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Edited by
Wilson Muyinda Mande

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P.O.BOX 23683

Tel:+256 772 361351 / +256 77 44 7845

Email:mandewm@gmail.com

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EDITORIAL

The current volume of UVCB Bulletin carries papers by different personalities in the Higher Education fraternity in Uganda.

By and large, the papers emphasise the role of UVCB and the fact that Universities are the engine of Higher Education. Hon. Dr. John Muyingo's paper emphasised the use for improving provision of Higher Education. He calls for improvement in access, equity, quality, relevance, governance, public-private partnership, and applied research. Although he does not include funding on the list of the areas to improve, he intimates that government will continue to find public Universities and to offer financial succour to private Universities.

Hon. Jessica Alupo outlines the view that the creation of the UVCB is godsend. It is now possible to have a platform for government to interact with all Universities as a single sector.

She points out the fact that it is human resources that determine the fortunes of an organisation and country. Without well developed human resources, development remains a miasma.

Wilson Muyinda Mande's paper on the genesis and functions of the UVCB in Higher Education is informative in that it outlines founding of the UVCB, the initiating Vice-Chancellors and Institutions, the people who have chaired the UVCB since its inception, and its key functions.

Ahmed Kawesa Sengendo's paper outlines the challenges facing Universities in Uganda. The challenges include: increasing demand for University Education, difficulty in funding University programmes, the Academic quality of Senior Six Leavers, competition for students, the endemic shortage of academic staff caused by the brain-drain phenomenon, lack of ethics, the commercialisation of every task and role, etc. He calls upon Government to increase funding to Higher Education,

enact better laws governing Universities, plan for Higher Education as a sector, improve access and equity, create a pool of Research and Development experts, and turn brain-drain into brain gain.

The paper on Senteza Kajubi's philosophy on widening access to Higher Education was authored by Wilson Muyinda Mande. The paper examines accessing Higher Education in general, in Public and Private Universities. The paper explores the contribution of higher education to development in Uganda.

Part two of the Bulletin provides profiles of the former Chairpersons of the UVCF.

Professor Michael Lejuene	1996	-	1997
Professor Lutalo-Bosa	1998	-	1999
Professor John Sebuwufu	2000	-	2001
Professor Stephen Noll	2002	-	2003
Professor Senteza Kajubi	2004	-	2006
Professor Kawesa Sengendo	2007	-	2011

The last part are reports of the Quality Assurance Forum and a report submitted to the Minister of State for Higher Education on the conference of 2011.

The current Bulletin is volume I, after reading this volume, get volume 2 which should be published in 2013 or as shall be announced.

Professor Wilson Muyinda Mande

EDITOR

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THE GENESIS AND ROLE OF UGANDA VICE CHANCELLORS' FORUM IN HIGHER EDUCATION

Wilson Muyinda Mande

INTRODUCTION

This paper has outlined the genesis of the Uganda Vice Chancellors Forum, the founding universities, the meetings of the UVCF and its roles, the current and prospective members of the UVCF, the current status and conclusion. Overall the UVCF is an important body that has played a big role in promoting higher education in Uganda. For instance, it was the first UVCF which urged Government to hasten the establishment of a Council for Higher Education to provide parameters within which institutions of higher learning may operate. So it is right to infer that the National Council for Higher Education was established partly on the promptings of the UVCF. Several policies and quality standards in the universities have been shaped and harmonised by the decisions taken at the UVCF. The UVCF has also provided both an ear and a voice for stakeholders in higher education to receive and share information of mutual importance.

ESTABLISHMENT OF THE UGANDA VICE CHANCELLORS FORUM

The idea of creating a Uganda Vice Chancellors Forum (UVCF) was conceived in 1995. On Monday, 27th November 1995, the first meeting was held at Uganda Martyrs University involving three vice chancellors and one academic registrar namely:

- i. Professor Michael Lejuene of Uganda Martyrs University
- ii. Professor Fredrick Kayanja of Mbarara University of Science and Technology
- iii. Professor Albert Lutalo Bosa of Institute of Teacher Education, Kyambogo
- iv. Mr Bernard Onyango, Registrar of Uganda Martyrs University, acted as secretary.

It was thought at that time that a Forum would comprise of only recognised universities in the country. This meeting resolved to establish a Forum for Ugandan universities. For 1996, the Vice Chancellor of Uganda Martyrs University was asked to provide the chair and a secretariat. Attendance was to be extended to the undersecretary for higher education and the executive secretary Inter-University Council of East Africa.

After the exploratory meeting of 1995 and 1996, the Uganda Vice Chancellors Forum was constituted in 1997 by vice chancellors from six founding universities. These were:

1. Institute of Teacher Education, Kyambogo
2. Islamic University in Uganda
3. Makerere University
4. Mbarara University of Science and Technology
5. Nkumba University
6. Uganda Martyrs University

The number of members to the UVCF increased in tandem with the rising number of universities and tertiary institutions in the country.

The concerns that compelled the vice chancellors to a Forum at the time included:

- i. To have a means through which universities could consider matters of mutual interest and dialogue with one another and with Government.
- ii. To urge Government to hasten the establishment of a Council for Higher Education to provide parameters within which institutions of higher learning may operate.
- iii. To urge Government to look at Science Education in Schools with a view to increasing the number of eligible science students for university courses on which national development hinges.
- iv. To urge Government to examine critically the method of financing university education so as to promote national priorities, reward scholarship and hard work.
- v. To look again whether the time in which specialisation between Arts and Science is recommended now in Uganda is not too early.

- vi. To encourage the creation of endowments to develop critical areas like science, education, staff development, etc.
- vii. To interest entrepreneurs and corporations in contributing to financing higher education by introducing tax exemptions considering that they are major consumers of University graduates.

It was felt then that if the universities in Uganda had a forum would be able to have a united voice and share lessons on mutual concerns.

Universities in the country were convinced that they were in the same business of offering higher education and research. All universities were therefore affected in the same by context in which they operate. Universities contextually share: (i) recruitment students from the same catchment area; (ii) subjected to the same legal requirements; (iii) challenged equally to satisfy employers' needs; and the like. For those reasons and others, it was wise for the universities to unite and put up a concerted effort for improving higher education.

The old adage is "Unity is strengths". Jesus Christ who is considered to be the greatest teacher also taught that "a house divided cannot stand" (Mark, 3:25). This brings universities to as realisation that they have one business of offering higher education and research. The vice chancellors opined that there were more gains that could be accrued if they were united.

THE UVCF MEETINGS

As a forum it is natural that the UVCF holds meetings. It has been argued that "meetings move the world" (Katusabe-Sesemwezi, 2011). Through the meetings the UVCF moves the world of higher education in Uganda. The UVCF has a chairperson and a secretariat, and an executive committee. The UVCF makes decisions some of which are examined the executive committee to determine the best approach to their implementation.

Most if not all decisions and actions of the UVCF are determined at the meetings. For that matter the chairpersons have been very instrumental in spearheading the work of the UVCF. For the last one and half decades, the following vice chancellors have chairs the forum.

Table 1. *Vice chancellors who have chaired the UVCF since its inception*

	CHAIR OF THE UVCF	SECRETARIAT	PERIOD
1	Professor Michael Lejuene	Uganda Martyrs University	1996 - 1997
2	Professor Albert Lutalo-Bosa	Institute of Teacher Education Kyambogo	1998 - 1999
3	Professor John Mukasa Sebuwufu	Makerere University	2000 - 2001
4	Professor Stephen Noll	Uganda Christian University	2002 – 2003
5	Professor Senteza Kajubi (RIP)	Nkumba University	2004 - 2006
6	Dr. Ahmad Kaweesa Sengendo	Islamic University in Uganda	2006-2011
7	Professor Badru Dungu Kateregga	Kampala University	2011 -

The UVCF began by holdings meeting twice a year. A vice chancellor held office for a period of two years. However from 2004, the chairpersons were allowed to hold office for three years. The chairpersons held office for one term except Dr. Ahmed Kaweesa Sengendo who held office twice, that is, from 2006 to 2011. Although initially it was thought that the UVCF chair would rotate alphabetically, it was not strictly followed. It became a forum of colleagues. Collegiality had profound influence.

THE ROLE OF THE UVCF

The UVCF plays several roles which are important to higher education in the country. The roles include:

Promoting the relations and cooperation among recognised universities in Uganda. The UVCF has considered issues like (a) health insurance.

(b) research and education network of Uganda (RENU) whose purpose among others was to create a high performance RET networks through joint negotiations with government, regulators, suppliers and development partners. A number of universities had been connected to RENU by 2012. (c) The UVCF website launched in 2012 became a platform for the universities and other stakeholders of higher education in the country to share information and other related resources. (d) The UVCF elects its representatives to the National Council for Higher Education.

Enhancing the sharing of knowledge, information and practices.

In this endeavour, member institutions have used several methods and approaches. One such method the UVCF has used has been presentation of papers. The papers presentations have included:

- Baguma S D (2005) *Joint bulk purchasing of computers and other materials by universities in Uganda* Nkumba University
- Kasozi ABK (1997) *Crisis of Science Education and what higher institutions can do to alleviate it.* Islamic University in Uganda
- Kasozi ABK (2011) *The relevance of university education to economic development.* National Council for Higher Education.
- Kayanja F (2011) *Universities role in science, technology and innovation.* Mbarara University of Science and Technology.
- Mande W M (2010) *Teaching of Ethics in Ugandan Secondary and Tertiary institutions in Uganda.* Nkumba University
- Mbabazi P (2011) *Vice Chancellors' Task Force on the Reform of Uganda's Education System.* Working paper
- Moffat H (2011) *Collaboration of Universities nationally and internationally.* British Council
- Nyeko Pen-Mogi (2005) *Promotion of Sciences in Secondary and Tertiary Institutions* Gulu University
- Nyeko Pen-Mogi (2005) *Proposal for Inter University Joint Procurement of Scientific Equipment and Chemicals.* Gulu University
- Nyeko Pen-Mogi (2011) *Proposal to scrap off Uganda Advanced Certificate of Education.* Gulu University

Sengendo A K (2011) *Challenges facing universities in Uganda*. Islamic University in Uganda.

Senteza Kajubi W (2004) *Tertiary Institutions sector study and documentation with a proposal for long-term funds for capital development*, Nkumba University

Senyimba M (2006) *Counselling and guidance as a needed subject in teacher education programmes in order to enhance psycho-social healing in schools*. Ndejje University

The UVCF started in 2011 to share information through conferences. The first such conference was held at Hotel Africana. This conference considered the relevance of university education in economic development of Uganda; the universities role in science, technology and innovations; collaboration of universities nationally and internationally; and the challenges facing universities in Uganda.

Advising Government and other relevant bodies on various methods and policies of promoting university education in Uganda.

Tax relief to non-profit chartered universities. In 2004, the UVCF intimated that Uganda faced a critical moment in its development. Education to the highest level was essential to the development of a knowledge-based economy that could sustain growth and overcome poverty. With introduction of universal primary education in 1997, parents had sent their children in record numbers to primary, secondary and tertiary education. Government having recognised that it could not provide higher education alone, it encouraged private universities to open in various parts in the country. Consequently by 2004, there were twelve universities with provisional licences operating under the Universities and other tertiary institutions act of 2001.

However the greatest challenge that faced the new universities was generating capital and operating funds to become world class institutions. The UVCF noted that unlike other countries in Africa and the West, the tax system in Uganda was a deterrent to development. In view of that observation, the UVCF urged Government to promote the private sector of university education by amending the value added tax (VAT) statute of 1996 so as to relieve non-profit chartered universities from VAT by means

of refund mechanism which was available to certain public international organisations.

Publishing and carrying out any other activity intended to promote higher education in Uganda. The UVCF began working on publications in 2011. In that year a Universities profiles were published. In 2012 the first volume of the *UVCF Bulletin* was published. The UVCF Bulletin brings together papers, information and news shared by the UVCF in a preceding year.

CURRENT AND PROSPECTIVE MEMBERS OF THE UVCF

The membership to the UVCF includes the Public Universities, the Private Universities and degree awarding institutions. University of military science is a new development in Ugandan higher education.

Public universities

<u>University</u>	<u>Date of foundation</u>
Busitema University, Busitema, Busia District;	2007
Gulu University, Gulu;	2002
Kyambogo University, Kyambogo, Kampala;	2003
Makerere University Makerere, Kampala;	1922
Metropolitan University Business School,	1997
Nakawa, Mbarara University of Science & Technology, Mbarara;	1989
Kuni University, Arua;	2012
Soroti University of Science and Technology Soroti;	2013

Private universities

African Bible College, Lubowa, Wakiso District;	2005
African Rural University for Women Kagadi,	2007
Aga Khan University, Kampala;	2001

All Saints University Lira;	2008
Bishop Stuart University Mbarara;	2003
Bugema University Luweero District;	1997
Busoga University , Iganga;	1999
Cavendish University Uganda Kampala;	2008
Fairland University Jinja;	2001
International Health Sciences University Kampala;	2008
International University of East Africa Kampala	2011
Islamic University in Uganda Mbale;	1988
Kabale University Kabale	2001
Kampala International University Kampala;	2001
Kampala University Kampala;	2005
Kumi University Kumi;	1999
Muteesa I Royal University Masaka;	2007
Mountains of the Moon University Fort Portal;	2005
Ndejje University Luweero;	1992
Nkumba University Entebbe;	1999
St. Lawrence University Kampala;	2006
Uganda Christian University Mukono;	1997
Uganda Martyrs University Nkozi,;	1993
Uganda Pentecostal University Fort Portal;	2005
Uganda Technology and Management University Kampala;	2012
Victoria University Uganda Kampala;	2011
Virtual University of Uganda Kampala;	2012

Military universities

University of Military Science and Technology Lugazi;	2007
Degree-awarding non-university institutions	
Uganda Management Institute Kampala;	1969
Kigumba Petroleum Institute, Kigumba,	2009
India-Africa Institute of Foreign Trade Kampala;	2011
Team Business Institute of Management	2000

STATUS OF THE UVCF

The Uganda Vice Chancellors Forum has a constitution. The UVCF was registered as non-governmental organisation (NGO) and also registered with the international association of universities (IAU). The International Association of Universities (IAU) is the United Nations Educational, Scientific and Cultural Organization (UNESCO)-based worldwide association of higher education institutions. It brings together institutions and organisations from some 150 countries for “reflection and action on common concerns and collaborates with various international, regional and national bodies active in higher education.” IAU is based in Paris and is located at the headquarters of UNESCO. However, it is an independent organization. All this means that the UVCF is a legal body.

CONCLUSION

The UVCF has been growing from strength to strength. In the recent couple of years the forum has received regular reports from the inter-university sports office. The quality assurance forum has also submitted reports to the UVCF.

Since 2011 the UVCF has added onto its list of functions the organization of conferences. This is one way of receiving and disseminating information of general interest. It is also a means of engaging the policy makers in higher education in a constructive dialogue on the issues affecting higher education in the universities and in the country generally.

IMPROVING HIGHER EDUCATION IN UGANDA

John C. Muyingo

As you are aware, Uganda education system was at a crossroad at the advent of the National Resistance Movement (NRM) in 1986. The Education system experienced low participation by the students at all levels; low quality of education with curricula which were not relevant ; management and governance challenges at all levels; and low participation by the private sector in the education services provision.

In 1987 the Government set up the Education Policy Review Commission popularly known as the Kajubi Commission, to appraise the existing system of education at all levels. The Kajubi Commission submitted its report to Government in 1989 and the Government produced the Government Whitepaper on the Report in 1992

The Government Whitepaper of 1992 identified the following national goals and objectives of education to guide the education systems in Uganda; (a) forging national unity and harmony i.e. unity between various ethnic groups, evolution of common national values, democratic establishment of central authority; (b) evolving democratic institutions and practices in society i.e. sensitisation of all the people and ensuring their effective purposeful participation in organizing social service programmes; (c) guaranteeing fundamental human rights i.e. the provision of basic needs, education, health care etc; (d) creating national wealth i.e. development of quality and relevant skills to enhance independent national economy, there by improving the populace quality of life; (e) upholding and maintenance of national independence and patriotic feeling i.e. inculcating the sense of love for all citizens and a feeling of patriotism promoting moral and ethical values i.e. such values as honesty, sense of responsibility integrity in the use of public funds and property and for production and constructive work; and promoting a feeling of humanitarianism and co-operation i.e. a concern for others and the inculcation of a philosophy of working selflessly on a co-operative basis for the good of all.

The basic education is a substructure, while higher education is the superstructure of any education system, it is in this respect that the national goals and objectives of education were taken into consideration

when the recommendations in the Government Whitepaper 1992 was adopted to introduce Universal Primary Education (UPE) in 1997; Universal Post Primary Education and Training (UPPET) in 2007 and now the planned introduction of Universal Post Senior 4 Education and Training in 2012. This was to ensure that the basic education is firm enough to feed into higher education, which perform the final processes in the human resources growth and development in readying learners for the world of work.

The relationship between higher education and economic development is now not only accepted but well understood by all stake holders, it is a fact that higher education plays the role of refining human capital that is necessary for growth and development with immense public and private benefits. In order to realize the numerous benefits the Ministry of Education designed strategic objectives to actualize the National Goals and Objectives in its Education and Sports Sector strategic Plan 2004-2015. These objectives are to improve access, equity, quality, relevance, governance and public-private partnership at all levels of the Education and Sport Sector.

(a) improve access

In 1986, Uganda had 1 (one) Public University, Makerere university, with less than 5000 students. Today Uganda has seven Public universities and 27 (twenty seven) Private universities, seven of which are chartered, with enrolment of 70000 and 55000 students respectively.

In spite of this huge leap in enrolment, Uganda's Gross Enrolment Ratio is only 5%, compared to Kenya, Tanzania and Rwanda at 8% while sub-Saharan Africa is above 10%, while the world average is at 25%. These figures demonstrate Uganda's poor performance regionally and at world stage as far as access to higher Education and its benefits are concerned.

How can this Forum work with my Ministry in particular and the Government in general to improve Uganda's standing? Can new mode of higher education delivery be explored, while paying keen interest in the transition and completion rates of those enrolled?

(b) Improve Equity

In 2005/06 Academic year, Government through my Ministry, introduced affirmative action in admission to higher institution of learning, in addition to the 1.5 points which was introduced earlier. This policy intervention witnessed 3000 students out of 4000 sponsored by Government admitted

on merit at the ratio of 53% science and subjects key to national development and 47% Arts and Humanities. 896 slots are allocated to the districts under district quota Admission; 64 places are often reserved for candidates with special needs while 40 slots for sports personalities or those with special talents.

This policy intervention has witnessed an increase in the girl-child enrolment from less than 10% in 1986 to current 44%.

Regional distribution of higher institution of learning in Uganda is still inequitable showing Central Region 48%; Western Region 25%; Eastern Region 19% and Northern Region 9%. This inequitable distribution reflects imbalances in regional access to higher education. Although weekend and evening programmes are now offered in most of the Universities there is still a gap between the urban vs. the rural and the rich vs. the poor.

How will the Forum work with my Ministry to improve equitable access to higher education?

(c) improve Quality

African universities ranking as published in international press, depict low ranking for our few Universities that appear on the list. It is true that we have many challenges facing our Universities such as inadequate infrastructure and equipment; difficulties in the attraction and retention of academic staff; massification at the Universities. UVCF should put in places measures to address such challenges.

(d) improve Relevance

The reality of today associated with the output of higher education is mass under employment and unemployment of youth who graduate from colleges and universities. Higher Education stake holders ought to structure our curricula to meet the local, regional and international market. The UVCF can play a positive as well as a technical role.

Although we live in the global village, the graduates of our universities and colleges must have food on their table, cloth on their bodies and roof over their heads first, before the talk of global village can be entertained.

(e) Improve Governance

The Government has enacted the law i.e. the Universities and Other

Tertiary Institutions Act 2001 as amended, to ease the management, administration and general governance of universities and other tertiary institutions. H.E The President, of Uganda instituted a Visitation Committee to Public universities in 2006, and it submitted its report in 2007. The Government Whitepaper on the Visitation Committee Report was prepared by the Ministry of Education and Sports, approved by Cabinet and is now before Parliament. Your institutions should effectively use the provisions in the law to enhance governance together with the Government Whitepaper on Visitation committee Report recommendations, after Parliament approves it.

(f) Improved Public-Private Partnership

The public-private partnership policy enhances co-operation between the Government and private sector in providing higher education which is of quality and relevance. The output of universities mainly end up with the private sector for employment opportunities, hence the need for collaboration in curricula development and review.

Universities need to engage and strengthen applied research, whose findings would resolve the many challenges Uganda society faces.

Universities need to engage and strengthen basic research to widen the horizon of knowledge, which can be used to tender advice to the Government, in policy formulation and review.

Government and especially the Ministry of Education and Sports will continue to develop policies conducive to the growth and development of higher education; it will continue to fund Public Universities and provide support to the Private Universities, whenever the budgetary provisions allow, as it has been done in the recent past.

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Government White Paper on Education(1992), Kampala. Government of Uganda.

RELEVANCY OF UNIVERSITY EDUCATION IN UGANDA'S TRANSFORMATION

Jessica Alupo

My participation in such a forum gives me the opportunity to gain better insight into the University role in science, technology and Innovation which brings to light the challenges facing investing in University education in Uganda. It is exciting to see academics, men and women of letters united amidst stiff competition to form a forum that is very useful to Government and Ugandans.

The UVCF is an innovation that must be applauded because it is an avenue through which a direct contact with universities, government and other stakeholders interact in positioning Uganda to meet its future development challenges. Government applauds this proactive approach by the Vice Chancellors. Universities are able to engage and cultivate policy. Development partners support investment in Higher Education, brightening Uganda's and the region's future. It is people and institutions of higher learning that the global society today is viewing as development wealth. Suffice to remind ourselves that no country anywhere in the world has developed without a strong investment in its human and Science and Technology. Investments in people and science transforms nations. Note the following:

- a. Singapore is what it is today because of the strategic investment and foresight planning by its leaders and a very supportive policy framework
- b. China has become the leading economy in the world because of a systemic investment in its science and technology capacity
- c. Brazil has moved from a poor country to a leading economy underpinned by a strong agricultural sector. There was a strong investment in postgraduate training that linked

- universities to research institutions and mobilised international partnership to develop the required human and science and technology capacity
- d. The Green Revolution in Asia was possible through long term policy commitment to investment in Research and Development underpinned by building strong universities and research in Asia and development partner support, especially the Rockefeller Foundation and Ford Foundation;
 - e. Today, several of the developed and developing countries are thinking about what will happen to their countries in 50/100 years to come.

This is why it is critical to rebuild our Higher Education and research capacity. The formation of Uganda Vice Chancellors Forum should create networks with other African Universities. The networks should eventually lead to putting on table key issues that policy makers and our development partners need to consider in terms of building Uganda and the region's capacity to respond to development challenges including the Millennium Development Goals.

The African Union Decade of Education Plan emphasize, "Complete revitalization of higher education in Africa, with the emergence of strong and vibrant institutions engaged in development-oriented research, teaching, community outreach and enrichment services to the lower levels of education; and functioning in an environment of academic freedom and institutional autonomy, within an overall framework of public accountability." Consequently, the following issues should be addressed:-

- (i) The need for development of impact oriented institutions that champion innovation and development in our countries
- (ii) Multi-level training systems that supply resourceful and diverse human capacity needs
- (iii) Funding and other institutional support mechanisms to

allow innovation, human resource development and proper functioning of the institutions.

Government of Uganda , has capacity to ensure that these happen. This has been fulfilled. In the case of the Universal Primary Education, the Universal Secondary Education and now Universal 'A' Level are all in line with the AU Decade of Education Plan. Although new more public universities and private universities have been opened, there is still a challenge to absorb the large numbers graduating through the Universal Primary Education and Universal Secondary Education. The most critical and fundamental question is, "how are we training these large numbers to fit the human capital needed for rural transformation and diverse needs of our growing economies". The answers to these questions lie in strengthening graduate education by training lecturers and researchers as change agents and facilitators of learning for both human capacity development needs and innovation.

The conditions our universities are operating in are extremely difficult. The Uganda Vice Chancellors' Forum provides an opportunity to view progress being made by our universities and their partners. The spiraling demand for quality education calls for a corresponding infrastructure and human resources to support these needs. These limitations and the opportunity availed by the increasing demand for higher education requires that we must re-organize ourselves to ensure efficiency, and effectiveness. Stakeholders must of necessity pool our resources; focus on priorities, promote quality and impact.

This Uganda Vice Chancellors' Forum will require patience, commitment and resolve but drawing from your wisdom, and experience University education will never be the same again. To this end, I am reminded of a Liberian proverb literally translated as "He who refuses to drink from a fountain of wisdom must be ready to drink from a desert of ignorance." So, share knowledge and experiences, advance proposals and concretize action drinking from your wells of wisdom.

CHALLENGES FACING UNIVERSITIES IN UGANDA

INTRODUCTION

Ahmed Kawesa Ssengendo

Current status

Makerere University, Uganda's oldest and biggest university, started in 1922 as a technical college. It was offering the curriculum of the University of London as Uganda was under British colonial rule by then. It later became a university College, then a University of East Africa and finally an independent University. It remained the only university in Uganda until 1988 when the Islamic University in Uganda (IUIU) was opened.

Uganda had seen a dramatic increase in universities since the government started allowing private universities to operate in 1988. As of 2010 there were five (5) Government (Public) universities and at least 23 private universities.

Student enrolment

The number of students enrolled in universities in Uganda has increased from around 3,000 in the 1970s to 107,728 in 2006/7 academic year. Overall, student enrolment into universities increases by about 16% per annum. In 2006/7 the male students in universities were 59,976 (55.7%) while the females were 47,752 (44.3%) (Kasozi, 2010). In terms of international students, there were 8,287 (5.3%) IN 2006/7 as compared to 12, 930 (9.4%) the previous year. This forced Professor Kasozi (2010) to sound a warning that "*Uganda is gradually losing its competitive edge in the region due to the inferior quality of its education.*"

Table 1 below gives the summary of students' enrolment in 2006/7 in Uganda's higher education (HE) sector.

Table 1. Student enrolment in HE in 2006/2007

Type of tertiary institution	No. of students	%
Universities	107,728	69.5
Technical colleges	1,960	1.3
Other Tertiary Institutions	44,335	29.2
Total	154,023	100

Academic Staff

Kasozi (2010) observed that in 2006/7 academic year there were 7,645 academic staff serving in tertiary institutions in Uganda. Of these, 4,022 (52.6%) were full-time, while 3,623 (47.4%) were part-time. At the same time, only 433 academic staff were reported to be on training. Generally, there are very few senior academic staff with all universities experiencing a shortage of Associate Professors and Professors.

Programmes & delivery mode

The variety of academic programmes offered in Ugandan universities has increased in the last decade. There is a fear that some of the new programmes are too shallow and narrow. Most of the programmes are in the arts and humanities.

The programmes are classified as follows depending on the delivery time of the day:

Day programmes – usually studying starts at 7 or 8 am and ends around 5 or 6 pm.

Evening – starts around 5 pm to 10 pm.

Mid-night - offered by Makerere University faculty of Computing where some students start studying at mid-night and end by 6 am.

Weekend – studies take place on Saturday and Sunday.

Distance – most of the time the students study at home or their places of work using modules developed for their programmes, and only go to university campuses or study centres periodically for face-to-face sessions or to do examinations.

In summary, university education in Uganda had seen a rapid expansion in the last 20 years. But what are the challenges that face the universities in Uganda? This paper attempts to highlight some of the challenges faced by universities in Uganda.

Challenges

Increasing demand for university education

As stated earlier, the number of students seeking admission into universities is increasing every year. On the other hand, the capacity of universities to provide quality education to the increasing numbers of students is not growing as fast. This has led to some universities admitting more students than their facilities can reasonably afford. This is true for both public and private universities.

Table 2 shows the growth of student numbers at Makerere and Kyambogo Universities between 2002/3 and 2010/11 academic years.

Academic year	Makerere University	Kyambogo University
2010/2011	38,542	23,966
2009/2010	34,386	18,746

2008/2009	35,092	14,161
2007/2008	35,561	10,256
2006/2007	36,084	13,971
2005/2006	30,827	10,566
2004/2005	30,705	7,618
2003/2004	27,622	7,195
2002/2003	28,869	4,901

As indicated in the table above, Kyambogo University has had a 489% increase in student enrolment between 2002 and 2011 but its physical facilities have virtually remained the same. During the same period, Makerere University experienced a 133.51% increase in students enrolment but there was a much less improvement in facilities (may be by 10%) over the same period. The situation is not any better in most private universities.

Funding challenges

Both public and private universities are facing financing challenges. This is mainly because the Government is not funding higher education adequately and the fees that students pay are much less than the realistic unit cost. Public universities depend on government subventions, private students' fees, and very much limited and restricted donor funds. The private universities depend mainly on students' fees, with all of them not receiving any funds from the Government – except for very occasional donations to a few of them.

In the case of public universities, the government subventions are usually much less than what the universities request for. For example between 1988/89 and 2005/06 academic year, the government approved an average of 44.20% of the budgets that Makerere University presented.

For Mbarara University of Science and Technology (MUST) the government approved an average of 36.50% of the presented budgets between 1996/97 and 2005/06. To make matters worse, the government remitted only 89.3% of what was approved (i.e. 89.3% of 36.5%). Gulu University did better than Makerere and MUST having 87% of its proposed budgets between 2001/02 and 2006/07 approved, although they received an average of 84.20% of what the government approved (Kasozi, 2009: 33-35).

For Kyambogo University, the trend has remained the same in the last four years as indicated in Table 3 below.

Table 3: Proposed vs approved and received budgets for Kyambogo University 2007/08 – 2010/11

Year	Proposed	Approved	Remitted	Deficit
2010/ 2011	72,834,417,011	63,498,108,883	61,868,928,688	1,629,180,195
2009/ 2010	57,174,868,327	51,826,652,437	42,344,205,038	9,482,447,399
2008/ 2009	46,740,000,000	36,724,129,417	32,209,496,820	4,514,632,597
2007/ 2008	36,060,000,000	30,400,000,000	25,410,000,000	4,990,000,000

Source: KY Vice Chancellor's Office.

As a result of the poor funding, Makerere University had a Shs. 15.4 billion deficit in 2006/07 academic year. Gulu University had a deficit of shs. 2 billion in 2007/2008 academic year, and Busitema University had a gap of Shs. 2.4 billion in 2008/09 (Kasozi, 2009: 163). Kyambogo University had a deficit of Shs. 20.6 billion between 2007/08 and 2010/11. The case of Gulu University in 2006/07 was strange especially when compared to the previous year as the data below indicates:

Table 4. Gulu University Government Funding 2005 - 2007

Year	University proposal	Gov't approved	% Approved over proposed	Received	% of Received over approved
	Shs '000	Shs '000	-	Shs '000	
2005/06	4,838,073	3,864,821	80	3,864,821	100
2006/07	6,026,714	3,150,000	52	528,000	16.76

How much does the government give public universities? The table below indicates the government's subventions to some of the public universities.

Table 5. Government subventions to some public universities

University	Amount (shs) 2009/10	Amount (shs) 2010/11
Makerere	118,151,073,461	143,642,154,492 (US\$ 51.3 m)
Kyambogo	42,344,205,038	61,868,928,688 (US\$ 22.1 m)
	Amount (shs) 2004/05	2005/06
MUST	340,000,000	410,000,000 (US\$ 146,429)
	2005/06	2006/07
Gulu	3,864,821,000	528,000,000 (US\$ 188,571)

How do we compare with other countries?

Ghana in 2000 established a Ghana Education Trust fund and capitalised it by increasing Value Added Tax (VAT) by 2.5%. By 2007, GET was

generating about US\$ 200 million per year.

“GET funding has been used to construct educational facilities, capitalize a student loan program, provide scholarships for poor students and staff development, expand information and communication technology (ICT) infrastructure, and support research and teaching activities, particularly the expansion of postgraduate programs and distance education. The fund is governed by an independent board of trustees accountable to Parliament and managed by a government-appointed administrator. Each year the fund’s allocation and its specific uses are approved by Parliament to ensure that they address the nation’s most pressing education needs.” (Atuahene 2008; Adu and Orivel 2006; World Bank Document No. 54441 2010). Tertiary education has received 45 % of the GET funds since its inception.

The recurrent budget for the University of Technology, Malaysia, for 2010/11 academic year was about the equivalent of US\$ 250 million. Of this, about US\$ 26 million was for campus maintenance. The University also receives a special research fund of about US\$ 25 million per year.

Already some universities have been closed due to financial difficulties and huge bank loans that they couldn’t pay. In one case, that of Lugazi University, the first graduation ceremony was also the last one! The question is could these universities have been saved had we had a good funding model for universities in Uganda? Or shall we say that this is not a serious problem since we are operating a free market forces model in our education system?

Demography and quality of students admitted.

Although the majority of students in universities are S.6 leavers, the demography of students in universities has drastically changed in the last 25 years. The age range in many universities is about 19 - $\geq$ 65 years! So it is quite possible to find a father or mother studying with his/her daughter and grand-daughter in the same lecturer room. The different age groups have different reasons, goals, learning styles, abilities, attention

spans, experiences, social needs, etc. Are our lecturers trained to handle such heterogeneous classes? Many working students do not have time to study, read for assignments, go to the library, etc. they end up relying on their colleagues to “help” them.

The quality of some of the students joining universities is a challenge. Many students in universities cannot write or speak university level English, some have very poor arithmetic skills, and the majority of them have poor study and reading skills. Many students are in universities because that is where they have to be at their age but have no serious intrinsic motivation for being there. This later group tend to spend a lot of their time engaged in non-academic pursuits. Some students even decide to use the money given to them by their parents for fees to finance the appetites of their girl or boy friends; and yet many others use the fees money to do microbusinesses that usually fail to return even the capital (fees) invested in. In some universities there are students who do not attend even 50% of the lectures but somehow make it through universities! Others are dismissed but take their parents to fluked convocations and fake graduation parties where they present forged transcripts and degree certificates!

The benefits of UPE and USE are many. But the challenges raised by our UPE model are also many, especially the automatic progress from one class to another. In a nation-wide study done by Uwezo Uganda (2011: 14 & 16), it was found that 11% of the pupils in P7 could not solve numerical written division sums of P2 level difficulty correctly! The same study found out that 13% of the P7 pupils could not read correctly a P2 level story text! This study emphasises the need for us to pay attention to the quality of learning at all levels of the education ladder.

Competition

As the number of universities increases, the competition for students and resources also increases. The expansion of the East African Community

and the birth of a new neighbour (Southern Sudan) means expanded regional competition. But this could also be an opportunity for those well organised universities. Many international universities are also seeking to open offshore campuses and/or programmes in Uganda raising the stakes even higher. Shall we soon see Charles Darwin's "survival of the fittest" theory at play in the theatre of university education in Uganda?

Shortage of academic staff

A cocktail of factors conspire to deny universities in Uganda a critical mass of the badly needed academic staff. First, it is the poor salaries and conditions of service in our universities. The ugly face of poor salaries is made more awful by the high taxes – pay as you earn (PAYE). Then the growth of universities and GERs far out paces the rate at which new academic staffs are trained. This leads to many universities using many part-time staff many of whom end up doing partial teaching as they criss-cross the city and/or the country moonlighting. Many universities also do have resources to undertake large scale effective staff development programmes.

Brain drain has robbed this country of some of its best brains that would be critically useful at this stage of our countries HE development. Sadly, there appears to be no sign on the horizon that this problem is about to be effectively addressed or managed. We are yet to see if the recent demands for better pay by staff in some universities will yield pay packages that will stop our staff from fleeing to greener pastures.

We need taking lessons from Pakistan which, according to Prof. Atta Rahman (2010), between 2000 and 2008 increased budgets for universities by over 4,000%, increased staff salaries by over 1,000 %, and reduced the taxes on university staff to a maximum of 5%! As a result of these proactive policies, Pakistan started having a **brain gain** as many of their top class professionals in the diaspora started going back home and in some cases taking with them some experts of other nationalities.

As a result of shortage of academic staff and poor pay, many academic staffs are teaching heavy loads and have no time to engage in research, supervision of students' works and projects, and undertaking community based activities. As this "slaving" continues, the quality of the academic staff members themselves goes down as reflected in poor teaching, lack of research initiatives, low levels of publications, and stagnation at the lower levels of the academic professional ladder.

Many universities do have the funds to recruit sufficient academic staff members. Hence even for public universities, the establishments have serious gaps as indicated below.

Table 6: Kyambogo University staffing position as of September 2011

Position	Establishment	Current position	Gap	Gap %age
Professors	44	2	42	95.45
Associate Professors	73	8	65	89.04
Senior Lecturers	145	49	96	66.21
Lecturers	244	216	28	11.48
Assistant Lecturers	90	61	29	32.22
Teaching Assistants	87	49	38	43.68
Total	683	385	298	43.63

The situation in other public universities also indicated serious shortages of staff, especially at the higher levels, as of June 2006. Makerere University had a shortage of 738, Mbarara, 357, Gulu, 391, Makerere Business School, 75 (Kasozi, 2009). MUST had 2 (2.70%) out of the 74 require

professor, and only 4 (4.76%) of the 84 required Associate Professors. On the other hand, Gulu University had only 7 (16.67%) out of the 42 required professors, and only 2 (4.17%) of the 48 required Associate Professors. If the situation was that bad in public universities, there was no evidence to suggest that it was better in private universities.

Table 7: Makerere University staffing position – June 2006

Staff Category	Established	Current	Gap & Gap %
Professor	155	35	120 (77.42%)
Assoc. Professor	168	68	100 (59.52%)
Senior Lecturer	310	186	124 (40%)
Lecturer	529	360	169 (31.95%)
Asst. Lecturer	408	255	153 (37.50%)
Teaching Assist.	220	148	72 (32.73%)
Total	1,790	1,052	738 (41.23%)

The staffing position of Makerere University has slightly improved since 2006 as indicated in Table 8 below.

Table 8: Makerere University Staffing position as of September 2011

Position	Establishment	Current position	Gap	Gap %age
Professors	147	75	72	48.98
Associate Professors	174	105	69	39.66
Senior Lecturers	396	180	216	54.55
Lecturers	793	370	423	53.34
Assistant Lecturers	419	446	-27	-6.44
Teaching Assistants	209	213	-4	-1.91
Total	2,138	1,389	749	35.03

With such a serious shortage especially senior academic staff, the function of universities as knowledge creators, through research and the disinterested pursuit of knowledge, is seriously compromised. The situation tends to continue as young academic staffs have no senior ones to mentor them.

Ethical challenges

There has been allegations and cases of unprofessional conduct on the part of some academic and non-academic staff members in many of our universities. These have included the following:

- Sexual harassment
- Selling and purchasing of marks
- Examination malpractices
- Plagiarism

- Claiming money for lectures not taught
- Hiring of massanaries to sit exams or write dissertations for students.
- Awarding marks without actually marking the scripts. This is made worse by the large numbers of students in some programmes.
- Financial fraud especially by some of those entrusted with funds. Some of the administrative wrangles in some universities are due to a struggle to control the universities' resources.

The “Kagwirawo Culture”.

In the past, university dons were distinguished by their dedication to pursue and disseminate knowledge. Nowadays, a significant proportion of the academia are dedicated to pursue money where-ever it may be. Under this new academic dispensation, many academic staff prefer to do part-time teaching in universities which promptly pay them for their services. When contacted to offer their services, they usually ask “**Kagwirawo?**” meaning, “**Shall I be paid promptly?**” If the answer is yes, then that lecturer is more likely to abandon or re-schedule the lectures at the university where he/she is full-time to first make the quick money at the other university. This culture is slowly but surely turning many academic staffs into “**knowledge hawkers**”! Such lecturers have time to engage in meaningful research. This vice can be tamed if universities were paying good salaries followed by effective performance supervision and indicators.

Poor facilities

The growth in the number of students has not been matching with a correspond increasing in the number of teaching-learning facilities. Many universities have serious shortages of:

Lecture-rooms – over clouded lecture-rooms are not uncommon. There are also many lectures conducted under trees, temporary shade, tents,

etc.

- i. Library space
- ii. Books – Some of the available books are out-dated. Usually new programmes are started without first acquiring sufficient reading materials
- iii. Computers and other ICT facilities.
- iv. Teaching and research equipment
- v. Internet connectivity.
- vi. Office space for both academic and administrative staff.
- vii. Co-curricular facilities
- viii. Journals and e-resources.
- ix. Furniture, etc

Out-dated curriculum, Teaching and evaluation methods

Most of our programmes have curriculum that is not in tandem with socio-economic development needs of our country given the challenges of living in globalised knowledge-based 21st century. Linkages between university programmes and the industries and other employers are at best rudimentary. Most of the teaching is done at the knowledge or comprehension levels of Bloom's Taxonomy. Likewise, the examinations require students to just memorise information and then regurgitate it when answering questions. There is hardly any teaching at the application, analysis, synthesis and evaluation levels. Indeed, our curricular are very much short on skills as they tend to emphasis information (and not knowledge) acquisition.

Most of our academic staff have no time to make appropriate preparations for teaching. The lecture method is still the dominant delivery method. Student-centred methods are rarely used in our universities. This situation is made worse by the fact that many students also have no time or do not take time study seriously.

Lack of a national Human Resources development plan or strategy

As far as I know, there is no national human resources development plan or strategy. Like-wise a national Development Vision seems not to be in place. If it is, then many universities have not been privy to it. Under such circumstances, what is the basis of the programmes we offer and the numbers we admit into those programmes? What guides university when reviewing their curricular or deciding to establish new programmes? There is need to have a well thought-out and articulated national Vision that should guide the efforts of universities in their various strategic plans.

In Uganda's efforts to have a knowledge-based economy, the importance of having a critical mass of a well-planned **human capital** cannot be over-emphasised. We could borrow a leaf from some countries like India, Malaysia, South Korea, and Japan. Although Japan does not have a lot of natural resources, it was until recently, the second largest economy in world after USA. What was Japan's strength? Great pool of human resources. India's Vision 2020, is reported to be aiming at having 200 million graduates and 300 million technicians. ***What is Uganda's Vision and what role are universities expected in achieving this Vision?***

Administrative/management challenges

Increasing funding to universities without ensuring effective and efficient management of universities cannot lead to much better university education. One of the challenges facing universities is to find effective administrators who combine the knowledge, skills and vision necessary to manage 21st century universities. Many university leaders are not trained managers and simply learn on the job the real skills necessary for their jobs. There is therefore a need to have training programmes for university leaders and administrators. The NCHE has started some programmes in that direction.

In the case of private universities, separating the roles of the owners and

the managers of the universities is sometimes not done. This could easily lead to a situation where universities are administered and managed like kiosks in a market. Certainly this is not good for quality HE.

In the case of public universities, the university leaders seem to have too many masters who sometimes may give contradicting directives. Who is the immediate boss of a Vice chancellor of a public university in Uganda? Is it the:

- a). Chancellor?
- b). Chairman of the University Council?
- c). Permanent secretary of the Ministry of Education & Sport?
- d). Minister of State for Higher Education?
- e). Minister of Education & Sports?
- f). Minister of Finance? or
- g). Visitor?

The other management issues that can be very challenging in the management of university are the following:

The role of staff associations in managing universities. In some case staff associations have been king makers. In other cases, they have been typical union associations who see the university managers as their number one enemies standing in their way of achieving union objectives – usually of better welfare.

University councils and other organs. How are the University councils formed? How effective are they in guiding the management, development and growth of universities? Do the existing university councils have the capacity to transform our public universities into truly world class universities?

Legal challenges. How are VCs & DVCs of Public universities selected? The Makerere University example: Why has Makerere University remained without a substantive VC and DVs for now about two years? Is

the method of finding VCs and DVs as provided for in the law the best? What problems does it create within and without the university?

Financial Management : Who really controls finances in public universities? Is it the Bursar, University Secretary, DVC (FA), Vice Chancellor?

Private students & “private” money in public universities

In all most all public universities, the number of private students is higher than those sponsored by the government. Also the money private students contribute to the budgets of the universities is in most cases higher than the government subventions.

Table 10. The number of Government & Privately sponsored students-2005/06

University	Gov't Sponsored	Private	Total	Private as % of Total
Makerere	6,969	24,112	31,081	77.6
Mbarara	474	1,990	2,464	80.8
Gulu	447	898	1,345	66.8
MUBS	1,405	9,326	10,731	86.9
Kyambogo	2,491	11,480	13,971	82.2
Total	11,786	47,806	69,592	80.2

Source: Kasozi (2009).

In 2005/06 academic year, the private students contributed 59% of the total budget of Makerere University. According to Kasozi (2009), in 2005/06, “In total, Government paid fully for only 19.8% of the students in public universities, who, were not from poor but well-to-do families.”

We also know that because the number of government-sponsored students is very limited, many intelligent but poor students miss university education. This is not good for a country that is seeking to transform itself

into a modern nation state. The absence of a Students' Loan Scheme is making matters worse for the poor students.

The use and management of money generated from private students has been a challenge in some public universities especially Makerere University. Most of this money was decentralised to the units that have private students. In the end staff in the so called “wet” units benefited more financially than those with few or no private students – the so-called “dry” units. Was this over-decentralisation a good thing for quality university education? Most people seem to now agree, that this was a mistake. The money should have been handled as public funds although paid by private students.

Quality assurance challenges

As already explained, maintaining quality university education is a major challenge in all universities in Uganda. **This is due to** a cocktail of problems as highlighted in different sections of this paper.

There is need for universities to build quality assurance (QA) capacity in all our universities. The NCHE and other agencies such as the IUCEA can play a critical role in this matter.

Academic freedom

One of the pillars of QA is to ensure that there is academic freedom in our universities. Staff should be able to engage their energies in pursuit of ideas and researches that interest them without fear or favour. Political interference or threats are usually not good for the emergence of free, original, creative and innovative thoughts. If our universities are going to play a catalytic role in transformation of our country, they must exercise academic freedom.

ICT challenges

With the emergence of the digital age, teaching and learning has been fundamentally transformed. The body of available easily knowledge on the internet is so vast and increasing every day that it is impossible to keep pace with it. But our universities still have serious shortages of ICT facilities and capabilities like:

- a). No. of computers,
- b). electronic resources,
- c). internet connectivity with band width challenges (availability, costs, speed, etc),
- d). ICT compliant staff.
- e). National ICT policy

Instructional materials challenges

Almost all the instructional materials used in our universities are imported at high prices. Most of these are also still being taxed. Key facilities such as books, computers and their accessories like LCD projectors, journals, science equipment, etc are imported. What is the national strategy to produce our own?

Taxes

Taxes on salaries, buildings, books, vehicles, and other educational inputs take away vital resources that universities need to create capacity to increase access to HE at affordable rates and have quality standards that can compete on the global stage. Why should not-for-profit educational institutions pay taxes on construction of classrooms, science laboratories and equipment, students' dormitories, and other facilities used for teaching the citizens of our mother land? We appeal to the Government to review this matter with a view to removing all taxes on educational inputs and salaries and allowances of teachers at all levels of our education system.

High poverty levels of many Ugandans

Many Ugandans are poor with several millions living below the poverty lines. As a result, only a few parents can afford to pay realistic unit cost fees. In many universities, the drop-out rate of private sponsored students is about 20% per annum. This sad situation is reflected in the fact every year many students who are offered admission in various universities do not eventually register in the universities due to lack of fees. At IUIU this number accounts for about 30%.

The other problem caused by the general poor state of the economy is that there are not enough jobs created every year. So many graduates are either unemployed or under-employed. This state of affairs makes the sacrifices that parents make to education their children look like wasted investment. As the Arab spring has indicated, a lot of unemployed educated youths can be a difficult force to contain.

Globalisation trends

The global trends such as GATS, where education is looked at a tradable commodity, we are likely to see more and more international universities starting off-shore programmes and campuses in Uganda. ICT capacities are expanding Open (distance) learning opportunities. All these will increase competition in and among universities.

HIV/AIDS challenges

The pandemic is reducing further the number of staff and students in the universities. This is made worse by liberalism in the socialisation characteristics of most universities. In recent study on the perseverance of the HIV/AIDS disease in universities Makerere University was found to have the highest rate (1.8%) and IUIU the lowest ($\leq 1\%$). Any number above zero of HIV/AIDS case at university level is too high to accept. Universities have to address this challenge.

Drugs and other social hazards

The number students in universities using drugs and other illegal substances is on the increase. This is mainly as a result of the abuse of these substances in the general society. Research is need to establish the exact extent and devise means of dealing with this challenge before we become over-whelmed.

Government policies on education

The over government policies on education affect universities. For example Gov't priorities on UPE & USE limit the amount money to be allocated to universities. The Government expenditure on universities has staganated at about 0.30% of GDP for over 10 years. This is lower than Kenya's (0.9%) and Tanzania (1.0%) of GDP spent on universities. The other government policies that have affect universities include:

Policies on Science and Technology (S&T,) Research and Development (R&D), innovations, patents, and related matters;

- i. 1.5 points for females,
- ii. District quotas for government sponsored students,
- iii. Turning technical colleges into poorly funded & planned universities (Kyambogo & Busitema),
- iv. Lack of a Ministry of S&T and the UNCST is under MoFPED, Funding of universities, etc.
- v. Proposed Curriculum change at O level,

The knowledge society challenges

Teaching and learning in a knowledge-driven world requires lecturers and students to have new skills. We still have lecturers who do not have email addresses and cannot use power point. The cornerstones or imperatives of a knowledge economy are creativity and innovativeness.

Do our universities teach creativity and innovativeness to their students? Most of our professors and lecturers are still teaching the way they were taught – rote learning and, at best, up to comprehension level of Blooms' Taxonomy. How many patents does Uganda register annually? Can universities turn Uganda into a knowledge driven society?

The future of university education in Uganda

In terms of quality, we should not expect much improvement unless we do things differently. There following are critical if we are to improve university education in Uganda:

- a). Government must increase funding to HE
- b). The Government must create more enabling policies
- c). Enactment of better laws governing universities.
- d). Have a clear development plan for the country and HE as a sector
- e). Understand the critical role HE plays in the socio-economic development of society
- f). Totally commit ourselves to doing what it takes to have quality universities.
- g). Improve access and equity
- h). Give science and technology its rightful role in the socio-economic development and transformational equation.
- i). Create a critical mass of R&D experts in all fields.
- j). Fight brain drain and get to a level of having brain gain.

Conclusion

The World Bank advice:

“The welfare of a nation cannot be greater than the education of its people.”

“Poor nations are not only poor in wealth but are poor in knowledge,”

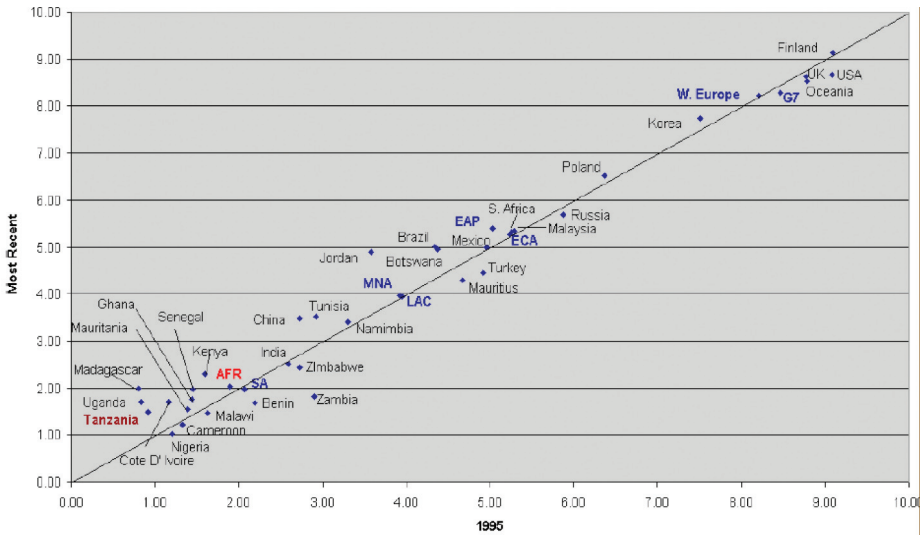
President Kennedy observed that “*The progress of our nation cannot be faster than the progress of our education system.*”

We all know that high Gross enrolment ratios (GER) in HE (to at least 10%) contribute to higher productivity and improved service delivery, it also ensures active participation in international and regional cooperation and good governance. Good governance which is based on the rule of law and respect for human rights usually leads to peace and harmony, which encourages both internal and external investment.

Example of how Tanzania is addressing the challenges of universities: Setting aside 26% of its education budget for HE, supporting staff development, providing HE student loans to both public and private institutions, engaging retired (but not tired) professors on contracts, improving staff retirement packages, setting aside 1% of its GDP for R&D, and connecting all institutions into a network. What is TZ's goal? Transformation and well being of the society – leading to sustainable development.

Uganda is not doing well on the knowledge economy index as shown in the figure below.

Knowledge Economy Index²⁰¹



Note: Countries above the 45 degree line have improved their position in the KEI for the most recent period relative to their position in 1995 (or closest available date in the mid-90s), and vice versa for countries below the line.

It is no longer a debatable issue that HE contributes to a nation's socio-economic development. Quality HE is not cheap. We have to have the commitment from all stakeholders, and especially the politicians, necessary to provide sufficient funds for HE if our country is to transform itself into a modern state. This is a calling that we can only delay at our peril. If we are to change the course of our history as we prepare for a better, peaceful, harmonious, and developed Uganda, universities must regain their rightful position of leadership in this endeavour. This we all must do, as our national motto says, For God and our country.

¹ Kasozi, A.B.K. (2009).

SENTEZA KAJUBI'S PHILOSOPHY OF WIDENING ACCESS TO HIGHER EDUCATION IN UGANDA

Wilson Muyinda Mande

Right from the eve of gaining independence in Uganda, William Senteza Kajubi had been in forefront of higher education leadership and policy for half a century. The role education in development down the centuries has been spearheaded by individual thinkers. In the ancient Greece there were Socrates, Plato and Aristotle who were associated with teaching methods, the school system, and library respectively. In the United States of America (USA), John Dewey is credited for the development of the pragmatic approach to education. In Brazil, Paulo Freire initiated the education for the oppressed that promoted conscientisation among the public. Julius Kambarage Nyerere developed the education for self reliance in Tanzania. In Uganda, William Senteza Kajubi was one of the foremost thinkers in education. He contributed significantly to the shaping of the education system from the 1960s to 2000s through his role in education policy formulation and higher education leadership.

People attaining higher education in Uganda have been very few compared to the population and demand for higher education. It is estimated that right from 1922 when Makerere was established as a university college up to 2009 the number of people who accessed higher education is about 1 million. So, the people who hold higher education qualifications constitute about 3% of total population. Going by the estimates of 2009, the population of Uganda is 32.3 million people, of these only 1 million have certificates in anything from universities and tertiary institutions. This means over 30 million people have not or are yet to access higher education. For a significant many, it is already too late. Senteza Kajubi (2002) states that by 1995 only 154 Ugandans out of every 100,000 of the population could access tertiary education. This constituted about 0.2%

access rate. This raises concern as far as accessing higher education is concerned.

Accessing Higher Education in Public Universities

Makerere University is the oldest university in East Africa. It was founded by the British Colonial Office in 1922 to train “talented natives” for subordinate jobs in the colonial civil service. Until 1950 Makerere was the only publicly funded university in the whole of East Africa. It achieved full university status in 1970. So the implication of this was that there were limited openings for people to access higher education. Only a few people could access university education.

The access to higher education in Uganda has been as follows in the last 50 years:

Table 3: Admissions to higher education 1950 – 2009

Decade	University enrolment	% of growth from previous decade
1950	250	-
1960	888	72%
1970	2581	47%
1980	4045	49%
1990	17578	60%
2000	34773	72%
2009	88,185	61%
2010	100,000	-
2011	145,000	-

In the 1950s there were 250 students enrolled at Makerere University College. In 1965, the number increased to 888 students at Makerere. The 53% were enrolled in other institutions of higher learning in the country.

In the following decade 72% or 2581 students were enrolled in Makerere, the remaining number went to other institutions of learning. In the 1970s the students admitted to Makerere began to outnumber those admitted to other institutions of higher learning in the country. The number of students admitted to Makerere continued to grow in the 1980s. In 1980, Makerere admitted 57% or 4045 of all the students admitted to the institutions of higher learning. The 1990s witnessed the growth in admission of women in higher institutions of higher learning. In 1991 of the 17578 students admitted to institutions of higher learning, 28% or 4922 were females. This trend continued such that by 2000, out of the 34773 students admitted to institutions of higher learning, 33% or 11475 were females. The number of students admitted to universities increased from 34773 to 104160 by 2009. This growth was possible because of the increased number of private universities and tertiary institutions in the country. The liberalisation policy of 1990s made it possible for the private sector to invest in higher education, hence the 21 universities that were established between 1990 and 2008. Furthermore, the liberalisation policy allowed public universities to expand not only in numbers from one to six by 2007.

There has been circumscribed access to higher education in Uganda for almost half a century. Senteza Kajubi ascribed this phenomenon to colonial policy of education. He intimated that “until recently access to higher education in Africa was severely restricted and elite-based. It was for the sole purpose of producing what Sir Phillip Mitchell called an aristocracy of culture which must necessarily be very small” (Senteza Kajubi, 2001:216). This wisdom guided the planning and access to higher education in country for many years. Consequently, the number of those accessing higher education in Uganda has been small since 1922 when Makerere University was first established as a college.

By 2009, access to higher education in Uganda was still elitist and anti-egalitarian. The best performers were the ones given access to higher education. By and large students are not admitted to universities because of the demand for the various skills or individuals' need but rather on who scored higher marks in the secondary school examinations. The

admission criteria lead to few people accessing university education. As a result, enrolment in higher in Uganda is dismally low. Although higher education is regarded as a necessary condition for development, as a human right, according to Senteza Kajubi, sub-Saharan Africa enrolment is only 5% compared to North America's 85% (Senteza Kajubi, 2001:5).

In 2008, the Uganda Ministry of Education had advised Makerere University to reduce the admissions from 2,200 to 2,000 students (Ahimbisibwe, 2008). This was indicative of what Senteza Kajubi described as the elitist approach to higher education access. For a student to qualify for government sponsorship he or she had to satisfy the following computation of points.

Table 4: Admission criteria into public universities in Uganda

	<i>Course</i>	<i>Cutoff points in</i>	<i>Cutoff points in</i>	<i>Cutoff points in</i>
	Course	2007	2008	2009
1	Law	53.6	54.3	54.3
2	Computer Science	46.3	47.8	47.8
3	Electrical engineering	48.9	51.9	51.9
4	Architecture	46.4	49.4	49.6
5	Telecommunication	42.8	46.1	46.1
6	Science Education	32.7	32.3	32.3
7	Pharmacy	48.1	45.3	51.5
8	Human Medicine	42.3	45.5	49.6

9	Agriculture	32.7	36.5	40.2
10	Veterinary medicine	34.6	36.0	36.0
11	Accounting and Finance	39.9	41.9	41.9
12	Business Administration	32.8	33.3	33.3

Source: Information on Public University Joint Admissions 2009/2010 academic year

The above points are arrived by using a computerised weighting system to establish a student's points. The subjects taken at "A" level are grouped into four categories: essential, relevant, desirable and others. Essential subjects weigh 3 points each, relevant ones have 2, desirable have 1, while the fourth subject weighs 0.5. The "A" subjects are weighted as follows: Principal A = 6 points; B = 5 points; C = 4 points; D = 3 points; E = 2 points; and subsidiary = 1. As if the "A" level passes were not enough, the admission system also took into account the weights of "O" level results as follows: points 0.3 for a distinction, points 0.2 for a credit, and points 0.1 for a pass. The calculation of the above point is carried out as can be seen in the following example: Bachelor of Medicine and Bachelor of Surgery

Assuming a candidate did Chemistry and got A, Biology A, Physics or Mathematics B, Art or French of Technical drawing A, plus General Paper credit. So the points for the candidate would be:

Chemistry	A x 6 x 3 = 18
Biology	A x 6 x 3 = 18
Physics	B x 5 x 3 = 15
Fine Art	A x 6 x 0.5 = 3
General paper	C x GP x 1 = 1

Total

54

Using the above points weighting system for admission to public universities, only 4,000 students can get government scholarships each year. In 2008, some 84,000 students sat for UACE examinations. Of these 56000 obtained the two principal passes, which would qualify them to access university education. The clear implication here is that over 50000 cannot access university education unless they have their own funding. So government can only sponsor 7% percent of those who qualify to access higher education in the country. Of the 4,000 students who were to study on government scholarship, at least 2, 608 students were chosen on merit. Another batch of 896 students were absorbed under the district quota system, about 104 slots were allocated to students with special talents and disability. Joint Admissions Board officials said 392 other new entrants were picked under the diploma scheme while the mature-age entry scheme remained on hold (Wanambwa, 2008). The six public institutions of higher education had less than 50,000 students which implied that very few people accessed higher education in government universities. The numbers of students in each university are shown below.

Table 5: Accessing higher education in public universities 2008/2009

Name	Established	Students	Region	Staff
<i>Public Universities in Uganda</i>				
Kumi University	2011	-	West Nile	-
Busitema University	2007	507	Eastern	75
Gulu University	2002	3,347	Northern	203
Kyambogo University	2001	13971	Central	362
Makerere University	1922	34333	Central	1066
Makerere University Business School	1997	9584	Central	111

Mbarara University of Science	1989	2616	Western	184
Uganda Management Institute	1968	1227	Central	72
<i>Students accessing higher education in public universities</i>			2239	

There are five public universities and one degree awarding institution in the country. All the above universities and the institution have an enrolment of over 48,660 students. Public universities take up 55% of all the students in all universities in Uganda.

Admission to Uganda's universities and institutions of higher education is based upon passing the Uganda Advanced Certificate of Education. "High pass" is the ideal. In the 1970s and the 1990s a student was required to sit for three principal passes and a subsidiary pass in General Paper. A student who is over 25 years of age may apply for admission based upon "mature entry admissions." Such students must have completed Advanced level of education. Students who have completed diploma and certificate courses are also eligible for admission. If a student has completed four years of teacher training then he or she can apply for admission to Makerere's School of Education or its Institute of Education. The same general admissions qualifications apply for other institutions of higher education but entry requirements are slightly

Accessing higher education in private universities

Private universities have contributed to widening access to higher education in Uganda. The students' numbers in each university is shown in table 6 below:

Table 6: Accessing higher education in public universities!008/2009

	Name	Establi- shed	Students	Location	Staff
1	African Bible University	2000	25	Central	
2	Aga Khan University	1983	140	Central	12
3	All Saints University	2008	800	Northern	
4	Bugema University	1997	1,241	Central	75
5	Busoga University	1999	2,500	Eastern	102
6	Fairland University	2001	482	Eastern	32
7	Islamic University in Uganda	1988	5,000	Eastern	142
8	Kabale University	2001	114	Western	33
9	Kampala University	1999	4000	Central	66
10	Kampala International University	2001	2010	Central	467
11	Kumi University	2004	700	Eastern	44
12	Lugazi University	2007	400	Central	
13	Mutesa I Royal University	2005	500	Central	
14	Ndejje University	1992	2,164	Central	99
15	Nkumba University	1994	4,260	Central	139
16	St Lawrence University	2006	1493	Central	
17	Pentecostal University	2001	315	Central	76
18	Uganda Christian University	1997	6000	Central	118
19	Uganda Martyrs University	1993	3500	Central	196
20	Bishop Stuart University	2002	3600	Western	51
21	Mountain of the Moon University	2005	281	Western	55
<i>Number of students admitted to private universities</i> 39,525					

The 21 private universities in Uganda had a total of 39,525 students. This accounted for about 45% of all the university students in the country. So access to higher education in both public and private universities is about 104160. This represents about 1% which is a low access rate to higher education in the country.

In 2009 out of the 89,921 students who sat A 'level in 2008, a total of 57,510 candidates qualify to join university as they scored two principal passes which is the minimum requirement for joining university. All universities in Uganda can only take 25,000 students, meaning that more than 27,000 miss university admissions (Ahimbisibwe, 2009). Although it may be argued that not everyone should go University, Senteza Kajubi contends that Uganda would be better off if most its adult citizens had accessed university education. Under the current arrangement government-sponsored students were admitted to public universities as follows:

Table 7: Admission to public universities in 2008 - 2009 on government sponsorship

Public university	students admitted 2008	percentage	students admitted 2009	Percentage
Makerere	1800	58	2000	50.1
Kyambogo	700	23	850	21.3
Mbarara	300	10	490	12.3
Gulu	200	6	450	11.3
Busitema	100	3	200	5
Total	3100	100	3990	100

It is clear in 2008 and 2009 the access to higher education was not possible even for those who had attained the minimum “Advanced” level grades to join university education. Government could only sponsor a few, and

all the universities could only absorb 43% of all the students who had obtained the minimum requirements to access university education. The remaining 57% could not find places in universities. Of the 57510, government could only pay for 7% in 2009. All these the issues illustrate that access to higher education in Uganda is fearfully low. That dismal access to higher education has been Senteza Kajubi's overriding concern for almost half a century.

Higher education brings knowledge, skills, research, and right attitudes all of which are important for development for any given country, Uganda inclusive. Without a substantial number of citizens being sufficiently educated, development remains a mirage. Higher education has been the engine of development in many nations in the world. Without higher education, development may not be easily attainable.

Senteza Kajubi's philosophy of widening access to higher education

Senteza Kajubi advocated for a flexible and open access to higher education based on conventional and non-conventional admission criteria such as:

(i) secondary school results (ii) life experiential learning, which may be more valuable than formal school grades. (iii) Credit accumulation and transfer (CAT) in order to open the gates of the university to as many potential learners as possible and to make entry, exit and re-entry more flexible.

In Senteza Kajubi's (2001:4) view, "the ideal student is the one who really wants to learn, who has a thirst for knowledge and a desire for wisdom no matter what his or her test-taking ability or previous achievements at secondary school might have been". He further contended that one of the functions of a university should be to identify and create student scholars out of those individuals who really want to learn, and who might have been left behind and stigmatized as failures by elitist education systems. Students who do not have the merit should be assisted by the university to acquire it through flexible remedial modular, or as access courses. There is also a great need for "Entandikwa" - a kind of soft loan or study-work scheme to assist those individuals who have the merit,

capacity, perseverance and devotion, but lack the financial means to access higher education. Senteza Kajubi argues that “universities which do not heed the need for the massification of higher education in the 21st Century will render themselves irrelevant and in the long run become academic dinosaurs for they have failed to adjust to the demands of the new environment”.

Senteza Kajubi (2001:2) argued that “the greatest challenges of our time, in the least developed countries, is to generate the resources, both human and financial to bring mass higher education integrated with lifelong learning within the realm of possibility”. Furthermore, Senteza Kajubi was critical of the elitist system of education because it restricted the access to higher education. In an article entitled “From elitism elitist towards mass higher education: the phenomenon of private universities in Uganda”, published in Uganda Education Journal he concurred with Saint (1992) that managing the social demand for access to higher education was perhaps the single most difficult task faced by tertiary sector in Africa. He contended that the emergence of private universities was a godsend in that they were contributing significantly to widening access to higher education in the country.

Senteza Kajubi has used rhetoric to underline the utilitarian importance of widening access to higher education. He posed, “would Uganda be better off if most of its adult citizens were graduates, or if they were not as they are now?” The most appropriate response to that question is that Uganda would be better off if most adult Ugandans were graduates. In the above question one learns Senteza Kajubi’s unquestioning faith in education. That faith shows that he took higher education to be synonymous with power and ethics. In the light of that perception it can be concluded that any in which does not encourage widening access to higher education is a condemnation of people to powerlessness.

Widening access to higher education according to Senteza Kajubi is not merely an administrative matter, it is also philosophical one. The one who wants to access higher education is an ideal student the one “who really”wants to learn, who has thirst for knowledge and a desire for wisdom ?”

what his or her test taking abilities or previous achievements at secondary school might have been” argued Senteza Kajubi (2001:217). His view was that the learners should not be eliminated from accessing higher education on the account of their previous achievements. His position was -J---1 every “thirsty” learner should be allowed to have a taste of the higher education. Such learners should be tested at the time of exiting the higher education. Such testing would help to confirm what the learners were interested in and what they would have grasped. Furthermore, the educators’ abilities to assist learners would also be tested.

Senteza Kajubi further contended that a person who spends a year or two or three within the university lecture rooms or laboratories cannot be the same again. He or she would be a transformed person unlike the one who did not have any exposure to university education. Such a person’s knowledge, reasoning and analysis abilities would have changed remarkably and probably for a lifetime.

Given the transformational power of education, Senteza Kajubi concluded that the best thing a government can do for its citizens is to widen access to education. The change begins in the mind. This also calls for educators to have transformational capacity and methodologies. Such educators are able to transform themselves for their own good and the good of the society. In that way higher education had good and clear influence on the development of a society.

Senteza Kajubi prescriptions for widening access to higher education include:

- (i) There should be policies of access that are broad. Admission should be based on secondary school results; life experiential learning; credit accumulation; credit transfer; entry and re-entry allowance,
- (ii) Access to higher education should be flexible and not rigid or monolithic,
- (iii) The largest percentage of higher education is not for creation of specialists but rather for enabling citizens to contribute effectively

to the development of the individuals, their nation and the world generally (2001:47).

Implications of Senteza Kajubi's philosophy for research and development

The term development can be defined as the reduction or elimination of poverty, inequality, unemployment, and squalid conditions within the context of a growing economy. Todaro stated that "development was to be conceived of as multidimensional process involving major changes in social structures, popular attitudes, and national institutions, as well as acceleration of economic growth, the reduction in inequality, and the eradication poverty" (1997:16). This concept of development applies to Uganda most appropriately. The quest for development in poor nations like Uganda is a sustained one.

The theoretical explanation of why individuals, communities, nations and regions seek economic development was given by Todaro (1997). He believes that development is about improving quality of all human lives with three equally important aspects:

Life-sustenance - this is the ability to provide the basic human needs including water, shelter, health care, and protection. When these are missing or are in short supply then the condition of absolute poverty or underdevelopment exists. So the basic function of all development: activities is to give people the means to surmount the hopelessness and misery arising from the want of food, shelter, medical care and protection.

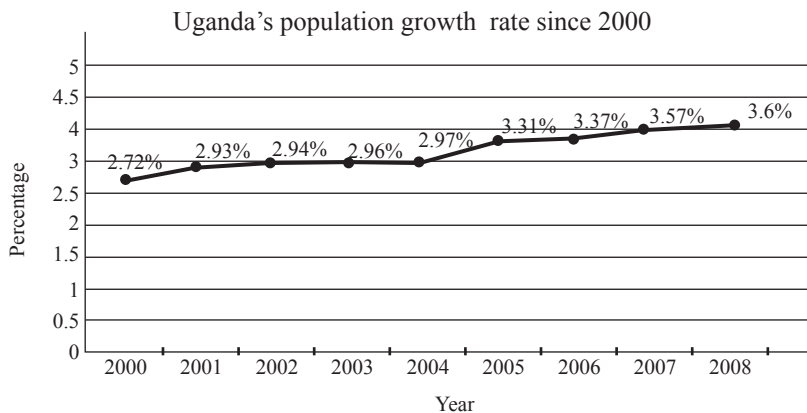
Uganda as a society has not performed well in all the areas of life sustenance. Life sustenance has been elusive in Uganda because of the following reasons: High population growth. Uganda is the fourth country with high population growth rate (3.6%) in the world. The population of Uganda has been growing as shown in the table below:

Table 8: Growth of Ugandan population, since national census began in Uganda in 1911

Decade of census	Population in millions	Variance in millions
1911	2.5	-
1921	3.0	0.5
1931	3.5	0.5
1948	5.0	1.5
1959	6.5	1.5
1969	9.5	3.0
1980	12.6	3.1
1991	16.7	4.1
2002	24.7	8.0
2009	32.3 (estimate of July 2009)	7.6

Source: 2009 CIA World Fact book

It can be noted that Ugandan population began growing even faster in the last two decades. The growth of Uganda population is the fourth highest in world, the highest being United Arab Emirates 3.83%, followed by Liberia with 3.66%, and Gaza Strip with 3.61%. Uganda leads all its neighbouring countries in population growth rate: Burundi has 3.44%; DR Congo 3.27%; Rwanda 2.78%; Tanzania 2.07%; Kenya 2.76%; and Sudan 2.13% (Xinhua News Agency, 2009). Uganda's population growth rate is above the Sub-Saharan Africa population growth rate average of 2.4%. Such high population growth is big challenge to development.



In the chart above, it can be seen that Uganda's population has grown steadily in the last one decade from 2.7% to 3.6%. There has been 0.9% difference in growth since 2000 which is rather high and unmanageable given the amount of resources in form of infrastructure (schools, universities, housing, roads, hospitals etc), and resources (food, water, electricity, etc) and jobs Uganda has currently. Uganda is overburdened already by the 32.3 million people. There have been numerous stories in the media insufficient resources in terms of land, schools, electricity, roads, jobs, famine, poor housing, hospitals with no drugs, etc. Complaints and conflicts are a common occurrence in the country. When population growth continues unchecked, it becomes rather impossible to attain the desired development.

A high population growth rate usually outpaces the inelastic natural resources that livelihood depends on. It may require new techniques of growing food to feed a big population. It requires increase in social services like schools, hospitals, housing, and universities. Uganda has faced the challenges of providing social amenities to all citizens. There is incessant outcry over unemployment, land, food, and so on. High population growth rate makes development impossible as many citizens cannot access basic necessities of life.

Senteza Kajubi's advocacy for widening access to higher education can

play a considerable role in dealing high population growth rate which hinder development. The population growth rate in Uganda is high because Acre is a high fertility rate in context of low usage of family planning techniques; there are numerous young marriages in the country especially in rural areas. The fertility rate in rural Uganda is 7.8 while in urban areas it is 4.3. The fertility rate in the rural areas is high because there are fewer people who are well education to appreciate and use family planning methods. Population growth rate in Uganda has also been augmented by influx of refugees from Rwanda, DR Congo, the Sudan and other places.

Higher education has a significant contribution to development. The implication of Senteza Kajubi's theory of widening access to higher education is that it is possible to reduce unprecedented population growth we. Women who attain university education are able to control their reduction rate by: (a) taking long before embarking reproduction. By the time they complete their university education they will have on average cached the age of 25 years. At that age, they have delayed their reproduction by almost a decade compared with their counterparts in rural areas who have their first babies at the age of 15 years, (b) The educated women acquire a sense of career and they give it a serious focus such their interest in having many children reduces, (c) Women with university education seam to use family planning methods which helps them to control their fertility rate. For all the above reasons a bigger percentage of educated women do not aspire to produce many children, (d) Educated husbands do not yearn for bigger family sizes. It is thought that even educated men will intend to have fewer children. When population is controlled at both family and national level it becomes possible to plan for personal development.

Higher education research contribution to provision of food

Widened access to higher education contributes to development in I roles of the university. When academics carry out research and develop better yielding crops like clonal coffee, bananas that are resistant to diseases and give higher yields, higher education will have

contributed to development. So higher education can lead to increased production of food for the ever increasing population. So the more people who are highly educated and are able to carry out research the better.

Higher education Research and health care provision

Academics in the field of medicine provide treatment in hospitals and other health units. In addition to that, medical research leads to development of drugs like *naverapine* which has helped to reduce mother to child transmission (MTCT) of HIV infection. In this way, higher education makes a great contribution to sustenance of life. In 2009, the ratio of medical doctors to population was 1:24000. This means Uganda with a total population of 32.3 million people, has less than 1500 medical doctors. This means there are very few medical doctors compared to population. So the more doctors trained by the universities the better.

(b) Self-esteem - this refers to self-worth and self-respect without being manipulated and exploited by others. All people and all societies seek some form of self esteem, the nature of which may differ from culture to culture and from society to society. It is stated that the term self-esteem has been defined from different perspectives. It was originally defined as a ratio found by dividing one's successes in areas of life of importance to a given individual by the failures in them or one's success (James, 1983). In the 1960s Rosenberg defined self-esteem as a stable sense of personal worth or worthiness. Branden (1969) described self-esteem as the experience of being competent to cope with the basic challenge of life and being worthy of happiness.

Theorists like Maslow (1987) included self-esteem in the hierarchy of needs. Self-esteem was put on fourth level of the hierarchy needs, that is, well above physiological, security, and social needs. So self-esteem was seen by Maslow to be a higher level need.

Although there are differences in definition of self-esteem, the central aspect of it is sense of self of worth. Todaro (1992) on this value, stated that it was necessary to create conditions conducive to the growth of people's self-esteem through the establishment of social, political, and

economic systems and institutions which promote human dignity and respect. In so called developed nations there is considerable self-esteem arising from the ready access by the majority of the population of the materials things which bring with them economic wealth and technological power. In turn citizens of such countries acquire self-esteem. Those who do not have sufficient food, clothing, medical care, technology, savings, etc are described as starving, paupers, diseased, backward, and poor.

The things like food, clothing, medical care, technology and savings that give a person self-respect seem to be elusive to most Ugandans. Indeed how can a people have self-esteem when over 1,719,712 people had lived in Internally Displaced People's (IDP) camps in the North of the country (*Human development report*, 2007:23). How can the population have self-esteem in a country where GDP per capita is UGX575,405. Ugandans may not have self-esteem when the country experiences unfavourable balance of trade every year. Self-esteem is elusive when the life expectancy is below 50 years. This is a country where corruption has eaten up the moral fibre of the society. Many Ugandans are reduced to buying second clothing (*emivumba*). Over 31.1% or more than 10 million of Ugandans live in abject poverty. When people beg soap and sugar from masqueraders, crooks, armed thugs, and hangers-on pretending to be saviour politicians.

Widened access to higher education can contribute to the restoration of self-esteem. As people get educated their prospects of getting job and improving their standards of living become brighter. That gives them a sense of self-esteem. Furthermore, higher education equips graduates with the capacity to analyse issues which also endows them with some amount of self-esteem. So, the more people that access higher education, the more people that experience self-esteem. It is for such a reason that Senteza Kajubi has been an ardent advocate of widening accessing to higher education.

(c) Freedom from servitude - this is the freedom to choose and to be free from slavery of alienating material conditions of life. It is also freedom from servitudes to other people, to nature, to ignorance, to misery, to institutions and dogmatic beliefs. Freedom involves expanded range of

choices for society and its individual members. It also means minimising the external constraints that prevent people from pursuing social goals which are developmental.

Freedom from nature implies that at individual and societal levels, people have invented means of overcoming natural barriers to good life. This means that people have means of transforming natural things into usable resources. For example instead of people depending on grass and sticks to make dwelling shelters, they can turn clay into tiles and bricks. With these they can construct better and permanent houses. Much of Ugandans especially in rural areas still live huts made of sticks and grass. Good housing is an indicator of development. Educated people usually find means of building permanent houses and in so doing they contribute to development. So the more highly educated the society has the better the dwellings the society will have.

Freedom from ignorance calls for the greatest number of citizens being sufficiently educated. So literacy is one of the indicators of development in any given society or family. Senteza Kajubi's widening access to primary and higher education was intended among other things to fight servitude to ignorance. The translation of Senteza Kajubi's recommendations into Universal Primary Education and the liberalisation of higher education which has led to establishment of more than 20 universities in two decades indicate the relationship between his theory of widening access to higher education and development.

In Uganda there is a good number of people who are still slaves to misery. Some resist vaccination against the killer diseases. The consequence of this is polio, measles, and other ills. So, the sick whether children or adults, their relatives and friends are beleaguered by misery arising from suffering and death. If there are many educated parents, they easily comprehend the value of vaccination and other ways of eradicating some avoidable diseases.

There are people who are still slaves to institutions and dogmatic beliefs. For instance in Uganda there are many people who still believe in the institutions of female circumcision or clitoriodectomy. This cultural

practice has several health side effects. The people who perpetuate clitoriodectomy are mainly those who are informed because they are not educated. With education especially of girl-child it is possible to eliminate such odious practice. In that way when access to higher education is widened in such a way that most girls attain higher education, they are able to resist the practice. In society where some members still believe that child sacrifice would enrich them, it requires people to be well educated in order to overcome such destructive beliefs. Child sacrifice is not only a crime but also a violation of a child's human rights. Wealth enables people to have greater control over nature and physical environment. It also enables people to choose freely greater leisure, more goods and services or to choose not to enjoy those material things.

The relationship between Senteza Kajubi's theory of widening access to higher education and development was expressed clearly when he stated in the Education Policy review Commission Report that "government attaches greater importance to development of education in Uganda because it recognises the fact that education is a powerful tool for transformation of society. It plays a key role in achieving moral, intellectual, ideological, cultural and social development of the people in society, democracy, economic progress and security for all its citizens" (1992:1).

Conclusion

This study has examined Senteza Kajubi's theory of widening access to higher education. His overview was always that the "in education as in health, the more people who participate, the better it is. Quantity enhances quality and does not diminish it" (1998). Although government created four more universities in the last two decades, and put in place the liberalisation policy which enabled the private sector to establish private universities which were about 21 by the end of 2009, access to university was still low in Uganda. According to Senteza Kajubi there was still elitist approach in admitting students to universities. He, therefore, advocated widened access to higher education without preventing the "ideal higher education learner" through restrictive entry requirements.

Senteza Kajubi concurred with Saint (1992) that managing the social demand for access to higher education was perhaps the single most difficult task faced by the tertiary sector in Africa today. Senteza Kajubi argued that one of the solutions to widening access was in private universities, colleges and other institutions. He argued that these were “potentially important ways of widening access to higher education without increasing significantly the financial burden of government” (1998:2). Senteza Kajubi noted that private universities’ contribution to widening access was limited because they did not have the capacity of a strong university and tertiary institutions. Private universities have concentrated mainly on undergraduate courses. In that way the contribution of private universities to widening access has also been somewhat limited.

Senteza Kajubi’s widening access to higher education has a clear relationship with development. Higher education enables graduates and the society to overcome some of conditions of underdevelopment. The more educated people a society has the higher the level of development that society will have.

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APPRECIATION OF FORMER CHAIR PERSONS OF THE VICE CHANCELLORS FORUM

FIRST CHAIRPERSON OF UVCF (1996 - 1997)



Prof. Michael Lejuene

In 1996, when I was Vice Chancellor of Uganda Martyrs University, the idea of a closer collaboration between institutions of higher learning was mooted by me and discussed with some colleagues in higher education. These were Professor John Ssebuwufu, then Vice Chancellor Makerere University, Professor Frederick Kayanja, Vice Chancellor, Mbarara University of Science and Technology and Professor Albert Lutalo Bbosa, then principal of ITEK. A first meeting was held at Uganda Martyrs University in October 1996 where we agreed to meet at least twice a year and discuss matters of common interest. The whole idea was to have informal meetings without any administrative ties attached to them. Soon it became evident that all Vice Chancellors in Uganda should be invited and this brought the need to put down on paper some of the basic rules which would govern this informal gathering. Brief statutes were written and approved by the then members. We decided then to open the doors to Registrars so as to have a broad spectrum of ideas exchanged. It was also resolved that the chairmanship of the Forum should be rotational, for a period of two years and in alphabetical order, starting with Uganda Martyrs University. The secretary to the forum should also

be the PA of the Vice Chancellor holding the position of chairperson. It was stated that membership to the Forum was on a voluntary basis, with no financial obligations and it was expected that Vice Chancellors and Registrars would be present in person, not represented by anyone. This has not always been the case and imperceptibly the habit crept in to be represented at a meeting. The host university would entertain its colleagues for the meal of the day.

Because some started to send representatives to the meetings, it brought a presence of people whom we did not think should attend, but in successive years the practice was accepted. I still think that the Vice Chancellors' Forum should reverse to its original idea and given the current number of universities, be a forum of Vice Chancellors only without the possibility of being represented by a colleague. There are sufficient matters to be discussed by Vice Chancellors and they could formulate proposals, ideas etc which could become the basis of advise to government, to universities and the NCHE.

I did not during my tenure as Chairman of the Forum encounter special difficulties as we were a very small group and each one was keen to attend meetings. These meetings were always held at the campus of the university holding the chair of the Forum.

My immediate successors, as chairperson of the Forum, maintained this philosophy for some years. But once an institution becomes too big and statutes are not always clear, the organization risks to loose its initial ideals and risks to become a seat of influence peddling.

Prof. Lejuene was born in 1938 in Belgium. He was Vice Chancellor of UMU from 1994 to 2006. He is one of the former founder members of the UVCF. He served as chairperson of the task force charged with the responsibility of exploring the viability of starting an open University in Uganda.

From 2003 to 2006, Prof. Lejuene was a member of NCHE and chair of the

committee on Quality Assurance. He became Deputy Executive Director of NCHE (2006-2010). In 2010, he was co-founder and chairperson Board of Trustees of Virtual University Of Uganda. During the same period, he was an international expert and team leader for VLIR study to assess some Universities in the DRC. From October to November 2011, he was the local expert on NFFIC team to assess Universities in Uganda.

Membership to Societies

- Since 1976 Member of the “Société Internationale de Droit Canonique”, Institut Catholique de Paris.
- Since 1987 Member of the “American Society of Law and Medicine” Boston, USA.
- Since 1988 Member of the “Canon Law Society of America”.
- Since 1988 Active Member of the “New York Academy of Sciences”.

SECOND CHAIRPERSON OF UVCF (1998 - 1999)



Prof. Albert James Lutalo-Bosa

Prof. Lutalo Bosa was principle of ITEK from 1993 to 2007. From 2001 to 2005, he was acting Vice Chancellor of newly Kyambogo University . From 2005 to 2007 he became full Vice Chancellor of Kyambogo University . With Prof. Fredrick Kayanja and Micheal Lujene, founded the Uganda Vice Chancellors forum.

Responsibilities;

1. Chairman, Board of Trustees of Uganda National Teachers' Union (UNATU) 2006-Now
2. Chairman, Uganda National Examination Board (UNEB) 2002-2011 During my tenure:

- i. The Board has ensured that there is no examination leakage as an examination malpractice. This is the gravest of all examination malpractices. It is now relegated to history.
- ii. The Board has introduced giving a hearing to every candidate who is suspected of examination malpractice as well as any other personnel suspected. This is done before examination results are nullified because of the law of natural justice.
- iii. The Board has enhanced the efficiency of processing examinations so that examination results are released at a specified time of a month in spite of the increasing candidature.
- iv. In order to minimize anxiety among stakeholders and also to cut down on transport costs, UNEB examinations results can be accessed through the short messaging service (SMS) method after the official release by the Honorable Minister.
- v. As a way of improving the quality of assessment the board introduced the conveyor belt system (CBS) of marking whereby a candidate's script is marked by more than one examiner.
- vi. This year the Board piloted the randomization of examination centre numbers of UACE examinations to make it difficult for an examiner to recognize the script he/she is marking. This would improve the validity and the quality of assessment.
- vii. The checking stage of the marking exercise of the scripts is now done concurrently but in a separate room under the supervision of a senior officer. Previously examiners might have interfered with the checking.
- viii. Notwithstanding the financial constraints for the procurement of secure containers, the Board has expanded storage stations for examinations and scripts to reduce distances between storage stations and examination centres.

- ix. In order to cope with the positive growth in the education sector through the establishment of new schools, the Board has created new examination centres to the current 2804 from 2252, three years ago.
- x. The Board has established a fully fledged department of ICT in order to cope with the steadily increasing volume of work and has acquired more computers for the same.
- xi. The Board has developed a close working relationship with the Uganda Police to curb examination malpractice.
- xii. The Board has build capacity at the UNEB printer so that all examinations (except for PLE) are printed at the UNEB printery. Arrangements to acquire a web printer are well underway which will enable the Board to do all the printing (including PLE) at its printery.
- xiii. The Board is still battling with those that engaged in other forms of examination malpractices. The challenge is that management of national examinations involves participation of many people (tens of thousands) and it is still difficult to have them all do the right thing.

Membership to societies;

- 1. Member of Canadian Biochemical Society
- 2. Member of Uganda National Academy of Science
- 3. Member of the Uganda Society.

Prof. Lutalo Bosa has been a board member of Board of Directors Busoga University(2001-2008); Board of Govnor Fisheries Training Institute; Kyambogo College School ; Endowment Trust Fund Committee; Economic Policy Research Centre; Chairperson NAPE and UNEB; Makerere University Staff Appointments Committee; Inter-University Council of Communication.

THIRD CHAIRPERSON OF UVCF (2000 - 2001)



Professor Pancras John Mukasa Ssebuwufu

Makerere University is proud to have nurtured Professor Pancras John Mukasa Ssebuwufu as her student. He joined Makerere University in 1970 for a Bachelor of Science degree programme in Chemistry, which he completed with a Second Class Honours-Upper Division in 1973. He has since worked hard and lived up to the motto of “Building for the Future”.

Professor Ssebuwufu joined the Makerere University staff as a Special Assistant in the department of Chemistry, Faculty of Science for two years. In 1974, he joined the Queens University, Belfast in Ireland for a Masters of Science Degree Programme. A year later, it was upgraded to a Doctor of Philosophy Programme in Physical Inorganic Chemistry. He completed in 1977.

Professor Ssebuwufu has always had Makerere University at heart. He left golden opportunities in the United Kingdom and returned to lecture

in the Department of Chemistry. His intelligence, commitment and hard work enabled him to rise through the ranks of Senior lecturer, Head of Department, Acting Dean and Professor.

During the political turmoil of the 1970's and early 1980's he tirelessly defended the high standards in Science and Technology espoused throughout his academic career. In 1990, he was appointed Principal of the Institute of Teacher Education Kyambogo. In 1993, Professor Ssebuwufu was appointed Vice- Chancellor of Makerere University. From September 1993 to June 2004, he was a leading force in implementing reforms that were to restore Makerere to its former standard.

The reforms not only attracted donor support to Makerere University, but also fostered collaboration with renowned international Universities. He worked tirelessly to integrate Information and Communication Technology in the University's learning, research and administration. His tenure of office saw an infrastructural boom on the university campus. He is currently managing a private consultancy firm and is the Chairperson of the committee responsible for establishing Muteesa 1 University.

In 1995, Professor Ssebuwufu offered Ug. Shs 3,000,000 from his salary towards the rehabilitation of Nkrumah Hall, Mary Stuart Junior Common Room, Stuart House and Sir Apollo Kaggwa Road staff Flats. In 1996, he was named administrator of the Year by the New Vision Uganda's leading daily.

He has contributed to curricula review and development, authored and co-authored more than twenty scholarly articles and papers. He has also supervised both masters and doctorate students. Some of these are now senior academic staff in Makerere University.

He is gifted with a warm down-to-earth personality, which included knowing each and every member of the staff by name, irrespective of rank. He was an exemplary leader who had an open-door policy and an ear and smile for everyone. Professor Ssebuwufu was in the university service for more than 30 years.

(Source: Makerere University Public Relations Office, compiled in March 2005)

FOURTH CHAIRPERSON OF UVCF (2002 - 2003)



The Revd. Prof. Stephen Noll

Prof. Noll joined the Vice Chancellors' Forum in 2000 when he became the first Vice Chancellor of Uganda Christian University. He was active in the forum during his ten years in office and served as chairman from 2002-2004. Uganda Christian University hosted the Forum on a number of occasions during this time.

Prof. Noll was particularly concerned with the challenges of funding higher education in Uganda and presented a paper on the subject for the Journal of the National Council for Higher Education. He informed the Vice Chancellors of various tax issues threatening the growth of universities. As a result, the Forum passed resolutions and petitions to Government on tax matters. As a result, Government withdrew a proposal to charge Corporation Tax on universities. On another occasion, Government waived VAT for capital projects. Prof. Noll sought to prevent – this time unsuccessfully - collection of NSSF arrears on part-time staff on grounds that collection of this tax had been suddenly instituted.

Prof. Noll participated actively in the drafting of the UVCF Constitution. He was insistent in particular that institutions pay sufficient dues (and on time) to fund the Secretariat.

Prof. Noll was also the Chairman of Research Education Network Uganda (RENU) from 2008-2010 and in this capacity he kept the Vice Chancellors informed the opportunities for increased bandwidth and cost-saving offered by RENU and its African parent Ubuntu Net.

Noll's Observations about Achievements of Uganda Vice Chancellors' Forum

“In my opinion, the primary achievement of the Uganda Vice Chancellors' Forum has been to give public recognition to the importance of higher education in Uganda and the collegial role of public and private universities. It was also important that the Forum worked in tandem with the National Council for Higher Education during these formative years.

“On the down side, I observed that the contribution of the public universities, especially Makerere University waxed and waned with the particular Vice Chancellor. It is vital that Makerere be involved in the work of the Forum. In addition, I was disappointed that the Ministry of Education and Sports was only occasionally involved with the Forum and many initiatives addressed to the Minister seemed to disappear into the stratosphere.”

FIFTH CHAIRPERSON OF UVCF (2004 - 2005)



Prof. William Senteza Kajubi

A brief biographical sketch of Senteza Kajubi

William Senteza Kajubi was born in Kampala in 1926. He was educated at Makerere University (1947 - 1950). Thereafter, he proceeded to the University of Chicago in the USA where he earned a M.Sc. Degree with a concentration in geography. He taught at King's College, Buddo, for three years before becoming a lecturer and senior lecturer at Makerere University. From 1964 to 1977 he was Director of National Institute of Education, at Makerere University. In 1979 he became professor of higher education at Makerere University. Between 1977 and 1979 he was Vice Chancellor of Makerere University. In 1986 Senteza Kajubi was appointed Principal of Kyambogo Institute of Teacher Education. He served in that capacity until 1989. The following year, 1990, Senteza

Kajubi was once again appointed Vice Chancellor of Makerere University. He held this position until 1993. In 1994 he became Vice Chancellor of Nkumba University, a private university, until his retirement in 2008. In a nutshell, Senteza Kajubi served the education sector in Uganda for over 60 years as a teacher, educator, education policy advisor, and leader of tertiary and higher education. He was also a consultant for national education system in Namibia.

Besides his many publications and unpublished statements on education, he participated in various commissions that shaped the education system in Uganda. In 1963 government was set of a commission to look into the education system that would cater for the needs of the newly independent Uganda. Senteza Kajubi was one of the nineteen members of the Uganda Education Commission chaired by Professor E B Castle. The Castle commission noted that Uganda's education context was one of overwhelming illiteracy, greater demand for education, shortage of teachers, and government need for educated people to employ, massive unemployment, and poverty. Given that unpleasant context, the Commission recommended setting priorities including improvement of the quality of primary education, raising the level of teacher education, and expanding the secondary school sub sector so as to produce the required workforce to replace the expatriates who were departing at that time.

Senteza Kajubi chaired the Education Policy Review Commission (1977-1978). The purpose of this commission was to examine and assess the system of education in the country was undergoing change. This report was not published because of the war against Idi Amin. However, it remained the basis for educational policy in the country until 1992. From 1987 to 1989, Professor Senteza Kajubi chaired the Education Policy Review Commission which among other things recommended the introduction of universal primary education and liberalisation of higher education. Senteza Kajubi's contribution to higher education leadership in Uganda can be summed up as follows:

Table 1: Senteza Kajubi key portfolios in higher education Leadership 1959-2009

Period	Role	Institution
1959-1963	Secretary General	Uganda Teachers Association
1962-1963	President	Uganda Society - the publisher of Uganda Journal focusing on scientific, literary, and cultural issues in Eastern Africa.
1964-1977	Director	National Institute of Teacher education - Makerere University
1973-1976	Chairman	Regional Council for Teacher Education in Eastern Africa.
1971-1975	Vice Chairman	International Council on Education for Teaching - This debated global issues impinging on the professional training of teachers.
1971-1973	President	Association of Teacher Education in East and West Africa - This promoted education for teachers and sponsored postgraduate studies.
1974	Co-advisory editor	<i>African encyclopaedia</i> - published by Oxford University Press.
1977-1979	Vice Chancellor	Makerere University
1987-1989	Principal	Institute of Teacher Education, Kyambogo
1990-1993	Vice Chancellor	Makerere University
1994-2008	Vice Chancellor	Nkumba University
2004-2009	Fellow	National Academy of Sciences

Senteza Kajubi's leadership was not only in institutions but also in other fora like committees, councils, and association. Leadership is about having a vision, articulating it, and having other people follow that direction and in the process being transformed. Many of the education ideas were hatched in these fora and then implemented as policies and programmes. Given the above roles, it is clear that Senteza Kajubi played an outstanding role in higher education leadership in Uganda.

Besides leadership in higher education, Senteza Kajubi was for many years involved in formulation of higher education policy in Uganda and Africa. A few of his contributions to education policy making are outlined in Table 2 below:

Table 2: Senteza Kajubi and higher education policy making

Period	Role	Policy formulated
1963	Member	<i>Education Policy commission.</i> This considered the appropriate education for independent Uganda
1977-1978	Chairman	<i>Education Policy Review Commission.</i> Though not published because of the fall of Idi Amin regime, it remained the key guide for education policy in Uganda until 1992.
1987-1989	Chairman	<i>Education Policy Review Commission.</i> Among other issues, it recommended the introduction of Universal Primary Education and widening access to higher education. The recommendations were accepted in 1992.

1992	Chairman	<i>Uganda Population Policy Review.</i> This resulted into the Uganda population development policy.
	Consultant	<i>National Education System For</i> independent Namibia.
2002	Chairman	<i>Institutional HIV / AIDS policy</i> Nkumba University

From Table 2, above, it can be noted that Senteza Kajubi participated for half a century in shaping the higher education policy in Uganda, and to some extent in Africa. Senteza Kajubi's overriding concern was widening access. His contention was that for a country to be progressive, it needed to have a bigger percentage of its population sufficiently educated.

SIXTH CHAIRPERSON OF UVCF (2006 - 2011)



Dr. Ahmad Kawesa

Dr. Ahmed Kawesa Sengendo is Rector of Islamic University in Uganda(IUIU). He took over chair of UVCF from Prof. Senteza Kajubi. Dr. Sengendo steered the UVCF so well that in 2009, the Forum asked him to continue with the chair for another three years.

Academic and professional background

Dr. Ahmed Kawesa Sengendo holds a Bachelor of Science (Hons) Postgraduate Diploma in Education (Makerere University, MSc. Education, PhD. (Education Technology) University of Kansas, United States of America.

Attended many skills development courses in Uganda and abroad.

Working experience

He has worked and taught at Makerere University, University of Kansas, and the Islamic University in Uganda (IUIU). He has also served as External Examiner for Makerere University and the Uganda Management

Institute (UMI)

Membership to organisations/professional bodies

He has been a member of various institutions' Boards

Research and publications

He has been involved in many research projects and has several publications to his credit.

Conferences/workshops/ seminars

He has attended and presented papers to many national and international conferences/workshops/seminars.

UVCF, Dr Sengendo presented a paper at the first UVCF conference in 2011 at Hotel Aafricana. He has also been on the sub committees of the UVCF. For instance, in 2011, he was a member of the sub committee that organised the first UVCF conference.

REPORT OF THE UGANDAN UNIVERSITIES QUALITY ASSURANCE FORUM (UUQAF) PRESENTED AT THE UGANDA VICE CHANCELLORS' FORUM

Dr. Michael Mawa

PREAMBLE

In 2006, the National Council for Higher Education (NCHE) published a Quality Assurance Framework for Ugandan Universities. In this publication the NCHE observed that “the quality of higher education delivery in Uganda is declining rapidly. In many institutions, staff qualifications and experience are declining. There is little money for educational inputs. Study areas (classrooms, laboratories, libraries) are overcrowded because of a mismatch between student numbers and facilities. Staff salaries are low and there is little incentive for research. There is little money for the maintenance of the infrastructure and few institutions have comprehensive internal quality assurance mechanisms.” (NCHE, 2006)

This Quality Assurance Framework provides that the primary responsibility of providing and managing quality education in Uganda is not with NCHE; it is with the individual university or institution. Therefore, “each university institution shall have an independent quality assurance unit that sets quality assurance control guidelines in a university and that continuously reviews all programmes, teaching and assessments.” (NCHE, 2006: 17). Since then, universities have been struggling to institutionalize the national quality assurance framework. Despite the robust quality assurance mechanisms provided in this National QA Framework, there are variations in the institutionalization of these mechanisms in Uganda Higher Education Institutions (HEIs) with older public institutions having more robust QA systems, and many

younger institutions still grappling with the setting up of working QA systems.

Notwithstanding the commitment to quality education by Vice Chancellors and other university managers, challenges in the institutionalization of QA systems are evident in many institutions. For instance, QA officers in most institutions have not received formal training for the job, since there is currently no institution offering such training in the country. Aware of these and other challenges, some Quality Assurance Officers who received some training under the Inter-University Council for East Africa (IUCEA) and The German Academic Exchange (DAAD) Regional Quality Assurance Initiative agreed to come together to share their experiences in going quality assurance work. This was the genesis of the Ugandan Universities Quality Assurance Forum (UUQAF).

GENESIS, MEMBERSHIP AND CURRENT STATUS OF UUQAF

On the 22nd April 2010, a group of six Quality Assurance Officers namely Dr. Halim Wakabi Akbur from Islamic University In Uganda; Dr Mawa Michael from Nkumba University; Dr. Herbert Gaalimaka from Ndejje University, Dr. Sr. Maria Goretti Kaahwa from Kyambogo University; Mrs. Amaal Kinene Nsereko from Kampala University; and Sr. Akello Lucy Dora from Uganda Martyrs University met at Hotel Africana and conceived the idea of establishing a network of all Quality Assurance Officers from Higher Education Institutions (HEIs) in Uganda. In that historic meeting, the members present agreed to establish a formal network that will bring all persons engaged in coordinating Quality Assurance (QA) activities in HEIs in Uganda so as to share experiences and expertise and to enhance the capacity of our institutions for quality promotion.

The stimulus to establishment of UUQAF as a national network of quality assurance coordinators was really inspired by the success of the Vice Chancellors' Forum as a national body of Vice Chancellors in Uganda.

The mutual sharing of ideas among Vice Chancellors was something worth emulating by the quality assurance coordinators who have had common challenges in doing quality assurance work in their respective institutions.

Although the QA Network was started by a few, today, the membership of the Forum has grown from six to over 30 from 22 universities and one degree awarding institution. This increase in the membership of the Forum is due to the warm acceptance of the idea to build capacity of QA Officers or coordinators in quality assurance work.

The current status of UUQAF is that the network has been legally constituted following the adoption of its Constitution and subsequent registration of this Constitution by the Registrar of Documents in 2011. UUQAF is a member of the East African Higher Education Quality Assurance Network under IUCEA. The Forum continues to receive valuable support from the Vice Chancellor's Forum, National Council for Higher Education, Inter-University Council for East Africa, The German Academic Exchange Programme (DAAD), among other organisations.

THE GOAL AND OBJECTIVES OF UUQAF

Ugandan Universities Quality Assurance Forum (UUQAF) is a Forum of Quality Assurance Officers, Directors and Coordinators from Ugandan Universities and other degree awarding institutions. The Forum was established by the members with the following Goal and Objectives:

Goal

- To establish and maintain quality standards in Ugandan universities and other degree awarding institutions in line with national, regional and international standards

Objectives

- i. To share experience on quality assurance among Quality

Assurance Officers

- ii. To promote awareness on the relevance of quality assurance matters in institutions of higher learning in Uganda
- iii. To build capacity of Quality Assurance Officers through training
- iv. To share expertise in quality assurance processes
- v. To monitor implementation of quality improvement plans
- vi. To mobilise resources for capacity building of Quality Assurance Officers
- vii. To mentor Quality Assurance Officers in Ugandan Universities
- viii. Carry research on higher education quality assurance related issues

UUQAF ACTIVITIES

Quality Assurance Awareness Meetings and Workshops: Since its inception, the Forum has been holding meetings in member universities. Aware of the lack of resources, the Forum has been holding its meetings in the member institutions on a rotational basis. The host institution provides the meeting venue, materials and refreshments while the individual members meet their transport costs. These meetings have provided Forum members with the opportunity to share experiences on QA practices; develop and review Forum documents and propose for future activities including projects.

In addition to the meetings, UUQAF has been organizing quality assurance awareness workshops in member universities. These workshops have been organized in concurrence with the Forum meetings hosted by the member universities.

Quality Assurance Training:

Training on quality assurance is one of the major aims of UUQAF. With the support of The National Council for Higher Education, The

IUCEA, DAAD and the International University of East Africa, UUQAF successfully held its first ever quality assurance training on the 1st and 2nd of March 2012.

A total of 50 participants drawn from 20 universities and 1 institution (UMI) were trained on:

- a). The Concept of Quality in Higher education;
- b). The NCHE Quality Assurance framework for Ugandan Universities;
- c). Quality Assurance practices in the East African Regions: Sharing of experiences from Burundi, Kenya, Tanzania and Uganda;
- d). Experiences in establishing and managing Quality Assurance Units from some Kenyan, Tanzanian and Ugandan Universities;
- e). Developing institutional quality assurance policies

The training was facilitated by 5 regional experts, 1 international expert and 5 national experts in quality assurance in higher education. The training was officially opened by the Executive Secretary of the IUCEA, Prof. Nkunya Mayunga together with the representative of the Executive Director of NCHE, representative of DAAD and the VC of the host institution, Prof. Eric Edroma.

Overall, the training was successful and was rated as excellent by the participants. UUQAF is therefore grateful to NCHE, IUCEA, DAAD for the support. UUQAF is also grateful to the Vice Chancellors who sent participants to this training workshop. It is the desired goal of UUQAF that all Quality Assurance Officers are trained in quality assurance issues, processes, approaches to enhance their capacity in doing their work of quality assurance.

Hosting the 2012 Regional Quality Assurance Forum

In May 2011, Uganda was chosen to host the Second East African Quality

Assurance Forum. This Forum is an annual event of quality assurance practitioners in the region aimed at promoting sustained dialogue on quality assurance issues, practices and challenges. The event was organized by the Inter-University Council for East Africa in collaboration with the National Commissions and Councils for Higher Education (CHE, TCU, NCHE –Uganda, Rwanda and Burundi), National QA Networks and European Partners (DAAD, HRK and the University of Oldenburg). UUQAF was thus a key player in the practical organization of this regional quality assurance Forum which was held from the 14th to the 18th May 2012 in Entebbe.

The Forum brought together top university administrators, quality assurance directors and coordinators, higher education regulatory bodies, as well as renowned academicians. The Regional Forum focused on two key areas:

(a) Change Management for Curriculum Reforms

The forum brought together top notch education specialists from Germany, Singapore and East Africa to facilitate in the imparting of knowledge and skills related to change management and curriculum innovations. The training was premised on the realization that curriculum innovations impact much more than the content of the curriculum to include things like teaching and assessment methods. Introduction of innovative teaching and assessment methods also mean change and therefore change management becomes important.

The Forum provided the participant, many of whom were UUQAF Members, with the opportunity to learn and implement ideas from international best practices. The topics covered included, among others the following:

1. Change management for innovative curriculum development
2. Evaluation of teaching and learning: Tools and processes, closing the feedback loop
3. Formulation of Educational Aims, Objectives and Learning Outcomes

4. Outcome based curriculum: implications to teaching and program management
5. Key program elements and processes in developing a training program.
6. Teaching and Learning in Higher Education
7. Quality Assurance in Assessment and Grading

(b) Networking Opportunities and Strategies for QA Practitioners in East Africa

The Regional Forum also provided an opportunity for the Quality Assurance Officers to network with like-minded practitioners in QA related activities in the region. This Forum, like others to come in the future, provided the participants with an opportunity to discuss on issues, challenges, strategies and opportunities that relate to their work as Quality Assurance Officers in their respective institutions through presentations of papers, case studies and best practices.

The Quality Assurance Officers also had the opportunity to network and dialogue with Vice Chancellors from most of the Universities in Uganda who had joined the Quality Assurance Officers to share on the issues of Change Management in higher education in the East African region.

PLANNED UUQAF ACTIVITIES

The Forum members have planned to undertake a number of activities. The following are some of the planned activities:

1. Conducting training on Quality Assurance for all members to enhance the capacity of the members in QA practices. A training needs assessment has been conducted and the report has informed the development of the training proposal that is phased into three sessions;
2. Undertaking Research on ***“Quality Assurance in Higher Education in Uganda: National Framework and Institutional Approaches”*** It is hoped that this research shall inform HEIs,

- NCHE, Education Policy makers and other Higher Education partners on the status of QA systems and practices in Ugandan HEIs;
3. Organising and Holding Quality Assurance Conferences to share experiences and disseminate research findings;
 4. Continue to participate in the Regional Quality Assurance Network Forum.

TOWARDS INSTITUTIONALISED QUALITY ASSURANCE SYSTEMS IN UNIVERSITIES IN UGANDA

With the continued training and participation in national, regional and international quality assurance forums, UUQAF members hope to enhance their capacity to enable them work to institutionalize sustainable quality assurance systems in their respective universities. The attainment of this goal is the very reason why UUQAF wishes to play its critical role of building the capacity of Quality Assurance Officers so that they in turn may play a more meaningful role of building a culture of quality assurance in their institutions through undertaking some of the following tasks inherent in the work of Quality Assurance Officers:

- i. Ensuring the development of quality standards and mechanisms including QA policies, evaluation guidelines, assessment tools, and operational manuals to guide QA operations in the implementing units within the university;
- ii. Conducting systematic monitoring and evaluation of university functions to ensure that standards of quality are being met at all levels.
- iii. Interpreting and implementing quality assurance standards by monitoring unusual occurrences, reporting follow up procedures periodically, reviewing quality assurance procedures and standards, studying existing policies and procedures.
- iv. Providing technical support on QA matters to the appropriate organs of the university like Senate, Boards and Committees and

- providing advice to implementing units to ensure compliance to set quality standards.
- v. Providing effective representation of the university at national, regional and other international higher education quality assurance forums.
 - vi. Constantly updating the University on new global developments in Quality Assurance matters in Higher Education.
 - vii. Coordinating internal self-assessments including program assessments, facility inspections and institutional audit;
 - viii. Coordinating the external evaluation of the University by National, International and professional accreditation agencies; and
 - ix. Monitor the implementation of recommendations of internal and external quality assurance evaluations;

CONCLUDING REMARKS

UUQAF is set to grow into a vital national network of quality assurance officers committed to establishing and promoting quality assurance systems and culture in their respective institutions. Notwithstanding the positive prospects for this Forum, the challenges for undertaking the core activities of the Forum in view of achieving its cherished goal are apparent.

We look forward to the support of all persons and institutions committed to quality assurance matters to our endeavours to establish a strong Forum of QA Officers in Uganda that will enhance the quality of education in universities and institutes in the country.

Acknowledgements

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A BRIEF REPORT ON THE UVCF CONFERENCE OF 7TH OCTOBER 2011 TO THE MINISTER OF STATE FOR HIGHER EDUCATION

I write to submit a brief report on the Uganda Vice Chancellors' Forum Conference which was held on 7th October 2011 at Hotel Africana.

Organisation of the conference

The conference was organised by the Uganda Vice Chancellors' Forum.

Formation and aims of the UVCF

The idea to have a forum was conceived in 1996 at the Uganda Martyrs University in November. Thereafter the Uganda Vice Chancellor's Forum was formed around 1997 making it 15 years of age in 2011. The Forum is composed of both Public and Private Universities in Uganda now totalling to 32.

Membership of the Forum includes the Vice Chancellors, Deputy Vice Chancellors, Academic Registrars, the two (2) Executive Directors of National Council for Higher Education (NCHE), and the Commissioner for Higher Education in the Ministry of Education.

The Forum is aimed at;

- a) Promoting relations and cooperation among recognised Universities in Uganda.
- b) Enhancing sharing of knowledge, information and good practices in member Institutions.
- c) Advising the Government and other relevant bodies on various methods and policies of promoting University education in Uganda.
- d) Engaging in publications, research and any other activities relating to higher education in Uganda.
- e) Advocating for the place, position and relevancy of higher education in Uganda

The Forum is a legal entity with a constitution. Under the constitution the

chairperson (spokesperson) is elected from amongst his contemporaries for a two (2) year renewable term assisted by a Secretariat. The Secretariat in 2011 is based at Kampala University and the Chairperson is Ambassador. Al-Hajj Professor Emeritus Badru Dunga Kateregga, Vice Chancellor, Kampala University.

The Forum has had notable achievements which include.

- a) Surviving and steering through the last 15 years.
- b) By speaking with one voice UVCF has managed to influence some policies in Higher Education as stakeholders.
- c) Bringing both Private and Public Universities together to discuss matters of common interest and National concern such as advocating for the removal of corporation tax for Institutions, and National Social Security Fund (NSSF) for part time lecturers; decentralising the Mature-Entry Schemes, creating uniform Grading Systems and Credit Accumulation Transfers (CATS) from one Institution to the other.

Membership of the UVCF as of October 2011

	<i>Name</i>	<i>Established</i>	<i>Students</i>	<i>Location</i>
1	African Bible University	2000	25	Central
2	Aga Khan University	1983	140	Central
3	All Saints University	2008	800	Northern
5	Bishop Stuart University	2002	3600	Western
6	Bugema University	1997	1,241	Central
7	Busitema University	2007	507	Eastern
8	Busoga University	1999	2,500	Eastern
9	Cavendish University Uganda	2008	2200	Central
10	Fairland University	2001	482	Eastern
11	Gulu University	2002	3347	Northern

12	Islamic University in Uganda	1988	5,000	Eastern
13	International University of East Africa	2011	50	Central
14	International University of Health Sciences		900	Central
15	Kabale University	2001	114	Western
16	Kampala University	1999	4000	Central
17	Kampala International University	2001	2010	Central
18	Kumi University	2004	700	Eastern
19	Kyambogo University	2001	13971	Central
20	Makerere University	1922	34333	Central
21	Mbarara University of Science and Technology	1989	2616	Western
22	Mutesa I Royal University	2005	500	Central
23	Ndejje University	1992	2,164	Central
24	Nkumba University	1994	6,260	Central
25	St Lawrence University	2006	1493	Central
26	Pentecostal University	2001	315	Central
27	Uganda Christian University	1997	6000	Central
28	Uganda Martyrs University	1993	3500	Central
29	Uganda Management Institute	1968	1227	Central
30	Bishop Stuart University	2002	3600	Western
31	Mountain of the Moon University	2005	281	Western
32	Victoria University	2011		Central

THE CONFERENCE

The conference was held on 7th October 2011 at Hotel Africana and was opened by the Honourable State Minister for Higher Education Dr. John C. Muyingo.

The Main theme of the conference was “ *The relevance of university education to economic development*”

The main speakers at the conference were:-

1. *The relevance of university education to economic development*
By Professor ABK Kasozi
2. *Universities role in science, technology and innovation*
By Professor Fredrick Kayanja
3. *Collaboration of Universities nationally and internationally*
By Mr Hugh Moffat
4. *Challenges facing universities in Uganda*
By Dr Ahmad Sengendo

The following resolutions were made at the end of the conference.

1. **Universities to engage more in research and publications for development of society.**
 - a. The government to be lobbied to put in place funding for research in universities.
 - b. Universities should seek money for research NCHE, NCST, IUCEA, AAU, etc.
 - c. A research budget be made and presented to sources of funding.
 - d. Encourage policies on research and publications
2. **Government should fund both public and private universities to improve their service delivery.**
 - a. Have a longer seminar specifically on university funding.

- b. Change the model of funding to public universities.
- c. Encourage private universities by removing all taxes on their projects and endowments.
- d. Universities should address causes of strikes in universities; student loans and government sponsoring students in private universities
- e. Request government to pay salaries of science teachers in private universities
- f. Explore the possibility to share the grants between public and private universities since they all provide the same services.

3. Ensure equity in resource access and utilisation.

- i. University should ensure equity but also encourage lower education levels to promote equity. Equity must be embraced by all university.
- ii. Consider gender in high education.
- iii. Universities should start lobbying policy makers to take gender seriously.

4. Universities play a leading role in promotion of science.

- a. Universities should train scientists.
- b. Train general public in understanding scientific matters without unnecessary fear.
- c. Universities form a bed rock of innovative approaches for teaching and research. Promote science and technology.

5. Forge partnerships with other universities and organisations.

- i. Maintain constant and effective contact with the public.
- ii. Be effective partners with industry
- iii. Collaborate with agencies both national and international
- iv. Collaboration between Ugandan and foreign universities
- v. Increase the partnership between public and private universities

6. **Develop practical and vocational skills provision for university students.**
 - a. Universities should equip their graduates with theoretical and practical skills that are needed in the job market.
 - b. Ensure that there is practical training through attachments and field work
7. **There should be training for university leaders.**
 - i. University leaders have to have academic and entrepreneurial skills
 - ii. Training university staff in pedagogical skills, resource mobilisation, review of curriculum, etc.
8. **Encourage good public relations and human relations**
9. **Promote value and quality higher education.**
 - a. Impart fundamental values like rigorous reasoning, honesty, and tolerance of others' opinions.
 - b. Ensure that all practice of science include justice and respect for human rights.
 - c. Create committees of ethics in Universities to ensure justice for all
 - d. Universities should ensure quality assurance in the universities at all levels
10. **The institutional autonomy should be balanced by accountability in financial and academic processes management.**
 - i. Have good governance in Universities.
 - ii. Owners of universities should avoid direct university management
 - iii. Avoid direct government participation in university management
11. **Demystifying the university education and bring it to participate in activities the majority of the population are involved in.**
12. **Universities should be up-to-date with ICT. ICT should be used to promote academic and informal learning**

13. Enhance students' interest in **conducting experiments**. Practice innovation in **methodology** of programme delivery.
 - a. Promote broad scientific knowledge. Universities should disseminate scientific knowledge to society.
 - b. Regional imbalance and so on
14. **Advise government** and share responsibility in **policy formulation** in science, oil, etc.
 - i. Universities should interface with government over national issues.
 - ii. Universities advise government on areas such as disaster preparedness
15. Universities should **no longer be ivory towers** but should go out and examine the real issues on the ground.
 - a. Students need to understand the environment for which they seek solutions.
 - b. They assess the problems that affect human society particularly in Uganda.
 - c. Universities need to respond to the societal issues appropriately.
16. **Government must create more enabling policies and enact better laws.** Ask government to wave taxes on universities
17. **Fight brain drain and emphasize brain gain**
 - a. Discourage brain drain which is domestic or brain circulation
 - b. Better pay will stem the brain drain which encourages citizens going abroad
18. **UVCf be recognised government as a key institution that brings together all universities** in the country to articulate higher education issues and provide a uniform voice for promotion of this sub-sector.

RESOLUTIONS FOR GOVERNMENT

The UVCF requests government to consider the following resolutions

1. Universities request government to provide more funding for research to both public and private universities in the country.
2. Government is requested to fund both public and private universities to improve their service delivery.
3. Government is requested to increase the pay of university staff to stem problems of brain drain and other negative issues.
4. Government is advised to streamline the issue of student loans
5. Government is requested to sponsor students in private universities as well as in public universities.
6. Government is requested to pay salaries of science teachers in private universities as one of the ways of promoting science in the country.
7. Government is requested to consider the possibility of the grants given by the state to the higher education sub-sector to be shared between public and private universities.
8. UVCF seeks a meeting with His Excellency the president at least once every year.

Last but not least the UVCForum is very grateful to you, Honourable Minister for accepting to open the conference and for accepting to close it on behalf of His Excellency the President

This report is submitted by

Professor Wilson Muyinda Mande

Member of Organising Committee of UVCF conference

Academic Registrar

Nkumba University

P O 237 Entebbe

Tel. 0772361351

Email: mandewm@yahoo.com



Left to right: Dr JC Muyingo (Minister of State for Higher Education; Professor Badru Kateregga Chairperson of UVCF; and Professor A B K Kasozi (formerly Executive Director of NCHE.