to be made within the country, showcasing RENU's commitment to technological innovation.



Figure 7: Mr. Masinga Brian of RENU addressing the Conference

In conclusion, RENU stands as a driving force, catalyzing collaboration, and providing crucial technological infrastructure to propel Uganda's research and education sector into new realms of possibility.

Reactions to RENU's Presentation:

i. **Concerns about Membership:**

While there was great appreciation of RENU's growth, some participants expressed surprise that only 13% of Universities are currently members of RENU, prompting questions about the reasons behind the relatively low participation.

ii. **Understanding Non-participation:**

There was a query about whether RENU has conducted an analysis to understand why certain Universities, despite being described as a "baby project" of the UVCf, are not actively engaged with RENU.

iii. **Cost Challenges for Private Universities:**

Specific challenges were highlighted, citing Uganda Christian University's experience, where the cost was deemed prohibitive for private Universities. This raised broader questions about the accessibility of RENU services to various types of institutions. Universities in this category were however welcome to approach RENU for further discussion.

iv. **Call for Evolutionary Understanding:**

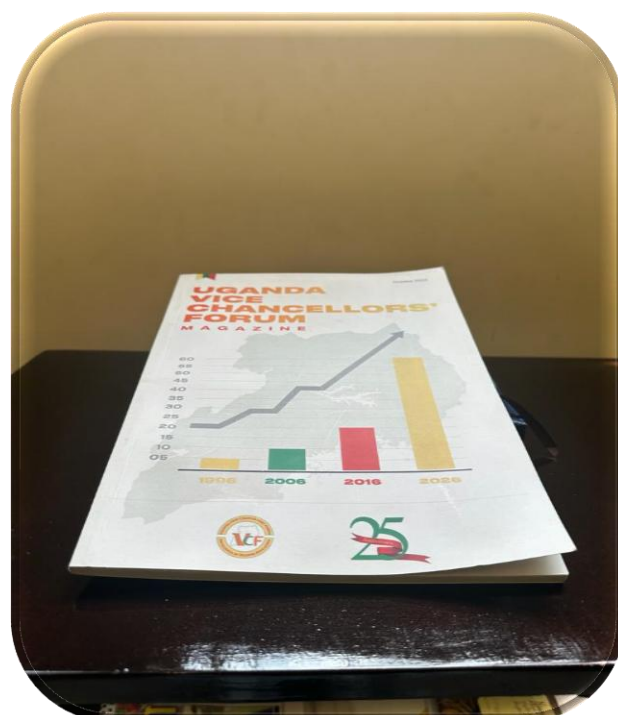
A broader perspective was introduced, emphasizing the need for a better understanding and appreciation of Information Architecture (IA) and Information Technology (IT). The comment encouraged embracing the inevitability of Artificial Intelligence (AI) and preparing for its integration to solve existing challenges.

In summary, the comments reflected concerns about membership percentages, cost challenges for certain institutions, and a broader call for understanding the evolving landscape of technology, particularly AI. These insights provide valuable feedback for RENU to address concerns and enhance collaboration.

(The Power Point presentation from RENU is hereon attached as annexure V)

4.4 UVCf Magazine:

In an effort to ensure that all members have a tangible account of the UVCf's remarkable quarter-century legacy, the UVCf Secretariat came up with an idea to have a magazine. However, due to time constraints during the Conference, the planned magazine sale was omitted, with distribution prioritized for vice chancellors from Universities outside Kampala. Magazines for institutions closer to Kampala would be couriered at a later date. The UVCf magazine, contains vital information regarding member institutions, as well as articles written by some of the renowned persons in academia.



4.5 Session 3: Advancing Equity and Inclusivity: Professor George Kagonyera presented on advancing equity and inclusivity in financing higher education, with Prof. Eriabu Lugujo moderating the subsequent discussion session. This segment delved into actionable strategies for promoting inclusivity in higher education financing.

His remarks can be summarized as follows:

I am delighted to be in the company of long-standing friends and esteemed colleagues, sharing a momentous occasion at the UVCF Conference. Initially, I didn't anticipate delivering a formal presentation but rather intend to share insights from my extensive journey as an educator.



Figure 8: Prof. Mondo Kagonyera giving his Address.

Having personally experienced the challenges of poverty during my academic journey, I am acutely aware of the financial hurdles that can exclude individuals from educational opportunities. It is disheartening to witness numerous young Ugandans unable to access education due to financial constraints. Addressing this moral dilemma, we must recognize that discussions on financing higher education encompass only a small fraction, emphasizing the need to consider education holistically.

This forum should take a broader perspective on financing education, given its paramount importance as a national investment. In contrast to the past when higher education was free, the current landscape poses financial barriers, calling for innovative financing models.

While acknowledging Uganda's progress with over 56 Universities, I advocate for a bursary scheme to support the needy, ensuring that the less privileged contribute significantly to the nation. Student loans, though proposed, might not be a solution given the dire employment prospects post-graduation.

Transparent fund management in government institutions is crucial, necessitating a collective responsibility to ensure funds align with their intended purpose. Good governance principles are imperative to overcome the historical challenges that have plagued higher education in Uganda.

Collaborative partnerships, both among institutions and with the private sector, are essential for achieving equity. Private Universities, facing financial struggles, must explore avenues beyond student fees.

Alumni engagement and endowments, like those seen in developed countries, can significantly alleviate financial pressures.

We must foster a culture of self-reliance, looking within our community to finance higher education. Balancing societal responsibilities, we should discourage absolute dependence, ensuring a shared commitment to education.

Government policies, such as allowing teachers to engage in side businesses, need reconsideration for better concentration and quality education. To tackle unemployment, stakeholders should collectively reshape higher education, emphasizing digitalization and Universities' role in policy influence.

As we conclude this Conference and celebrate our Silver Jubilee, let innovation and collaboration guide us into a future of educational excellence. Thank you, and may our collective resolve inspire a brighter future for all.

A Word of Caution:

- Exemplify leadership as educated individuals i.e. Let us be exemplary in leadership and address challenges collectively for a brighter future.
- Graduates of Makerere University- some are currently Vice Chancellors - should collaborate to honor President Mwai Kibaki and put up a building in his honour at Makerere University. **(A detailed copy of Prof. Kagonyera's presentation is hereon attached as Annexure VI)**

4.6 STANBIC BANK PRESENTATION:

Acknowledged as one of the key sponsors for the 25th -UVCF anniversary celebrations, Stanbic Bank was allocated a dedicated slot for a presentation during the Conference. Unfortunately, due to time constraints, the presentation could not be delivered. Nevertheless, the comprehensive content of Stanbic Bank's intended presentation has been appended for the benefit of the Conference attendees, providing valuable information about the bank and its services. **(See Annexure VII for Stanbic Presentation)**

6.0 CONFERENCE RESOLUTIONS:

This session outlines the resolutions and action plans generated during the Conference. It includes suggested strategies to address challenges, leverage opportunities, and enhance the role of UVCF in shaping the future of higher education.

6.1 Resolutions for government and relevant regulatory bodies.

The pivotal role of Vice Chancellors in shaping and regulating higher education cannot be overstated. As prominent figures within the academic realm, Vice Chancellors wield significant influence, often occupying key positions in regulatory committees such as the National Council for Higher Education, the Curriculum Development Centre, UBTEB, UNEB, and several other relevant higher education advisory committees. Their strategic involvement places them at the forefront of policymaking, enabling them to actively contribute to and influence decisions that have far-reaching implications for the higher education sector. Vice Chancellors, as the primary regulators, possess the capacity to act on behalf of government through the regulatory bodies in which they serve. As a result of their multifaceted engagements, Vice Chancellors therefore play a critical role in ensuring that policies align with the dynamic needs of the academic landscape. It is with this background that the following resolutions for government were drawn from the UVCF Conference:

Conference Resolutions for Government/Regulators/Policy Makers:

- i. **Enhance Funding for Higher Education:** Increase budgetary allocations to higher education institutions, acknowledging the pivotal role they play in national development. Adequate funding could address issues like infrastructure development, faculty salaries, and student financial aid. Efforts should however, be made to facilitate an equitable way of funding both Private and Government Universities.
- ii. **Develop Inclusive Policies:** Formulate policies that prioritize inclusivity in higher education, ensuring that individuals from diverse backgrounds, including those with disabilities or from marginalized communities, have equal opportunities to access and succeed in tertiary education.
- iii. **Collaborate with Industry:** Facilitate partnerships between Universities and industries to bridge the gap between academic learning and industry requirements. This collaboration can involve internships, joint research projects, and curriculum development based on current industry needs.
- iv. **Revise Loan Schemes:** Re- evaluate student loan schemes, considering factors like interest rates and repayment plans. The government may explore the possibility of subsidizing higher education to make it more affordable for a broader segment of the population.
- v. **Support Research Initiatives:** Allocate funds specifically for research activities within Universities. This investment not only contributes to academic excellence but also stimulates innovation and addresses societal challenges through evidence-based solutions.
- vi. **Address Infrastructure Gaps:** Prioritize investment in educational infrastructure, including technology infrastructure for digital learning. This will ensure that Universities can keep pace with technological advancements and provide a conducive learning environment.

6.2 Resolutions for Universities:

As the epicenters of knowledge creation, dissemination, and application, Universities bear a profound responsibility in modelling the academic landscape. The following resolutions mirror the collective aspirations and commitments of these esteemed institutions, reflecting their dedication to fostering an environment of academic excellence, inclusivity, and innovation. The resolutions for Universities outlined below underscore their role as dynamic agents in the pursuit of educational advancement and societal transformation:

The Universities resolved to:

- i. **Strengthen Internal Quality Assurance:** Establish robust internal mechanisms to monitor and enhance the quality of education. This will involve making a concerted effort to adhere to the minimum regulatory requirements from NCHE such as: regular assessments of academic programs, faculty performance, and administrative processes to maintain high standards.
- ii. **Promote Collaboration:** Encourage collaboration among Universities (both public and private) to share resources, faculty expertise, and research facilities. Joint initiatives will lead to cost efficiencies and a broader academic offering for students.
- iii. **Enhance Digital Learning:** Invest in technology infrastructure and training to facilitate digital learning. In that regard, Universities should make an effort to approach RENU for its services. Universities that have not already embraced digital learning will make a concerted effort to adopt Learning Management Systems (LMS), online courses, and other digital tools to make education more flexible and accessible for all.
- iv. **Diversify Funding Sources:** Reduce dependence on government funding alone by exploring alternative revenue streams. Universities could actively engage with alumni, seek industry partnerships, and establish endowment funds to create a more sustainable financial model as is the case with Universities in more developed countries.
- v. **Prioritize Inclusivity:** Universities will develop and implement policies that promote inclusivity within the University community. This will involve addressing gender disparities, providing support for students from low-income backgrounds, and fostering an environment that values diversity.
- vi. **Promote Transparent Governance:** Uphold principles of transparent governance to maintain the trust of stakeholders. This includes clear financial reporting, ethical decision-making, and involving stakeholders in key decisions to ensure accountability.

These resolutions for both government and Universities highlighted above provide a roadmap for both government and Universities to address the multifaceted challenges in higher education and in an effort to work collaboratively toward comprehensive and sustainable solutions.

7.0 CONCLUSIVE EVENING CELEBRATIONS/ COCKTAIL:

To mark the conclusion of the celebrations of the UVCF's 25th Anniversary, the vice chancellors were treated to a cocktail at the Sheraton Hotel – Kampala. The Vice Chancellors represented by members of the executive and the UVCF Secretariat cut a cake in celebration of the 25 years. This provided a relaxed setting for participants to reflect on the day's discussions, celebrate achievements, and look forward to the future.

The evening celebration was conjoined with the beginning of the Education collaborative East African Hub activities. These anchored on the theme, Accelerating Entrepreneurship and Graduate Employability for Regional Development. The two-day convening aimed to foster collaboration, share knowledge, and inspire innovative approaches in higher education within the East African region. It welcomed leaders, educators and administrators from higher education institutions; industry professionals and entrepreneurs, regulators, policymakers and government representatives in the East Africa region. The cocktail therefore provided ample time and space for the Vice Chancellors to further their celebrations with fellow faculty and stakeholders from Uganda and abroad.



Figure 9: Vice Chancellors' and Delegates' celebratory cocktail at the Sheraton Hotel - Kampala

8.0 ANNEXURES:

Annexure I. Conference Programme:



13TH ANNUAL UVCF CONFERENCE KAMPALA INTERNATIONAL UNIVERSITY 5TH OCTOBER 2023

TIME	ACTIVITY	PRESENTER	SESSION MODERATOR
08:00AM	REGISTRATION-SECRETARIAT		MC
08:45 AM	WELCOME REMARKS BY EXECUTIVE DIRECTOR UVCF	PROF. ERIABU LUGUJJO	MC
08:55AM	OPENING REMARKS BY CHAIRPERSON UVCF	PROF. GEORGE OPENJURU	MC
09:00AM-10:00AM	GOVERNMENT POLICIES AND INITIATIVES FOR PROMOTING EQUITY IN HIGHER EDUCATION FINANCING	HON. JOHN.C. MUYINGO	PROF. GEORGE OPENJURU
10:05AM-10:35AM	TEA BREAK		SECRETARIAT
10:40AM-11:10AM	SESSION 1 THE SEARCH FOR EQUITY AND INCLUSIVITY IN FINANCING HIGHER EDUCATION IN UGANDA	PROF. MOUHAMAD MPEZAMIHIGO	MWALIMU MUSHESHE (Ph.D.)
11:15AM-11:45AM	Q&A -SESSION 1		MWALIMU MUSHESHE (Ph.D.)
11:50AM-12:00PM	HILLCREST INSURANCE		
12:05PM -12:30PM	SESSION 2 PRESENTATION FROM RENU	MR. NICHOLAS MBONIMPA	
12:35PM- 12:45PM	DISCUSSION SESSION 2		PROF. JUDE LUBEGA
12:50PM: 1:00PM	MAGAZINE SALE		MC
1:00PM-2:00PM	NETWORKING & LUNCH		SECRETARIAT
2:05PM-2:30PM	SESSION 3 ADVANCING EQUITY AND INCLUSIVITY IN FINANCING HIGHER EDUCATION IN UGANDA	PROF. GEORGE KAGONYERA	DR. JAMES. NKATA
2:35PM-2:55 PM	DISCUSSION SESSION 3		DR. JAMES. NKATA
3:00-3:20 PM	RESOLUTIONS		
15:25PM	GROUP PHOTOGRAPH		MC
6:00PM-08:00 PM	25 YEARS-COCKTAIL SHERATON HOTEL	CUU	CUU
SESSION 4			

Annexure II: Honorable Minister's Speech at the UVCF Conference:

Government policies and initiatives for promoting equity in higher education financing- By Hon. Dr. John Chrysostom Muyingo.

Distinguished Vice Chancellors, Deputy Vice Chancellors, and Academic Registrars, Honored Guests, government officials here present, all distinguished colleagues, scholars and educators, representatives from the private sector, Ladies and gentlemen, - all protocol observed:

I am glad to join you as you celebrate not only the remarkable achievements of the past 25 years but also the unlimited potential of the future. I must say the UVCF through its membership has been a beacon of inspiration and leadership in higher education, and I have no doubt that it will continue to shine brightly for many years to come.

In the same vein, I am deeply honored to stand before you today to discuss a subject of utmost importance: "Government Policies and Initiatives for Promoting Equity in Higher Education Financing in Uganda." As the Minister of State for Higher Education in Uganda, I consider it a privilege to share insights into the initiatives undertaken by our government to ensure that higher education remains accessible and equitable for all.

Introduction:

Higher education is a fundamental driver of individual and national development. It equips individuals with the skills and knowledge needed to excel in a rapidly changing world and empowers nations to compete in the global knowledge economy. However, ensuring equitable access to higher education financing has been a longstanding challenge for many countries, including Uganda.

Historical Context:

Before delving into our current policies and initiatives, it is essential to acknowledge the historical context of higher education financing in Uganda. For many years, access to higher education was limited, and financing options were scarce. This disparity led to social and economic inequities, hindering our nation's progress. I however, must say that there have been several initiatives by government to improve the status of higher education in Uganda.

Government Commitment:

Recognizing the need for change, the government of Uganda, under the leadership of President Yoweri Museveni, has made a steadfast commitment to address these issues. We firmly believe that equitable access to higher education is a right, not a privilege, and while its an uphill task for Uganda as a developing country, we are dedicated to making it a reality for all Ugandans.

Key Initiatives:

In the interest of time, allow me to outline some of the key policies and initiatives that the government of Uganda has implemented to promote equity in higher education financing:

Universal Secondary Education (USE): One of our most significant initiatives has been the introduction of Universal Secondary Education. Ugandan government introduced universal secondary education (USE) policy to improve secondary education in 2007. This policy ensures that all students have access to free secondary education, creating a strong foundation for pursuing higher education. The USE policy has considerably increased public secondary school enrollments especially for girls from poor households. You will agree with me that USE has yielded numerous benefits with considerable collaboration between government and the private sector. Since USE was launched in 2007, a Public Private Partnership (PPP) has been a part of Government plans to expand access to secondary education.

Student Loans Scheme: To support disadvantaged students in accessing higher education, government established a robust student loans scheme. This scheme provides loans to students who may not have the means to pay for their education, ensuring that financial constraints do not hinder their pursuit of higher learning.

Expansion of Public Universities: The government has made a deliberate effort to significantly expand the number of public Universities in Uganda, making quality higher education accessible to a more extensive population. This expansion has brought higher education institutions closer to many Ugandans, reducing the need for expensive long-distance travel. It also goes without saying that in addition to government's commitment to strengthening public higher education institutions, it is equally vital to emphasize the government's dedication to the existence and growth of private Universities in Uganda. We firmly believe in the diversity and inclusivity of our higher education system, and private Universities play a pivotal role in achieving these objectives.

Private Universities contribute significantly to the higher education landscape in Uganda. They offer unique perspectives, innovative approaches to learning, and specialized programs that enrich our educational ecosystem. These institutions provide additional opportunities for students, educators, and researchers, fostering healthy competition that drives excellence and innovation in our higher education sector.

Scholarships and Bursaries: The government continues to provide scholarships and bursaries to academically gifted and financially disadvantaged students. These opportunities allow students to access higher education without being burdened by the cost.

Infrastructure Development: We have invested heavily in the development of higher education infrastructure. This includes the construction of lecture halls, laboratories, and accommodation facilities, ensuring that students have a conducive learning environment. Although

Challenges and Future Directions

While we have made significant progress, challenges remain. The demand for higher education in Uganda continues to grow, requiring sustained efforts to ensure equitable access. Moreover, we recognize the need to continuously improve the quality of higher education to meet the evolving demands of the job market.

It is therefore my prayer that we - as stakeholders in this noble cause should embrace sustainability in all aspects of our academic and administrative operations. Our Universities, with the backing of the government – where possible, should be at the forefront of research and initiatives that contribute to a greener, more equitable world.

I once again extend my heartfelt congratulations to the UVCF and its member institutions on reaching this remarkable milestone. I look forward to witnessing the continued growth and positive impact of our higher education sector, a testament to the collaborative efforts of UVCF and our government through the line ministry.

In conclusion, I wish to emphasize that promoting equity in higher education financing is not merely a policy objective but a moral imperative. It is about creating a fair and just society where every Ugandan has the opportunity to fulfill their academic potential and contribute to the development of our great nation.

The government of Uganda is committed to this cause, and we are continually reviewing and adapting our policies and initiatives to ensure that higher education remains of good quality and is accessible and equitable for all. Together, we can build a brighter future for Uganda, where education truly knows no bounds.

I Thank you!

FOR GOD AND MY COUNTRY!

ANNEXURE III:
PRESENTATION ON THE SEARCH FOR EQUITY AND INCLUSIVITY IN FINANCING HIGHER EDUCATION IN UGANDA.



By
of Mouhamad Mpezamihigo
VC- KIU

A Keynote Paper to the
13th Annual Conference of the Uganda Vice Chancellors Forum themed “THE
SEARCH FOR EQUITY AND INCLUSIVITY IN FINANCING HIGHER
EDUCATION IN UGANDA”
Held on the 5th of October 2023 at Kampala International University

Why Higher Education?

- Personal development
- Social status
- Career Opportunities
- Career possibilities
- Life time earnings
- Social integration of the less privileged
- Contributing to society: new knowledge, research and innovation breakthroughs
- ***Because one has nothing to do until they find a job???***

CATEGORIES OF HIGHER EDUCATION INSTITUTIONS

No	Type of Institution
1	Public Universities
2	Private Chartered Universities
3	Private Universities with Provisional Licenses
4	Public University Colleges
5	Private University Colleges
6	Other Degree Awarding Institutions (Public)
7	Other Degree Awarding Institutions (Private)
8	Public Other Tertiary Institutions
9	Private Registered and Classified Other Tertiary Institutions
10	Private Other Tertiary Institutions (Provisional License)
11	Institutions with Letter of Interim Authority

Equity -Disparity in definitions

- In some countries, inclusive education is still thought of as an approach to serving students with disabilities within general education settings.
- Internationally, however, it is increasingly seen more broadly as a principle that supports and welcomes diversity amongst all learners (UNESCO 2017)
- A search of financing Universities gave over 53,000 results (jstor.org) alone (open access or otherwise)

Reflection on basic pillars of Education

Prof. Harry Kaane, then Secretary of Higher Education, Science and Technology, representing Permanent Secretary, Ministry of Higher Education, Science and Technology-Kenya stated on 23/5/2011 **four pillars of education** as follows:

- 1) **Access and equity,**
- 2) Relevance and quality of outcomes,
- 3) Efficiency, and
- 4) Sustainability of higher education through financing.

(Mpezamihigo, M. (2011). Reflections of Day 1 of the DAAD/IUCEA 1st High Level Forum on quality Management in the East African Region, KSMS, Nairobi, Kenya.)

Major themes of the NCHE MLP IN HIGHER EDUCATION (2009-2013)

- African Higher Education in a globalized World
- Leadership, Institutional Innovation and Development
- Corporate Governance
- Strategic issues in Higher Education
- Leadership and Academic Management of Academic Processes
- Finance and Resource Mobilization
- Strategic Human Resource Management
- **Access, Equity and Social Justice**
- Envisioning the future

Challenges Facing Higher Education in Uganda

- Lack of adequate facilities/Infrastructure
 - Poor staff remuneration
 - Lack of comprehensive internal quality assurance mechanisms
 - Unplanned expansion
 - Low Levels of Research Activities In Universities
 - Poor Governance (including financial management)
 - High cost of education (the unit cost) is on average 29% >
 - **Disparity on Equity, Access and Social Justice**
-

Equity- a fundamental measure

- **One of the 3 fundamental measures of effectiveness of a higher education system**
- Equity breeds hope, and justice in society
- It may take on dimensions of gender, disability, rurality, ethnicity, religion etc
- It also points to widening access to individuals with backgrounds of low social economic status
- It may aim at maintaining composition of populations of higher education institutions
- Equity may at times match with merit, fairness and equality

Equity in Higher Education

- 1) Those who have the ability to go into Higher Education (H.E.) are able to do so;
- 2) There are no barriers to access H.E.;
- 3) The selection for H.E. places is on academic merit;
- 4) The selection for places is without discrimination on the basis of social class, gender, religion or ethnicity; and
- 5) All people have the same opportunity to develop their talents.

Ramifications and causes of Equity and Access to H.E.

- Gender disparity
- Skewed in terms of certain disciplines and specializations
- Low economic status of individuals
- Lower school completion rates
- Lower levels of Education attainment
- Low competitiveness of entry into H.E.
- Low perception of self esteem and career relevance
- Self alienation from the seemingly progressing ones

GLOBAL TRENDS ON EQUITY

Is Equity and Access a problem outside Africa?

- **Germany**- only 32% of those with a Low social economic background entered secondary schools. Out of which only 8% crossed into her education
 - **USA**- Higher Education institutions are either Higly inclusive through affirmative action or highly social elitist- Remedial measures include: student financial aid, affirmative action and promotion through targetted outreach programmes
 - **UK**- Only 28% of Low social enonomic backgrounds enter H.E.
 - A programme known as “widening participation” reduces inequity through: removal of upfront fees, funding incentives to Universities, encouragement of part-time attendance by students
-

Finland- World benchmark on equity?

- Always refered to as the country with the best education system in the world
- Studies have shown that even in Finland Access and Equity are a challange especially to families that are less educated
- Students from highly educated families are 10 times more to succeed in entering higher education compared to those from less educated families
- **Australia** presents a similar case, but which also has gaps among the indigineous communities versus migrants, the former being disadvantaged.

OVERVIEW OF FINANCING IN HIGHER EDUCATION:

Higher Education financing *defined*

- ❑ At the tertiary level, educational institutions in OECD countries are mainly publicly funded, although there are substantial and growing levels of private funding.
- ❑ Contribution to the costs of education by individuals and other private entities is more and more considered an effective way to ensure funding is available to students regardless of their economic backgrounds.
- ❑ Private entities include private businesses and non-profit organisations, such as religious organisations, charitable organisations, and business and labour associations. Expenditure by private companies on the work-based training of apprentices and students is also taken into account, together with spending on research and development by educational institutions.

15

Historic Perspective

- In the 1980's, as a result of dropping oil prices, World bank dictated governments to cut Higher Education financing, and instead diverted funding to basic education, vocational and Polytechnic education.
- Global recession then, development Aid dropped.
- Turn around on Quality and birth of private provision of High education
- Increase in secondary schooling enrollment ratio led to expansion of population of youth willing to join higher education leading to pressure to expand Higher Education.
- Budget cuts led to strikes, especially in Public institutions since it was taken as a given
- Phased introduction of fees by students

History continued

- Pretext- off setting University funding
- Higher Education was declared a luxury and that most African countries were better off without Universities
- There was a move to have graduates trained abroad, in effect financing internationalization in foreign countries
- It was proposed that Financing should be by student contribution
- Cutting enrollment, prioritizing financing of student loan schemes.
- Pulling out of donor support for University education
- Foundations/Organisations dropped support to Universities

17

Annual per capital income (PCI) vs annual for student direct cost-Africa Vs other continents

- In Least Developed Countries higher PCI compared to Africa, however in Africa with the lowest income, cost of higher education is approximately 20 times higher than PCI
- Latin America: approximately 3 times higher compared to Africa
- There is a direct relationship between social and economic status and the chance to access HE/University
- Private rate of return to investment at all levels of education in LDC's is typically high.
- Returns of education is an increment in earnings associated with increased education- highly educated individuals expect to earn more over time, compared to their investment in education

FINANCING MODELS

Possible Financing Models for Equity

1. Loan scheme in which a full bursary is given, the beneficiary has to serve in government for 5 years. The principle is that all those who benefit from such a scheme have tapped into tax payers efforts, and thus are required to serve in the public domain
2. Students pay full cost of education – elite system and creates limitations of access for many
3. Students are obligated to pay back a certain percentage of ones earnings as long as they work. The Higher you earn the bigger the deduction. One draw back is that it limits the hard working earnings
4. Other private funding: industry, companies, religious institutions/organisations etc-targeted financing for graduates to serve specific jobs e.g. in the mining, agriculture or oil business.
5. Harmonization of fees/de-regularization- Full sponsroship with no strings attached.

20

Financing Models for Equity

6. Income contingent loans- As long as one hits the minimum wage, he or she may not repay the loan, also time bound. Beyond a certain time, the loan may be waived.
7. Good governance that leads to effeciency and effectiveness of available resources- reduces costs and therefore resources may be redireccted to support investment in HE.
8. Education vouchers-students are free to make a choice where to study as long as the institutions are recognised by government- For example in Uganda, such would lead to floating of the 4,000 annual government scholarships to enable qualifying students to join either a public or private university.
9. Tax financing- Government may levy a tax, which accumulates into a fund that can support HE in both private and public HE Institutions
10. Waiver of Pay As You Earn on senior University staff as an incentive to drive interest in pursuence of higher qualifications and building of senior academics and administrators

--

HURDLES OF FINANCING HIGHER EDUCATION

Hurdles of various Financing models

- When loans are introduced, fees charges increase, the scramble is real among many applicants due to insufficient funding
- Recovery plan remains a challenge
- Loans attract interest or administrative costs, but the beneficiaries are already needy, why not do away with interest?
- What system is used to access the those most deserving of the applicants?
- Can the Financing Board take on additional scope beyond the loans scheme? For example, can they provide funding to Institutions to build their staff capacity in areas of need, in turn institutions train students seconded by the Loans Board/Authority?
- Tax waivers may not be popular with Ministry of Finance, because they see that as a loss and not an investment in Human Capital for the Country

23

Hurdles of financing models

- PAYE may not be easily acceptable for the same reasons of loss in revenue collections
- Education Tax may be acceptable, however, funds generated may never be appropriated adequately for the purpose of HE.
- Education Vouchers may also face resistance because government may want to recycle scholarship within only government institutions
- Value quantification per financing model may be problematic since rate of return on HE investment is challenging due to it being a service, which later leads to production of both goods and services
- There are issues of “gestation period” and delays in the education cycles of the beneficiaries, and yet there is no insurance to safeguard public resources
- Private providers of higher education are largely driven by profit. And those that are not for Profit are limited due to scarcity of finances, poor managements and diversion of funds for non-university purposes

Can H.E. financing be subsidized?

- Endowment income
- Private contribution
- Low or no interest loans
- Government grants
- Scholarships
- Fellowships
- Bursaries
- Utilization rates of physical facilities- the balance between over crowding and redundancy of facilities (scheduling of Academic years or terms or semesters)
- Switching the academic year not to run as was the case in colonial time
- Alumni Gifts
- Corporate Gifts

25

Questions around *financing of HE*

- 1) Is HE a public, mixed or merit good for its place to be adequately recognised?
- 2) What are some of the international experiences that could shape the case for Uganda?
- 3) How do globalization forces impact on financing of HE in the Ugandan or East African region?
- 4) Who determines the value quantification of HE, to make it a priority for financing or not?
- 5) Is it worth investing in HE (*long cycle to complete, risk of non-completion and uncertainty*) leading to massive unemployment and tying of resources, or is there hope that the economy will expand at some point to absorb the human resource developed?
- 6) How can institutions enhance their efficiency and effectiveness in financial discipline to leverage on returns and minimize leakage and waste in the system

26

How does HE financing influence student choices of a University?

- Situation differs between public and private higher education
 - Is it the name that determines the first Choice by students?
 - Compare time lag of student application – **first** public **next** private –public and **finally** private- The private institutions take the “remains or balance” of students. How about the quality of the “remains”
 - Others apply directly to private – because of unique reasons (faith based, programme specific or sponsor/ guardian driven)
 - Annual per capital income vs annual for student direct costs- well to do
-

The KIU Experience

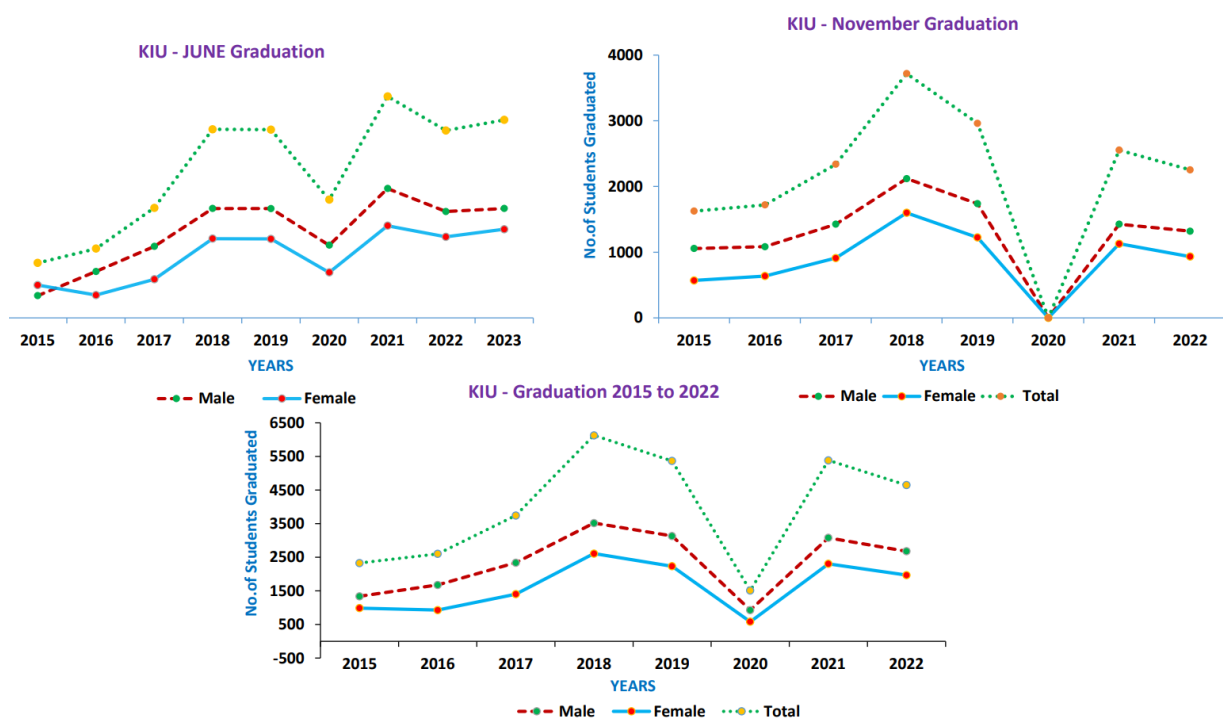
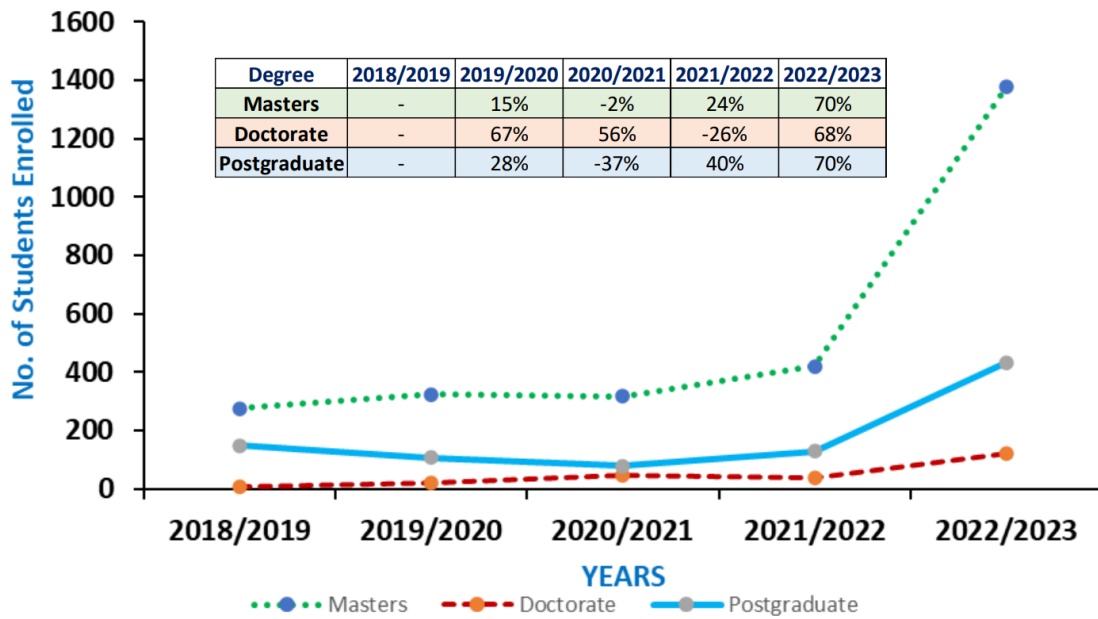
The KIU Student Finance Support System-

1. **Attrition rates on average are at 20%** due to financial constraints
 2. **10% delays** in student completion rates
 3. No gender differentiation (male and female)
 4. **Hard to reach areas** in the North and East are most affected and in most cases they don't bring in any students for the Bursary
 5. About **39,000** students have benefitted from the **KIU** bursary scheme
-

The KIU Experience- Student Finance Support System- *continued*

6. Involving LC3 and LCV leaders allows search at the grassroots and through the local leaders, students **most in need are fairly identified**
7. About 16,000 students benefited from **HESFB**
8. About 14,000 have so far graduated through the scheme
9. About a similar number under the **Statehouse Scholarship**
10. If household data is properly generated, we can have the most needy students benefitting instead of going to the literate and well to do households (Is UBOS a reliable option??)

KIU - Higher Degree Enrollment



WAY FORWARD ON ADDRESSING DISPARITIES IN ACCESS AND EQUITY IN HIGHER EDUCATION

Develop Access and Equity Policies

- Removal or limit perceived barriers to access
- Scholarships and Bursaries
- Soft loans and other financing options
- Compensatory admission for the low economically individuals but with minimum standards
- Affirmative action targetting disadvantaged groups or individuals
- Provide incentives to higher education institutions that are increasing access and equity
- Address the disparities at the lower levels of education
- Attend to international students who are always left out on the pretext they can afford

Conclusion: Access and Equity Decisions

- H.E. institutions need to mainstream access and equity

- 1) What you would wish to Achieve?
- 2) What you would wish to Preserve?
- 3) What you would wish to Avoid?
- 4) What you would wish Eliminate?

Appreciate UVCF secretariat, and KIU

- ❑ The Opportunity to share my perspective of Challenges and Disparities in Access and Equity Higher Education in Uganda
- ❑ All the participants for making time to attend and contribute to the success of this Conference
- ❑ The UVCF and KIU Team for excellent arrangements

36

THANK YOU FOR YOUR KIND ATTENTION

For any further clarifications, please feel free to contact me via any of the following emails:

vc@kiu.ac.ug
m.mpeza@kiu.ac.ug
drmpeza@gmail.com

Tel: +256-703039769 (Also whatsapp)
+256-782902954

References

- Rogers, D. C. (1971). Financing Higher Education in Less Developed Countries. *Comparative Education Review*, 15(1), 20–27. <http://www.jstor.org/stable/1186627>
- Bray, M. (1991). Strategies for Financing Higher Education: Perspectives from Hong Kong and Macau. *Higher Education*, 21(1), 11–25. <http://www.jstor.org/stable/3447125>
- Banya, K., & Elu, J. (2001). The World Bank and Financing Higher Education in Sub-Saharan Africa. *Higher Education*, 42(1), 1–34. <http://www.jstor.org/stable/3448080>
- Wangenge-Ouma, G. (2012). Tuition fees and the challenge of making higher education a popular commodity in South Africa. *Higher Education*, 64(6), 831–844. <http://www.jstor.org/stable/23275708>
- Chattopadhyay, S. (2007). Exploring Alternative Sources of Financing Higher Education. *Economic and Political Weekly*, 42(42), 4251–4259. <http://www.jstor.org/stable/40276577>

38

References

- Blum, V. C. (1958). Financing Higher Education. *The Journal of Higher Education*, 29(6), 309–351. <https://doi.org/10.2307/1978860>
- Scholars in market place: The dilemma of Neo- liberal reform of Makerere University, 1989-2005 Mahmood Mamdoni
ISBN (13)9789970-02-612-8
ISBN (10)9970-02-612-7. First published 2007 Compare commercialization of university education
- Strategies for financing higher education. Perspectives from Honk-Kong and Macau, Mark Bray
source: higher education January 1991, Vol 21, No. 1, higher education in developing countries
Publisher: springer
Stable URL <https://www.jsor.org/stabler/3447125>

39

References

- Scholars in the Market Place: The dilemma of Neo- liberal reform of Makerere University, 1989-2005 Mahmood Mamdoni. ISBN (13)9789970-02-612-8; ISBN (10)9970-02-612-7. First published 2007 Compare commercialization of university education

ANNEXURE IV: POWER POINT PRESENTATION FROM RENU



RENU – The Organisation

Presentation to the Vice Chancellor's Forum
Thursday, 5th October 2023

By
Masiga Brian
bmasiga@renu.ac.ug

Enabling Research & Education Collaboration



Outline

- The Beginning
- Connected Campuses
- Governance
- The Future
- COVID-19
- CSR
- Key Gaps
- Sample Pricing Plans

The Beginning

2006, Entebbe

- VCs of Universities
- CEOs and EDs of Research Institutions



1/29

Enabling Research & Education Collaboration

The Beginning

Initial challenge

- Reliable & affordable connectivity

BUT

- Connectivity just a means to an end

What's the end?

- Access to resources
- Improved methods
- Improved collaboration

Hence

- High quality education and research

2/29

Enabling Research & Education Collaboration

The Beginning - 1st RENU Strategic Plan

- 2008 to 2015
- **Key Targets**
 - Establishing RENU
 - Setting up RENU network

Vision

A world class knowledge network for societal transformation.

Mission

To promote knowledge creation and sharing amongst scholars and researchers through the provision of advanced network services.

3/29

Enabling Research & Education Collaboration



Connected Campus - Membership

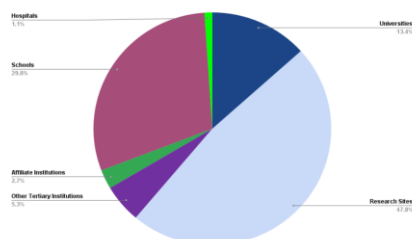
Year	August 2023	2022	2021	2020
Member Institutions	267	179	152	139
Connected Campuses	561	450	259	216
Universities	75	72	67	61
Research Sites	268	255	85	58
Other Tertiary Institutions	30	27	22	16
Affiliate Institutions	15	13	13	13
Schools	167	77	66	62
Hospitals	6	6	6	6

41 of the 69 Universities are connected on the RENU Network.

9

Enabling Research & Education Collaboration

Connected Campuses - Categories

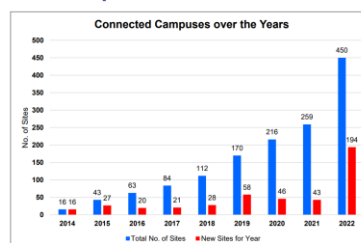


29

Enabling Research & Education Collaboration



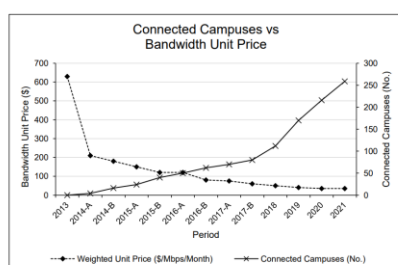
Connected Campuses - Numbers



19

Enabling Research & Education Collaboration

Connected Campuses vs Price



7/29

Enabling Research & Education Collaboration



Other Achievements

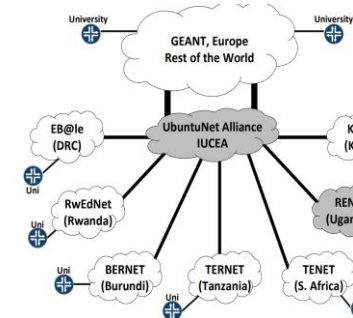
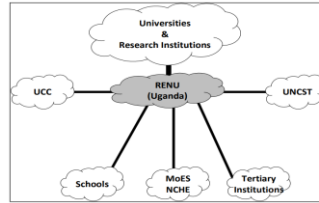
- Collaboration with NCHE & UNCST
 - Running MoU with focus on ODeL
- Technical capacity building
 - Over 500 participants since 2014
 - Community of ICT developed
- Collaboration among institutions
 - Virtual seminars (over 60 schools)
 - High Performance Computing
 - Shared lectures
- Growth of RENU establishment
 - Turnover
 - Staff – 4 in 2014, 24 in 2020 (50% female)
 - Staff – 63 currently

2/9

Enabling Research & Education Collaboration



Governance - Stakeholders



Governance

Current Directors

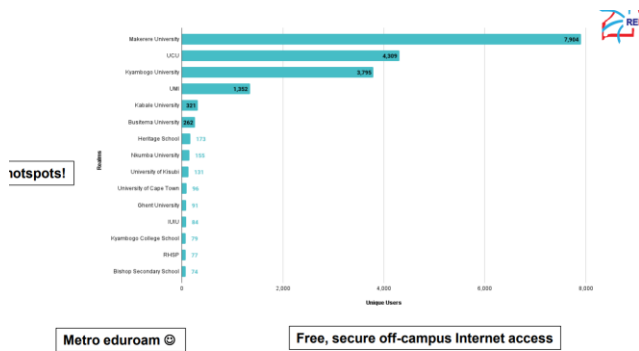
- Rev. Dr. John Kitayimbwa, UCU
- Dr. Martin Patrick Ongol, UNCST
- Mr. Andrew Otim, UCC
- Prof. Janice Busingye, KIU
- Prof. Charles Tushabomwe-Kazooza, MUST
- Dr. Nora Mulira, NCHE
- Prof. Moses Muhwezi, MUBS
- Dr. Cyprian Misinde, Makerere University
- Dr. Olive Sabiti, CUU
- Mr. Ronald Ddungu, MoES

Governance - Directors

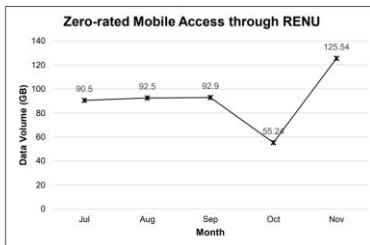
Chairpersons

- Prof. Stephen Noll (UCU) 2008 - 2011
- Dr. Venancius Banyamureeba (MUK) 2011 - 2014
- Prof. Michel Lejeune (VUU) 2014 - 2020
- Dr. Dorothy Okello (MUK) 2020 - 2023
- Rev. Prof. John Kitayimbwa (UCU) 2023 - to date





Zero-rating



Key Services to Universities

- Web Hosting.
- Web Conferencing – Zoom & BBB.
- Turnitin.
- Cyber Security Services.
- Application Filtering – Unsolicited
- Learning Management System.
- **RENU Drive – Storage.**
- Colocation – Data Backups.
- Email Hosting.



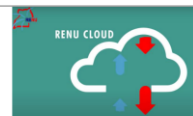
Metro eduroam – Coverage Map



<https://eduroam.renu.ac.ug/>

Cloud Services

- Avoid the upfront costs of purchasing and maintaining hardware.
- Save money on electricity costs.
- Easily add or remove resources as needed.
- Quickly deploy new applications and services.
- High level of reliability and availability.



Corporate Social Responsibility

- Free bandwidth
 - To 50+ institutions
 - Graduations
 - Other events
- Equipment donations
 - access points for schools.
- DEAs



Thank You!

www.renu.ac.ug

Annexure V

Paper/ presentation on Advancing Equity and Inclusivity in Financing Higher Education in Uganda: A government Commitment

Vice Chancellors,

Esteemed Colleagues,

Distinguished Academicians and Administrators,

Government officials here present,

All protocol observed.

Today, I am deeply honored to address you on a matter that lies at the very heart of our nation's progress -the pursuit of equity and inclusivity in financing higher education in Uganda. I stand before you to reaffirm our resolute commitment to this noble cause, recognizing its pivotal role in shaping the future of our beloved nation. I note that prominent personalities have already addressed you on this subject. According to your program, you have already listened to Hon **John Muyingo**, a person I know is singularly experienced regarding education in general. Therefore I risk telling you who you have already heard. I wonder why **Prof. Lugojo** gave me the task to speak after great personalities. But the fact that I was a victim of poverty while I went to school, financing education is at the bottom of my heart. My father died when I was only fifteen. Had it not been due to financial support by the then Kigezi local government, I assure you I would not be standing in front of you today.

We are all aware of the very many young men and women who are languishing in poverty because they could not afford to pay for their education. In fact the lack of financial support to same members of our society is causing the creation of “**first**” and “**third**” world cohorts of our society. That is why we often refer to some of them as aliens. Look at the children on our streets. Is that condition something to be proud of? These I believe are people who have traveled to Kampala to seek for a better life and what do we offer them. In our days if one finished senior four, only failing would prevent one from going for higher education. Not only was our tuition, boarding paid we even received boom. In other words higher education was completely free.

You are aware that not too long ago our so called development partners through the structural adjustment program they advised that we concentrate on primary education. In their view, higher education was not that important so timing it was not an issue.

In recent years, Uganda has made significant strides in expanding access to higher education. The government, as your steadfast partner in this endeavor, has consistently increased its support for universities, embarked on the support for establishing of new institutions, and introduced initiatives aimed at financially assisting our students. These are accomplishments we appreciate.

Yet, as we gather here today, we must acknowledge the challenges that persist and pledge ourselves to address them comprehensively.

Our commitment to advancing equity and inclusivity in higher education financing should ideally rest on three fundamental principles:

1. Inclusive Policy Framework: The government should dedicate itself to developing and implementing policies that promote inclusivity in higher education. We firmly believe that every deserving student, regardless of their socio-economic background, should have the opportunity to pursue higher education. The current government scholarships which benefit those who perform well in exams, who are normally from “first” world schools are grossly unfair to the under privileged who attend “third” world schools. This policy must change. The sons and daughters of the well to do who attend secondary schools where they pay millions in fees should not be the beneficiaries. We need a bursary scheme to take care of the needy. These include some who would be prominent Members of our society. The issue of student loans may not be a solution to our problems. Imagine students get loans and on graduation no jobs let alone paying jobs. You know even in the USA President Biden is trying to cancel all loan liabilities. The debtors cannot afford to pay.

2. Transparent Funding Mechanisms: Transparency and accountability in the allocation and disbursement of funds to higher education institutions are non-negotiable principles. We recognize the importance of establishing mechanisms that not only guarantee funds reach their intended recipients but also ensure their efficient utilization. It is our collective responsibility to ensure that public resources are used to advance the noble cause of education. Let me point out that good governance is a *condicio sinequanon* for effective and efficient management of any system. And as you know this lack of principles of good governance leads to gross mismanagement, corruption, you name it. Higher education has had its share of bad rule. Idi Amin was chancellor of Makerere. One morning we woke up and our Vice Chancellor Kalimuzo was gone forever. Another day he comes to address us in the main building. He summarily dismisses the Vice Chancellor Prof. Lutwama and appoints Prof. Senteza Kajubi.

3. Collaborative Partnerships: Achieving equity and inclusivity in higher education requires a collaborative effort. I strongly encourage partnerships between universities, civil society, and the private sector. These partnerships, fueled by a shared commitment to expanding opportunities for students and enhancing the quality of education, are essential in driving meaningful change. Other than the above principles, a few other things should be taken into consideration. To complement these efforts. The Forum should dedicate itself to addressing socio-economic disparities that hinder access to higher education.

This includes promoting technical and vocational education, enhancing early childhood education, and encouraging community engagement to foster a culture of learning from an early age.

4. Sources of funding

Harvard gets its money from alumni, parents and friends of the school. Its endowment stands at \$50 billion. You may also remember one Gordon Moore who donated \$600 million to his Alma Mater Caltech. Our people in this country are possessed with obscene selfishness. You know Indians believe in giving because it is through this that they get more.

When I was chancellor of Makerere University, I was able to help the University to access over \$20 million for twenty needy students.

Let me comment on free education. I think that allowing our parents absolutely no obligation for their children's education is not good. People should have some liability and have the need to work. Tell me if a man does not pay tax, medical service is free, he does not pay any fees, where he gets the incentive to work. Mark you free things have no owner and they tend to be abused.

Promoting Technical and Vocational Education and Training (TVET):

There is general complaint that our Universities do not produce suitably skilled graduates. We need to benchmark on countries that have succeeded in this field.

Allow me to mention that not all students follow a traditional academic path. As a forum therefore, member universities should equally commit to the promotion of technical and vocational education. These programs empower students with practical skills that are vital for economic growth and innovation.

Promoting indigenous skills and Practices-Community Engagement: You will also agree with me that there is a lot of undocumented valuable knowledge (from various fields) among our communities. It is upon this background that I emphasize that fostering a culture of learning should emanate from an early age. This requires the deliberate active involvement of our communities. We encourage community engagement to support education and create a conducive environment for learning right from our local communities.

Furthermore, digital infrastructure development should be a top priority on our agenda. By investing in technology and connectivity, we as stakeholders in higher education should aim to make quality education accessible to all, regardless of geographical location. Digitalization opens new horizons for learning, research, and collaboration, and we should be fully committed to harnessing its potential for the benefit of our students and institutions. But as you know digital penetration in our society is very low.

You all remember what happened during the lockdown when some children had access to reasonable education and the vast majority were completely left out. The government was least prepared to get these children with the digital bracket. The digital divide is so wide. My 4 year old granddaughter knows so much about the computer, while some secondary school children have never seen one.

Government is aware of the need to promote girl's participation in Higher Education especially in STEM disciplines. Together, with the collective efforts of government, academia, civil society, and all stakeholders, we can ensure that every Ugandan, irrespective of their background, has the opportunity to access and excel in higher education.

I have noted the fundamental objectives of UVCF and it should be vigilant to identify critical issues that impart national policies for accelerated development.

Allow me to conclude by extending my heartfelt gratitude to each one of you for your unwavering dedication to this cause and your relentless efforts in supporting the government's commitment to advancing equity and inclusivity in higher education financing. Together, let our shared commitment guide us toward a more equitable and prosperous Uganda, where higher education is truly a beacon of hope and opportunity.

As we close this momentous conference and celebrate our Silver Jubilee, let the spirit of innovation and collaboration guide us into the future. Here's to twenty-five years of achievements and many more ahead

Thank you, and may our collective resolve inspire a brighter future for all.

FOR GOD AND MY COUNTRY

ANNEXURE VI PRESENTATION FROM STANBIC BANK



HAPPY WORLD TEACHERS' DAY!



Dear Beloved Teachers,
We would like to show our **L.O.V.E.** to you. Celebrate this special day with a **Salary Loan**.

Benefits include:

- **Zero** Arrangement fees
- **75-day loan** repayment holiday
- Loan amounts of up to **UGX 250M**
- Loan tenure of up to **84 months**

Visit our nearest branch or call **0800 150 150** for details.

WE BELIEVE IN L.O.V.E

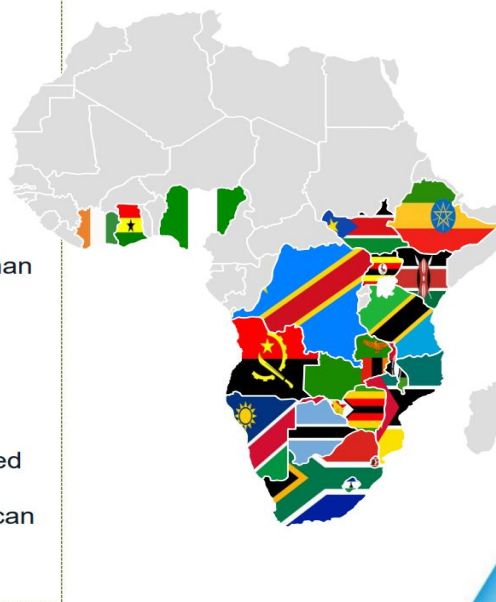
#LOVEMonth #WorldTeachersDay
#WeBelieveInUganda

Terms & Conditions Apply.
Stanbic Bank Uganda Limited. A Financial Institution regulated by the Bank of Uganda and Customer Deposits are protected by the Deposit Protection Fund of Uganda up to UGX 10 million. Terms & Conditions Apply. License Number A1. 030

Overview Of Stanbic Bank Uganda Our Global Presence

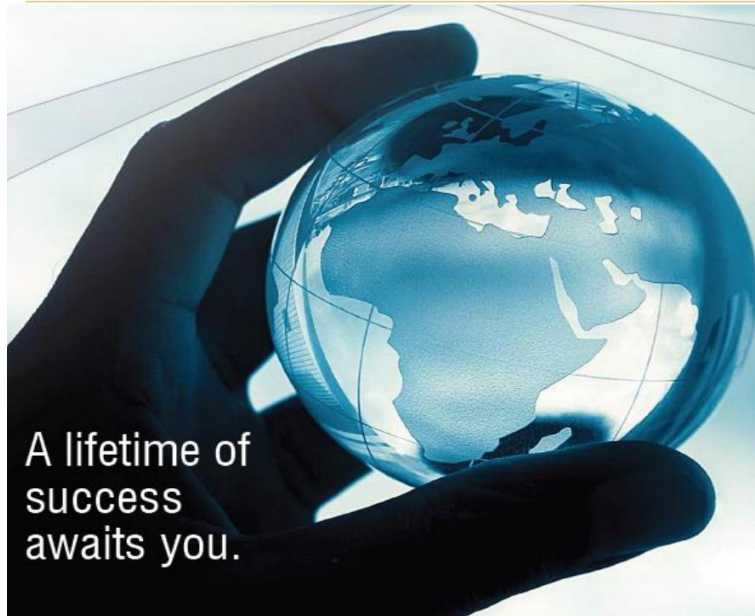


- We are a member of Africa's leading banking and financial services group, The Standard Bank Group Limited.
- Standard Bank is Africa's leading banking and financial services institution and has the largest presence in Africa than any other African bank.
- Largest single network of banking services in Africa delivered through more than 1 000 points of representation in 20 African countries 21 countries on other continents



ACTIVATION PLAN

Tailored Solutions: **Our Solutions are tailored to your needs**



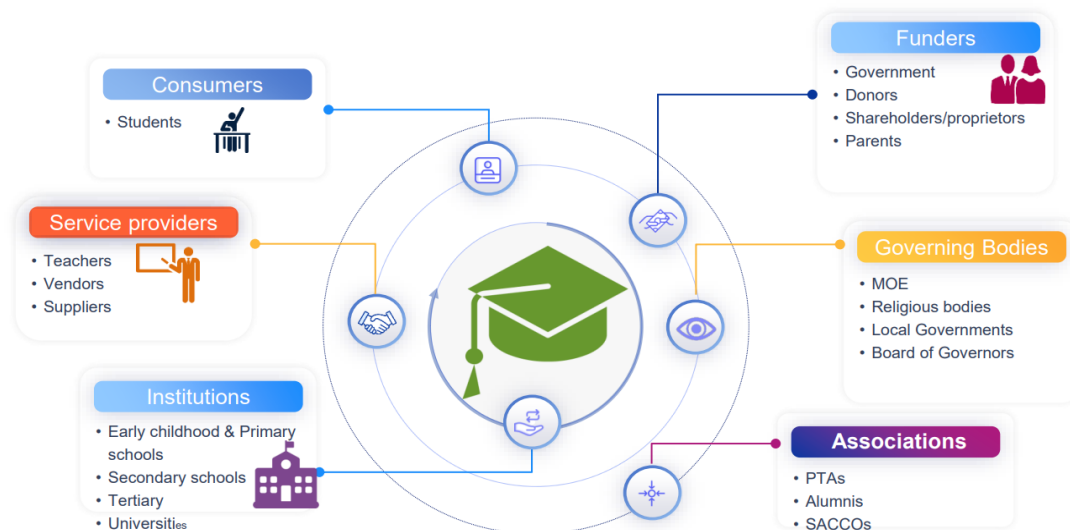
After understanding your needs, we endeavor to always add value to you and offer tailored solutions and specialized services based on your needs. Such solutions include;

- Secure Online banking
- Transactional solutions
- Savings & Investments
- Mobile Money payment solutions through flexi pay
- Enterprise Resource Planning (ERP) systems integration with the bank systems
- Bundled Pricing solutions
- Foreign exchange solutions
- Financial advisory

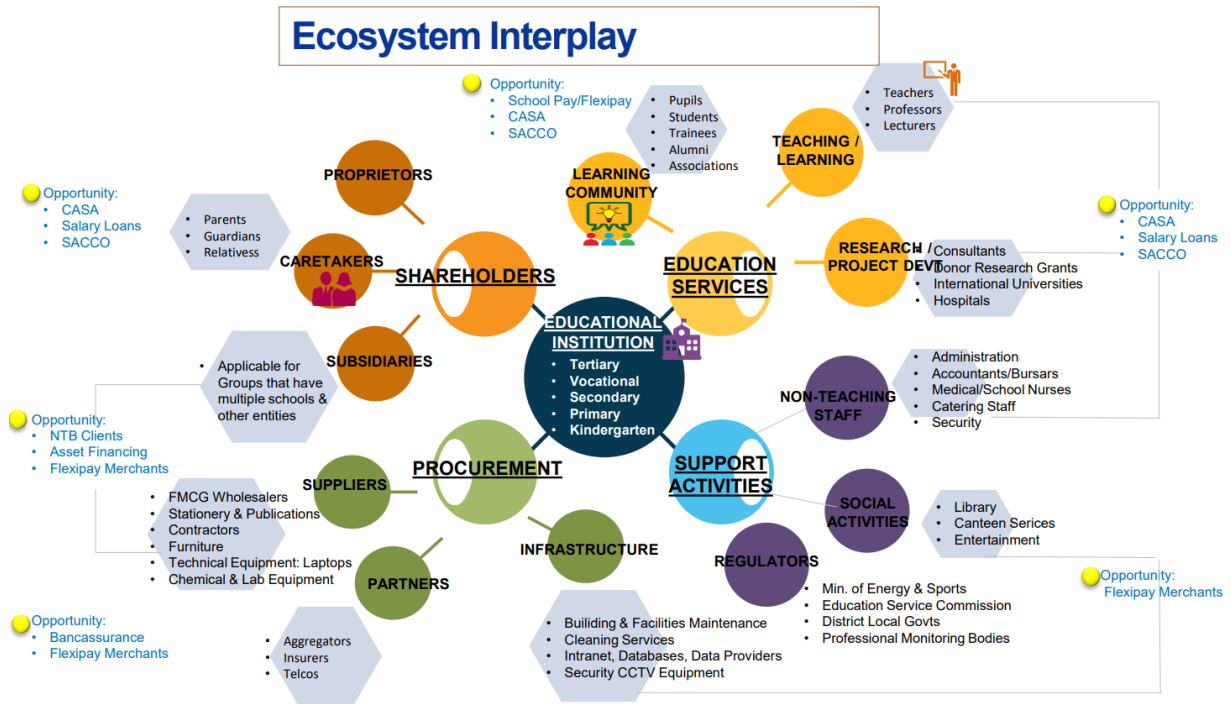
Education Ecosystem..



The sector has the following key **role players**:



Standard Bank **IT CAN BE..**



Annexure VII. List of Conference participants

NO.	NAME	UNIVERSITY
1.	Prof. Eriabu Lugujjo	Executive Director UVCF
2.	Dr. Charles Masaba	SLAU
3.	Prof. Pelucy Ntambirweki	UPU
4.	Prof. Sekel Hong	KUMI
5.	Mr. Ronald Mbago	Kabale University
6.	Prof. Mary J N Okwakol	NCHE
7.	Dr. Byabashaija Deusdedit	Valley University of Science and Technology
9.	Prof. Maximiano Ngabirano	St. Ignatius University Kabale
10.	Edward Segawa	Uganda Martyrs University
11.	Dr. Vincent Byamukama	Africa Renewal University
12.	Prof. P.E.T. Mugambi	Former Director of UVCF
13.	Mr.Ampulira Ronald	UPU
14.	Mr.Andrew Byona	UPU
15.	Dr.Mwalimu. Musheshe	ARU
16.	Mr.Rugumayo Brian Manyindo	MMU
17.	Ms. Sylvia .C. Okwi	RCU
18.	Prof. A.J. Lutalo Bosa	Team University
19.	Mr.Byoonabye Ian	Victoria University
20.	Dr. Bill Nkeeto	Victoria University
21.	Dr. Enos.Rwasheema	Valley University
22.	Mr.Masiga Brian	RENU
23.	Ms.Evelyn .G. Ayot	C.I.U
24.	Mr.Tiragania Audes	St. Ignatius University Kabale
25.	Ms.Madrine Nakisooka	SLAU
26.	Mr. Aleta Mike	Uganda Pentecostal University
27.	Dr. Rwangire Milton	BSU
28.	Dr. Geoffrey Hiire	SLAU
29.	Prof. Mugagga M.A.	Makerere
30.	Mr. Lukaaya Dennis	MUST
31.	Dr. K.M. Mathews	ISBAT

NO.	NAME	UNIVERSITY
32.	Ms. Margaret Kiwanuka	UCU
33.	Mr. Josephat Ainemuhanga	PRO St Ignatius University Kabale
34.	Dr. A. Goparaju	KIU DDQA
35.	Prof. G.L. Openjuru	Gulu University
36.	Ms.Florence Githinji	Clerk International University
37.	Dr. Jerry Bagaya	Gulu University
38.	Ms.Kambaho. N. Anyijuka	UBTEB
39.	Ms.Milly Nalubega	UBTEB
40.	Ms.Bakakimpa Judith	KIU
41.	Ms.Nakanwagi Annet	KIU
42.	Prof. George Nasinyama	UNICAF University
43.	Abchgani Faralt	Alhayat Malid University
44.	Dr. Mulumba Faros	St. Lawrence University
45.	Mr.Alfred .M. Namol	KCU
46.	Dr. Bajpaj	KIU
47.	Mr. John William Otim	Nkumba
49.	Ms. Nangonzi Amina	IUIU
50.	Ms. Kyokunda Evelyn Hope	TEAM University
51.	Margaret Kamya (PhD)	KIU
52.	Mr. Tulibasika Moses	KIU
53.	Prof. Ismail Gyagenda	IUIU
54.	Prof. Kahangire	KYU
55.	Dr. Wardah R. Gyagenda	KU
56.	Mr. Mukawa Iddi Moses	MOES
57.	Mr. Okello Alex	Kyambogo University
58.	Ms. Flora Ddamba	KU
59.	Dr. Charity Mulenga	KCU
60.	Mr. Obbo John Paul	Stanbic
61.	Mr. Nsereko J. Raymond	Mak
62.	Ms. Caroline Tuhwezeine	RENU
63.	Prof. Kasenene John	Mountain of the Moon University
64.	Mr. Mugerwa Richard	KIU
65.	Mr. Orire Shoza Akao	KIU

NO.	NAME	UNIVERSITY
67.	Dr. Mark D. Walugembe	African Renewal University
68.	Dr. Sophia Kazibwe	KIU
69.	Ms. Kobumanzi Diana Abwooli	UNICAF University
70.	Mr. Mohamad Medi	ALHAYAT
71.	Lubowa Ivan for Prof. John Ssebuwufu	Retired
72.	Mr. Ronald Otieno Okoth	Bugema University
73.	Prof Haroon Nsubuga	Equator University of Science and Technology
74.	Ms. Nabula Faridah	Kampala University
75.	Prof. Mouhamad Mpezamihigo	VIC KIU
76.	Prof. John Mugisha	VC CUU
77.	Mr. Lwanga Anthony Claret	AR African Rural University
78.	Mr. Kasujja Saguwa	RENU
79.	Prof. Joy Kwesiga	Kabale University
80.	Mr. Timothy Ekaru	RENU
81.	Ms. Kedi Christine	UMI
82.	Dr. Janice Busingye	KIU
83.	Mr. Oulanyah Richard	Gulu University
84.	Ms. Sylvia Naiga	AFRU
85.	Ms. Agnes Najjuma	KIU
86.	Dr. Irene Munah	KIU
87.	Mr. Tumusiime Fredrick	KIU
88.	Mr. Kizito Simon	MAK
89.	Mr. Andrew Kitua	Kampala University
90.	Hon. J.C. Muyingo	MOES
91.	Ms. Namwanje Rosette	Nkumba University
92.	Prof. John Amoah	Bugema University
93.	Dr. Ssegawa James	TEAM University
94.	Prof. Jude Lubega	Nkumba University
95.	Mr. Samuel R. Onyait	African Renewal University
96.	Ms. Mahoro Gloria	KIU
97.	Prof Maria G.N. Musoke	Kyambogo University
98.	Hillcrest Insurance Brokers	Kampala

NO.	NAME	UNIVERSITY
100.	Ms. Atim Jacqueline	
	SECRETARIAT UVCF 1. Ms. Kwesiga Suzanne- Senior Administrative Secretary 2. Ms. Catherine Nanyonga-Research and Administrative officer 3. Mr. Ronald Balimunsi- ICT officer	

**This report was compiled and written by:
Ms. Catherine Nanyonga & Ms. Suzanne Kwesiga**