

UVCF

BULLETIN



VOLUME 3
2014





UVCf BULLETIN

Volume 3

ISSN 2306-6288

2014

Edited by
Wilson Muyinda Mande

UVCF BULLETIN is published BY THE UVCF

P.O.BOX 23683

Tel:+256 772 361351

Email:mandewm@gmail.com

No article in this issue may be reprinted in whole or in part without the written permission of the **UVCF**.

© **UVCF 2014**

ISSN 2306-6288

Acknowledgement

The Editor is greatly indebted to all the people who contributed to the compilation of this issue of the UVCF Bulletin. The following people deserve mention: Hajat Amaal Kinene, Ms Catherine Nayonga, Mrs Dorothy Kabugo, and Mrs Christine Najjuma Nandala. Mr Mike Nandala did the typesetting & design of the Bulletin. The UVCF underwrote all the expenses.

EDITORIAL

I am pleased to introduce the third volume of the *UVCF Bulletin*.

It has three parts. The first part carries papers of the theme of university education system. This was the central theme of the third vice chancellors' forum conference which took place at Hotel Africana on 4th October 2013.

The papers that included in this volume were written around the major sub-themes of that conference.

- a) Planning for Higher Education in Uganda
- b) Regulation of Higher education in Uganda
- c) The status University Education in Uganda
- d) Thoughts on the Philosophy behind Uganda Higher education

Gratitude is extended to all those who kindly accepted to write the papers for this volume of the UVCF Bulletin. The authors were Dr Kisamaba Mugerwa, Prof Moses Golola, Dr James Nkata, and Dr Muwagga Muggagga. Besides these there are papers which were presented as speeches at the conference which are also included in this volume.

The second part of the UVCF Bulletin presents some brief profiles of the institutions that have promoted higher education in Uganda. These are:

- a) British Council
- b) World Bank
- c) Church of Uganda
- d) The Seventh Day Adventist Church in Uganda
- e) Ministry of Education and Sports

- f) The Islamic Faith in Uganda
- g) Trust Africa
- h) The Catholic Church in Uganda The Pentecostal Church
- i) National Council for Higher Education

The third part of the current volume carries reports of the resolutions of the third conference.

Professor Wilson Muyinda Mande

Editor

TABLE OF CONTENTS

The Education System of Uganda Needs Urgent Overhauling: How and Whose Responsibility?.....	
<i>Senteza Kajubi</i>.....	8
Planning for Higher Education in Uganda.....	
<i>Kisamba Mugerwa</i>	23
Regulating Higher Education in Uganda Prospects and Challenges	
<i>Moses L. Golola</i>.....	40
Streamling Higher Education System in Uganda	
<i>Jessica Alupo</i>	47
The Role of Vice Chancellors, in Uganda’s Education Policy Formation.....	
<i>William Senteza Kajubi</i>.....	54
Vice Chancellor, Nkumba University	
<i>James L. Nkata</i>.....	64
Thoughts on the Philosophy behind Uganda’s Higher education.....	
<i>Muwagga Mugagga Anthony (PhD)</i>	81

THE EDUCATION SYSTEM OF UGANDA NEEDS URGENT OVERHAULING: HOW AND WHOSE RESPONSIBILITY?

A TALK by Professor W. Senteza kajubi¹

Vice Chancellor, Nkumba University

INTRODUCTION

The greatest and most difficult problem to which man can apply himself, according to the German philosopher, Emmanuel Kant, is the problem of education.

The problem of education to which Emmanuel Kant refers is contained in four little words:

Why? What? How? And Who?

Why? – refers to the purposes of education and why one should be educated.

What? – raise the important question of the Curriculum and what is worth learning.

How? – addresses the methods of teaching and learning and the quality of education and

Who? – deals with the problem of equity and access to education.

¹ Sponsored by The Forum For Education Ngo's in Uganda (Fenu) at Kampala International University on Thursday, 16Th May 2002.

In describing the problem of education, which faced the nation at the time of independence forty years ago, the Castle Commission posed the following question:

“When over half of the nation is illiterate and the people rightly clamour for education, when teachers are in short supply and inadequately trained, when government and industry demand trained recruits, but unemployment is widespread and increasing, when the nation is poor – what policy should the government pursue?”

Here is the real dilemma and the most difficult question, which faces all those who have the task of planning educational development in Uganda and developing nations. In spite of considerable expansion of the formal education system at all levels, and constant criticism of the inherited colonial system as anachronistic and irrelevant, no real fundamental transformation has occurred over the years of independence in relating education to the economic, social and cultural needs of Uganda.

Education has not succeeded, for example, in promoting a sense of national unity, economic development, democracy and social justice and equity to a degree that society would like to see, particularly among the educated class. On the contrary, formal schooling has focused mainly on academic learning for passing examinations per se to the neglect of knowledge, skills, values and attitudes needed to function efficiently in the real world of work.

Competition to gain access to the covered secondary schools such as Budo, gayaza, Namagunga, Kisubi, ect and eventually to the Campus is oppressively very high. The result is that throughout the education system teaching methods are formal, emphasizing acquisition and recall of information for passing examinations and acquiring certificates for their sake. Consequently, examination malpractices repeater and drop out rates are very high.

There is such a dearth of reading/learning materials of all types that a large proportion of the children who complete the primary cycle merely

learn by heart the contents of one or two textbooks available to them, and acquire a temporary mechanical skill in recognizing words; but not the ability to read with understanding,. Very few reach the stage of reading for information let alone for pleasure in their own languages or English. For practical purpose, they are illiterate.

Despite the exceptional scenic beauty, tremendous land, water and wildlife resources of our nation,

- 55 per cent of the population of Uganda lives on the equivalent of less than one dollar (\$ 1.00) a day.
 - 38 per cent of the children under the age of four years are stunted because of undernourishment.
 - 38.4 per cent of Ugandans are illiterate.
1. 56 per cent of the rural population lack access to basic health services.
 2. Fraud and corruption are rampant.

The question of why, what, how, and whom, to educate has been of particular concern to society since times immemorial. Plato in his treatise on education – The Republic, argues that in order to talk about the good life, we have to talk about the good society, and in order to talk about the good society; we have to talk about the kind of education that will bring that society into existence and sustain it.

The Education System of Uganda needs urgent overhauling: How? And Whose responsibility?

The purpose of this meeting is to evaluate to take a second and hard look at our education system. It is expected that the meeting, short as it is, will provide an opportunity for exchanging information, sharing experiences and stimulating new ideas that can help to relate the education to the

good life, and the good society that we would like to see in Uganda.

This meeting has been sponsored by The Forum For Education NGOS In Uganda (FENU) in realization of the great but currently inadequately tapped potential of the NGOs and the civil society in teaching that clientele which the formal structures and processes of government are not able to serve well. There is no doubt that the quality of education can be boosted but mobilizing the efforts of all stakeholders: teachers, parents, educational institutions, religious and voluntary organisations, the mass media, the business community and the concern of the civil society.

Needed Reforms

Let me now state in broad outline, what I consider to be the most urgently needed reforms.

1. Importance d Goals and Aims of Education

The importance of goals, and setting targets and regularly monitoring progress towards their achievement cannot be over – emphasized.

Setting realistic and attainable targets for each level of education is a necessary condition in the improvement of education.

The Uganda Education policy Review Commission set many laudable goals for primary education, among which were;

The delegates at the Jomtien World Conference on Education For All (1990) also agreed that emphasis in basic education ought to be put on access to and achievements of learning that is relevant to the needs of the individual and the community.

There is need, therefore, for us to be clear as to **what** the learners should be able know and do at various levels of the education system. Hence, the focus on achievement and measurement of the minimum common level of learning that must be achieved by all learners must be a central

factor in basic education.

2. **Need to overhaul the Examination System**

It is a well known principle that the examinations should **follow the curriculum** and **not determine** it. In practice, however, the opposite happens in our schools. It is the UNEB Examinations that determine what is taught and how it is taught. In other words it is case of the tail wagging the education DUG in Uganda, instead of the wagging its tail.

No education system can be better than the quality of examinations.

For an effective implementation of the education reforms proposed by the EPRC (1987), the system of evaluation also needs to be overhauled. There is need for continuous assessment, and to move away from testing factual knowledge to indicate reasoning power, problem – solving skills, practical skills, indigenous languages entrepreneurship, and EFFORT.

3. **Education Must Be Inclusive**

The intention of the EPRC in recommending UPE was nothing less than the inclusion of all the nations' children and all types of children, including those with special needs in the education system, and to reform the schools to make this possible. But this is far from happening. The public policy is to include only four, instead of all the children from each family. And although the establishment of UNISE is appreciated, much needs to be done to make provision for learners with special learning needs, and physical impairment in mainstream education institutions, including Makerere University.

The education of people with special needs has been in large measure left to voluntary agencies, whose efforts are often

frustrated because of societal attitudes and shortage of funds.

Another form of exclusion is that mainstream schools follow a rigid formant of instruction without taking into account the talents of different children. Some secondary schools admit only pupils with Aggregate 4 in P.L.E, and Aggregate 6 in the best subjects in O – level exams – all emphasizing the mastery of theoretical subject matter and the development of abstract knowledge, to the disregard of other equally important qualities such as imagination, creativity, oracy, leadership, manual dexterity and physical education.

There is need to move away from an elitist examination wagged education system – organized according to academic and test – taking ability alone, towards schools that are inclusive and can accommodate and recognize many different talents. No longer must ability or cleverness judged only in terms of verbal and mathematical reasoning only, but also in terms of practical terms, imagination and entrepreneurship.

And Whose Responsibility is it

Importance of Community ownership and Participation

The promotion of quality education is not the responsibility of the government and professional educators alone, but a responsibility in which the entire society has a role to play. For example, the success of schooling does to a great extent depend upon the value that communities attach to education. Where education is highly valued and actively sought, and the mission and goals of the schools are shared and supported by the community there is likely to be the greatest success.

Carasco and others (1996) found that the better schools were those where the communities provided material support and valued formal education. Another researcher – Cohen 1995 also found that the performance of teachers varied according to their perception as to how much community

valued the efforts they put into proving instructional practice.

There is therefore need for schools and indeed all – educational institutions to maintain closer relationships with their communities. Since children benefit a lot from supportive parent/child relationships and realistic family expectations, educational institutions in Uganda should initiate Parent Education programmes on how best to provide supportive education home environments for the children.

Role of the NGOS and the Civil Society

The NGOs such as The Forum for Education NGOS, the public medical and the civil society in general have a big role to play in overhauling the education system, and widening access to quality education by;

- promoting awareness and empowering the communities to Own education especially UPE, rather than regard it as the sole responsibility of Government and teachers;
- helping to produce inexpensive teaching/learning materials which can be put in the hands of teachers who have limited experience;

Conclusion

In conclusion, owing to the current crisis that Uganda is facing in the shadow of globalization, our education system needs to have a second and hard look at itself. Uganda's education system must be overhauled, not to make it less academic but more practical and more inclusive in the knowledge, skills and values that we consider to be important and worth learning. There must be community ownership of the schools, and Government should recognize in real terms the role that NGOs, the Civil Society and the private sector in general are playing and can play in the promotion of quality education.

For God and Our Country

PROGRESS AND FUTURE DIRECTIONS OF HIGHER EDUCATION IN UGANDA

Senteza Kajubi

Formerly Vice chancellor of Nkumba university, 31 June 2002

INTRODUCTION

The importance of education today cannot be overemphasized. Education is the key to addressing some, if not all the major problems confronting the developing world today. Challenges such as abject poverty, democracy, respect for human rights, promotion of peace, combating corruption, ethnicity, genocide and all forms of violence against society are intimately linked to the problem of education.

Increased investment in education, even basic education can stimulate national development in many ways. Since the 1980s, however, many national governments and international organizations such as the World Bank and IMF have assigned a lower priority to higher education vis a vis primary education.

It was believed that investment in universities and colleges yields much lower social returns than primary education. Apart from yielding lower social returns, higher education was regarded as being unduly expensive, elitist and exclusive and produced unemployed and unemployable graduates. Although public expenditure on higher education as a proportion of total public spending on education, Uganda is small (13.2%) compared to 19.1% for Sub-Saharan Africa, tertiary expenditure per student is more than 500 per cent of per capita GNP, compared to 39% - 26% for the high-income countries for 1880, 1995 respectively. The tendency has been to invest more in primary education in order to prime the pump of development at the basic level.

The tide has now turned. There is a new world order in which information

technology, and all forms of scientific and specialized knowledge and higher order skills have a higher economic premium than physical capital such as land and machinery. The growing economic importance and proliferation of knowledge, the cut-throat competition in the global economy, and the flood of secondary school leavers seeking admission to universities, have combined to make higher education more important today than it has ever been before. The old adage that knowledge is power has never been truer than it is today.

Managing the social demand for access to higher education is perhaps the single most difficult task faced by the tertiary sector in Africa today, (Saint 1992 p. xx). As knowledge becomes more important, so does higher education, and the socio demand for it. We also face a deepening population and generation divide not only between the rich and poor nations, but also within the developing countries themselves. About a billion people will be born over the next decade, and most of this population growth will take place in Africa and other developing countries, where young people are already growing up with limited access to health care, education and employment facilities or hope (IYF, Annual Report 2000 p.4). Herein lies the persistent World Education crisis described by Phillip Coombs in 1967 – the “worldwide disparity between the hopes of individuals and the needs of society on the one hand, and on the other, the capabilities of the educational system”. (Coombs 1968 p.175). There is just not enough money set aside for education even in the developed countries. Thus human history becomes more and more a race between education and catastrophe (H.G. Wells: *The Outline of History*).

Uganda is no exception to those generalizations. Uganda like the rest of Africa needs to educate more of its people to higher and higher levels in order to be able to compete effectively in the global market place. Better education must be provided faster with fewer resources. The quality of knowledge, therefore, generated within higher education institutions, and its availability to a larger proportion of the population has become increasingly critical to national competitiveness. (The Internal Bank for

Reconstruction op cit).

The purpose of this paper is to address the implication of the new world order and some of the challenges they pose for higher education in Africa, with particular reference to Uganda. Can higher education help to improve the quality of life in our countries and to narrow the North-South gap? What are the major obstacles in its way, and how can they be overcome, or at least ameliorated? An attempt is made to suggest some coping strategies for universities.

Historical Background

Access to higher education in Uganda has until recently, been highly restricted and elitist. Makerere was established in 1921 as a small technical school, and was transformed into a college of general education and professional studies in 1922 and until 1963 remained as the only institution of higher learning in Eastern Africa. The mission of Makerere, as Governor, Sir Philip Mitchell described it, was to create “an aristocracy of culture which must necessarily be very small. (Mitchell, 1938).

Although other universities were opened in Kenya and Tanzania, until 1988 Uganda had only Makerere University and it could admit only about 25 per cent of the candidates with the minimum qualification to enter the university. As the number of qualified candidates increased, entrance qualifications were raised and made more restrictive.

Although tertiary enrolment has relatively grown more rapidly since the 1980s, Uganda is still behind other African countries, as well as the rest of the world in higher education enrolments. In 1995 Uganda had a gross tertiary enrolment ratio of only 2 per cent compared with 3.9 per cent for sub-Saharan Africa, 3.2 per cent for the least developed countries, 17.4 per cent for the world average and 61.1 per cent for developed countries.

Table I: World Tertiary Gross Enrolment Ratio (1997)

Gross Enrolment Ration (1997)	MF	M	F
WORLD TOTAL	17.4	18.1	16.7
More developed regions of which:	61.1	56.8	65.6
Northern America	80.7	70.8	91.0
Asia/Oceania	42.1	43.3	40.9
Europe	50.7	47.9	53.6
Countries in transition	34.0	30.6	37.6
Less developed regions of which :	10.3	12.0	8.5
Sub-Saharan Africa	3.9	5.1	2.8
Arab States	14.9	17.3	12.4
Latin America/Caribbean	19.4	20.1	18.7
Eastern Asia/Oceania	10.8	12.5	9.0
Of which: China	6.1	7.8	4.2
Southern Asia	7.2	9.1	5.1
Of which : India	7.2	8.8	5.5
Least developed countries	3.2	4.6	1.7

Source: Xiaoyan Liang (20010. Cited by A.B.K. Kasozi, 2001.

Uganda's number of tertiary level student per 100,000 head of population as well as those of the East African region as a whole are also still very low compared to other developing countries. Uganda had in 1995 only 154 tertiary students per 100,000 head of population, compared to 320 for Nigeria, 297 Senegal, 339 for Sub-Saharan Africa, 1524 for South Africa, 4.071 for High Income Countries and 1.531 for the World as a whole.

Table II: Number of Tertiary Students per 10000 inhabitants in some countries 1980 – 1995

	1980	1985	1990	1995
Uganda	45	68	100	154
Kenya	78	-	140	-
Tanzania	22	22	21	43
Nigeria	191	-	320	-
Senegal	246	209	253	297
Sub-Saharan Africa	117	124	181	339
World	1021	1335	1318	1531
High Income	3033	3197	3701	4071

Source: *Higher Education in Developing Countries: Peril or Promise* 2000.

The Need to Expand Tertiary Coverage

There is a great need, therefore to expand the supply of higher education places so as to meet the increasing demand, and to lessen the widening gap between Uganda and the rest of the world.

In the information and knowledge based economy into which Uganda and the rest of Africa has been drawn, the wealth of nations is being concentrated less and less in physical goods, and more and more in human resources. The knowledge skills, values and the resourcefulness and ingenuity of the people are the bedrock on which the foundation of national development and competitiveness in the global workplace are based. There is, therefore great need to move away from elitist to mass higher education systems in Africa.

The Role of Private Universities and Private Sector Higher Education

Private Universities and other institutions of higher learning, as well as privately sponsored students in public universities, are potentially important ways of widening access to higher education, without significantly increasing the financial burden of governments. (Saints op cit). in year 2002, there are 12 private universities in Uganda, which have been founded since 1988. The enrolment of these private universities is still small, amounting to a total of only 15,000 students, but it is not insignificant. The growth of these institutions is in line with developments elsewhere in Africa. Between 1960 and 1988, the number of universities in Africa grew from six to ninety seven. The emergence of private universities in East Africa is not limited to Uganda. Kenya has more than ten and Tanzania, about the same number (Kasozi 2002 p. 16). Public Universities, like Makerere University, have also opened their hitherto closed gates, to private candidates. If this trend continues, private universities and private students in public universities are bound to play a very important role in widening access to higher education. For example, private universities enrolled more students than public universities in the following countries: 80 per cent in the Philippines and 60 per cent in Bangladesh, Brazil, Columbia and Indonesia (World Bank 1994: 34 cited by Kasozi op cit). Even more important than mere numbers, is the fact that in Uganda these universities constitute part of the transformation of the country's political and economic system from a highly centralized, regulated and dictatorial one to one that is decentralized, inclusive and partly market driven. To quote Kasozi: "These Universities are one educational manifestation of the enterprise, interests, and ideologies of the various groups and individuals that have founded them. As such they can make important contributions to the development of the civil society ... if their efforts are appropriately coordinated through planning". (Ibid).

The proliferation of institutions and programmes of higher education

is stimulating competition between and among tertiary institutions in response to the requirements and demands of the market. This competition is natural and healthy. But it is not enough just to engage in cut-throat competition. Public and private universities can and should work together to improve higher education in the following areas:

- (i) Help Governments to establish sound educational policies.
- (ii) Avoid thoughtless and expensive duplication of effort in research teaching and community service.
- (iii) Through diversification of programmes extend higher education to more and more people, particularly those who missed opportunities in the past, as well as encourage and make it possible for highly talented students to climb higher and higher on the educational ladder.

Above all, universities can work together to generate better understanding of the nature and importance of higher education so as to gain more general support for it, from Government, the private sector, NGOs and the civil society.

Needed Curricular Reforms

The curricula of universities have a great influence on, and indeed, they control the curricula, teaching methods and examination systems of secondary, primary and even kindergarten schools.

In Uganda toddlers take examinations, euphemistically referred to as interviews, in order to enter a “good” nursery school. Primary School children go to school from 8 or 7 a.m. until 5 or 6 p.m. In some cases from Monday to Saturday with few if any holidays throughout the year. They do all this in order to obtain good examination results to enable them to gain admission to the select secondary schools that can prepare them better to compete successfully for entrance to the University. The entire education system is thus fraught with and clogged by over concern with passing examinations to the neglect of “skills, competencies, creative and

critical analysis, independent thinking and team work in multicultural contexts”. (UNESCO: World Declaration on Higher Education p.p. 24 – 25).

Fishmongers say that fish usually rots from the head. If university curricula require mostly simple cognitive mastery of subject matter in the various disciplines, primary and secondary school curricula and examinations will correspondingly do the same, and thereby a vicious circle is created. But, as it says in Psalm 11: 4: “If the foundations be destroyed, what can the righteous do?”

Uganda’s higher education needs drastic reforms not only in the content or subject matter, but also in teaching methods to make it more relevant to the needs of the learners and of the national and global market. Among the needed reforms are the following:

- 1. Increasing the content of, and the number of people taking science and technology subjects.**

At the Tananarive Conference on the Development of Higher Education in Africa (Sept 3 – 12) 1962 the expansion of science and technology received special emphasis, and it was recommended that the proportion of all African students admitted to universities in scientific and technological subjects including enrolled medicine and agriculture should reach not less than 60 per cent by 1980 compared to 40 per cent for humanities and social sciences. The number of university students enrolled in science subjects particularly in Education is still far below these stipulations. The result is that the universities cannot turn out enough and better teachers for science subjects in the secondary schools. There is at the same time no liberal education courses in our universities, so that those who enrol for humanities and social sciences can also be exposed to scientific ideas including mathematics and vice versa. This impasse needs to be broken so that university curricula provide for a liberal education, which bridges science with humanities and theory with practice. For as Whitehead states, “There can be no

technical education which is not liberal, and no liberal education which is not technical”. Education must impart both technique and intellectual vision.

2. Putting More Emphasis on ICT, Research and Development

Because humanities and social sciences are much easier and cheaper to teach in large classes, there has been more emphasis on teaching and lecturing in university expansion strategies, than in those areas such as science and research, which require large investments in equipment and physical space such as laboratories. Research even in the public universities has been relegated to and greatly depended on the benevolence and generosity of external Foundations, rather than on budgetary provisions of Government. The situation is worse in private universities, which are severely constrained by shortage of funds and have not yet begun to attract any significant external Foundation funding.

There will be little, if any significant progress made in the contribution of higher education to African development until adequate investments are made in scientific equipment for experimentation and research as well as in new Information and Communication Technologies.

3. Need to Establish Closer Links between Universities and Elementary and Early Childhood Education.

At the moment primary and early childhood education does not seem to be the concern of many African universities. Makerere University, for example, has no programmes of research, and training related to primary and early childhood education. This situation results into the drilling, grilling, micro-wave and pressure cooker methods of teaching to which primary and even kindergarten children are subject in Uganda. Children who are subjected to these pressures are not likely to develop creative, and critical thinking which are required for upper levels of education

and national development.

Fortunately the Government of Uganda agreed in 1986 to the proposal to transform Kyambogo National Teachers College into an Institute of Teacher Education to be a centre of teaching and research for improving the education of teachers. The Institute of Teacher Education (ITEK), the Uganda Polytechnic, Kyambogo (UPK), and the Uganda National Institute for Special Education (UNISE) have now been amalgamated and chartered as Kyambogo University. It is hoped that this move will stimulate research into teacher education and help to strengthen the link between higher education and lower levels of the system, so as to produce effective teachers who inspire as well as instruct the children.

Need for Staff Development and Induction of University Academics into Teaching Methods

Traditionally academics have believed that university teaching, unlike school pedagogy, is like swimming: one just jumps into the pool and tries to keep one's head above the water, without any prior training.

The World Declaration on Higher Education for the Twenty-first Century calls, among other things, for innovative educational approaches: critical thinking and creativity, in order to educate students to become well informed and deeply motivated citizens, who can think critically, analyse problems of society, look for solutions to the problems of society, apply them and accept social responsibilities.

We can no longer, therefore, depend on trial and error methods of university teaching. To achieve the above-mentioned goals, it is necessary to access and receive induction into new pedagogical approaches. Even university teachers need to have:

- ✓ a clear concept of how young students and adults learn best;
- ✓ some basic classroom skills concerning students and the

learning environment;

- ✓ verbal competence in an appropriate language of instruction so as to be able to communicate effectively;
- ✓ basic skills in observation and reflection on their methods and the purpose of their work;
- ✓ professional ethics and a code of behaviour to guide their work.

An effective teacher, whether at School or University, ought to constantly bear, among other things, the following questions in mind:

As an Effective Teacher

What am I teaching?:	ideas	To do	Ideals
Why am I teaching?:	To inform	To instruct	To inspire
What results do I expect?:	Knowledge	Skill	Values
	Concepts		Certain
			Behaviour
			Character

Efforts at Promoting Effective Teaching in Ugandan Universities

Representatives from all universities in Uganda met at Nkumba University for a three-day UNESCO-sponsored workshop to discuss strategies for promoting effective teaching in Higher Education. The proceedings of the workshop were published in a book entitled

EFFECTIVE TEACHING IN HIGHER EDUCATION edited by Wilson Muyinda Mande (2001).

An Association of University Teachers in Uganda was also formed to take follow-up action on the professional development of university teachers. In May 2002, Makerere University School of Education held a national

stakeholders conference, the purpose of which was to recommend a new holistic integrated teacher education curriculum in which academic subject area courses can be taught within a pedagogical milieu.

But evaluation is an important and essential part of teaching learning process. No education system can be better than its system of examinations. The Uganda National Examinations Board called an International Conference in Feb/March 2002 on Assessment in Primary Schools with a view to developing strategies that would focus on meaningful learning in schools rather than pre-occupation with passing examinations. The Inter-University Council for East Africa (IUCEA) has been resuscitated in order to promote cooperation in research, teaching, community service and exchange of staff and students among all public and private universities. It has committees whose responsibility is to organize workshops and seminars for teachers and researchers in various academic fields. It is hoped that these small initiatives will help to stimulate innovative educational approaches, which go beyond mere **“cognitive mastery of disciplines”**, and focus on meaningful learning, independent critical thinking, imagination and creativity.

The Challenges of HIV/AIDS

It has sadly been observed that an increasing number of university students die in the first or second year of university, while others receive their degrees posthumously as a result of HIV/AIDS related causes. AIDS has emerged as the single greatest threat to development in Africa today. Unfortunately the question of HIV/AIDS has not been given enough attention in our universities. It was not addressed by the World Conference in 1998, nor was it raised by the Dakar Declaration and Action Plan on Higher Education in Africa. Few, if any African University incorporate AIDS education in their courses, nor do they have institutional policies towards the pandemic. But how can we ignore the cost and effect of HIV/AIDS to investment in higher education when a student receives a B. Sc or PhD degree posthumously or when a school is closed because teachers have died, when a lecturer or professor dies? We cannot afford to continue taking a laissez-faire attitude, and to play

ostrich on this matter by regarding HIV/AIDS merely as a health or moral question without any economic or development implications.

There is need for each African University to formulate and implement an institutional policy on HIV/AIDS, and to include AIDS education among its courses. The University of Namibia has led the way in this endeavour through the formulation and publication of its institutional policy on HIV/AIDS. The policy involves, among other things, the integration of HIV/AIDS into teaching, research and service activities of all university faculties, centres and units (UNAM HIV/AIDS Policy 2002 p.9), and Nkumba University has also developed an institution-wide policy on HIV/AIDS, and has incorporated AIDS Education into some of its Courses. It has also instituted peer counselling among the students. But more needs to be done.

Conclusion

In Conclusion let us reiterate the view that knowledge, the ingenuity and creativity of the citizens are the bedrock on which to build a nation's competitiveness and development in the global economy. The quality of knowledge, therefore, generated and disseminated within higher education institutions, and its availability to a larger proportion of the population is of paramount importance. Our education systems, on the other hand from top to bottom, still put stress on amassing and regurgitation of information for examination purposes, and little emphasis on learning and creativity. University on amassing and regurgitation of information for examination purposes, and little emphasis on learning and creativity. University academics address their research findings to other academics and scholars in a form and language ordinary people cannot understand. The result is that what is taught and learned in our universities and schools is not becoming part of the scientific and cultural literacy of the communities from which the students come.

There is need for the systems of education to be overhauled so as to make them more relevant to the needs of learners and the communities they serve. Relevance in higher education requires closer contact between

universities and the world of work. For example, it requires involving the private sector, the civil society and key community stakeholders in curriculum design and renewal. Universities should, therefore hold periodic conferences, seminars and other for a both within and among themselves and other stakeholders, for the purpose of examining their missions, policies, programmes and methods and what the community expect of them so that they can be more responsive to the needs of society. Society should also have opportunities to know what the universities expect of it. (Kajubi 2001).

The quality of an education system very much depends on the quantity and quality of its teachers. A major problem facing African universities, especially the new private universities, is the difficulty of recruiting, motivating and retaining qualified academics. For African higher education globalization is both peril and promise. It is peril because masses of badly needed African academics emigrate each year to the richer Northern countries. Loss of senior academic staff through emigration is one of the biggest factors hindering progress in higher education in Africa. The reasons generally given for emigration include: lack of human rights and academic freedom; low salaries, and shortage of funds for equipment and resource, and hence lack of job satisfaction. Some political leaders regard the emigration of academics as a hidden advantage, because, the latter earn and remit home badly needed foreign exchange, and also because of the irritation of independent criticism which would come from academics. There is need to arrest the staff exodus.

The promise will come when our universities are able to generate knowledge and products, and The best in our cultures, which can compete favourable in the global market.

If we are to ameliorate, even to make a small dent into the problems mentioned in this paper, there is need for our universities to have clear goals, missions and objectives, which are evaluated from time to time.

Universities must abandon the ivory towers inherited from the past, and come down to the communities and articulate with lower levels of the education system with aim of contributing to the renovation of general education and the quality of life.

PLANNING FOR HIGHER EDUCATION IN UGANDA

Kisamba Mugerwa

1.0: Introduction and Background

By definition, Educational planning, in its broadest sense, is the application of rational and systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society. Seen this light, educational planning is ideologically neutral. Its methodologies are sufficiently flexible and adaptable to fit situations that differ widely in ideology, level of development, and governmental form. Its basic logic, concepts, and principles are universally applicable, but the practical methods for applying them may range from the crude and simple to the highly sophisticated, depending on the circumstances. It is equally wrong to conceive of educational planning as being exclusively concerned with the quantitative expansion of education, with making things bigger but not different.

Educational planning deals with the future, drawing enlightenment from the past. It is the springboard for future decisions and actions, but it is more than a mere blueprint. Planning is a continuous process, an initial characterization concerned not only with where to go but with how to get there and by what best route. It can help the decision-makers at all levels-from classroom teachers to national ministers and parliaments-to make better-informed decisions. One of the central tasks of educational planning is to determine how best to keep these intricate internal and external relationships of the educational system in reasonable balance under dynamically changing circumstances, and to bend them constantly in the required direction. **(Philip H. Coombs, 1970).**

Planning for higher education gives effect to the vision for the higher education system in the Country, provides an implementation framework and identifies the strategic interventions and levers necessary for the transformation of the higher education system. It establishes indicative targets for the size and shape of the higher education system, including

overall growth and participation rates, institutional and programme mixes and equity and efficiency goals. It provides a framework and outlines the process for the restructuring of the institutional landscape of the higher education system, while providing the signposts for the development of institutional plans. It further, provides an opportunity and challenge to chart a path that locates the higher education system as a key engine driving and contributing to the socio-economic transformation of the Country.

Higher education and public higher education especially, has immense potential to contribute to the consolidation of growth and development of the economy as well as enhancing democracy and social justice. Higher education enhances higher levels of employment and work contributing to political and social stability and the capacity of citizens to exercise and enforce democratic rights and participate effectively in decision-making. The overall wellbeing of nations is vitally dependent on the contribution of Higher education to the social, cultural, political and economic development of its citizens (**CHE 2000: 25-26**)

In the Uganda Context, Higher Education is an educational level that follows completion of high secondary school level. It is normally taken to include undergraduate and postgraduate education as well as vocational education and training. Aware that higher education is neither a means nor an end in itself; we cannot therefore, discuss “Planning for Higher Education in Uganda” in isolation of primary and secondary education and without linking it to the human resource needs of the country.

Prior to the Second World War, educational systems everywhere were less complex in structure and content, smaller in size and less intricately tied to the total life of nations. Moreover, educational institutions and the world around them were growing and changing at a considerably slower pace. Thus there was minimal risk that serious imbalances and maladjustments might suddenly erupt amongst the constituent parts of an educational system or between the system and its client environment. None the less, even in these simpler times there had to be some sort of planning, as part of the normal care and feeding of educational institutions.

A need for new kind of planning emerged, from 1945 to 1970, during which educational systems and their environments the world over were subjected to

a barrage of scientific and technical, economic and demographic, political and cultural changes that shook everything in sight. By examining a few of the highlights of this extraordinary experience we can gain a clearer understanding of why a new kind of planning became imperative and what some of its major features would have to be.

In the industrialized nations, speaking very roughly, they have passed through three educational phases from 1945 to 1970 and now find themselves in a perplexing fourth phase: (1) the Reconstruction Phase; (2) the Manpower Shortage Phase; (3) the Rampant Expansion Phase; and (4) the Innovation Phase. Each yielded a new crop of planning problems. The battle-scarred nations of Europe emerged from the Second World War with their educational systems seriously disrupted and facing a heavy backlog of educational needs. Most nations quickly set about trying to return education to something like 'normalcy', by launching crash programmes of school construction, teacher recruitment, emergency training and the like. It was soon evident that conventional pre-war educational planning would not suffice for these reconstruction tasks. Massive programmes, that deeply affected many communities and imposed a heavy burden on severely damaged and strained economies, required broader and more complex programming and scheduling, a longer view ahead, and more careful checking of their economic feasibility and impacts. Though the planning methods that were improvised to meet this situation had many shortcomings, they did do some good and they also conditioned educational authorities for still greater planning problems yet to come.

In the developing nations like Uganda, much of what was said above applies with even greater force to developing nations during the 1950s and 1960s. Their educational needs were even larger and more urgent, and their educational systems despite heroic efforts to enlarge them-even less relevant and less adequate to their needs. Starting in the 1950s the developing nations responded similarly to their new circumstances, with an educational strategy of linear expansion. At a series of UNESCO conferences early in the 1960s education ministers of Asia, Africa and Latin America set ambitious regional targets for educational expansion in their respective regions to be achieved by 1980 (1975 in the case of Latin America). These targets were widely adopted by individual nations. They called for 100 per cent participation in primary education by the end of the target period, and sharply increased participation rates in secondary and higher education. Rough estimates of costs and revenues

were made, which, even though tending on the optimistic side, showed that the attainment of these targets would require a large increase in the proportion of the GNP devoted to education plus a large expansion of aid from the outside. With this as their frame of reference, the developing nations moved enthusiastically into campaigns of rapid educational expansion. The case for a 'manpower approach' was particularly strong in developing nations because their overall development was conspicuously handicapped by shortages of all kinds of specialized manpower. Thus it made sense to give initial priority to educating the most needed types of manpower for economic growth, for without such growth the desired long-run expansion of education and other major social objectives would simply not be possible. The trouble was, however, that these nations were not equipped to do the kind of educational and manpower planning that the situation required.

2.0 Education Planning in Uganda: Historical perspective and current status

The Education sector policies that guide planning and implementation have been evolving since Pre-Independence to date, thus a quick review of these policies is critical in understanding the planning context of education and specifically higher education in Uganda.

2.1 Pre-Independence (Colonialist) Education Policies.

During the pre- independent period, Uganda's education policy was controlled by the British Government and so was the curriculum. The objectives of the curriculum did not reflect the aspirations of ordinary Ugandans since they were mainly designed to serve the interests of the British Governments. The curriculum consisted of religion, reading, writing, arithmetic, English grammar, geography, mathematics, music and games.

In the period 1924 to 1962 a number of groups were commissioned by the Protectorate Government to review the education situation in Uganda and make recommendations.

The following were the five commissions;

The Phelps-Stocks commission (1924): The commission found out that

education offered in Uganda by the missionaries was too literary. The education activities in schools were not related to the community needs of the people and that among the essential components missing from the curriculum were agriculture, health, care for women and hygiene. It led to the policy on vocational studies, whereby in 1926, there was a strong view that the educational system for Ugandans should, in addition to academic subjects provide vocational education and prepare the majority of the pupils to live well in their villages.

Others included:

The Ear lde la Warr committee (1935) which examined the state of Makerere College; **the Thomas Education Committee (1940)** which dwelt on the administration and financing of education; **the de Bunsen Commission (1952)**, which looked into teacher education and the education structure.

2.2 Post Independent, Pre-NRM Education

After Uganda gained independence in 1962, the first step the new government took was to formulate post independent Education policy that would address the needs of a free Uganda. In 1963, the then Prime Minister, Dr. Milton Obote instituted **the Prof Edgar Castle 1963 Uganda Education commission** to examine the extent and structure of education in Uganda and consider how it could be improved and adopted to the needs of Uganda. Since 1963, education policy and planning in Uganda was mainly guided by the Castle commission report up to the inception of the **1922 Government White Paper**; which laid a strong emphasis on the quality of education for all people, argued for raising standards of agriculture, technical education, expansion of girls' education, provision of adult education, training teachers for especially primary education, and africanisation of content of education curriculum.

2.3 NRM-era Education Policies

In 1986, in the post-conflict government, the physical infrastructure had deteriorated with nearly twenty years of civil strife. A large percentage of the primary classes met in temporary structures, permanent structures had received little or no maintenance for nearly two decades, text books, instructional materials were almost non-existent in most schools, making teaching and learning extremely difficult. There were few trained teachers, most having fled

the country and the curriculum content needed to be changed drastically.

The NRM's first bold move to enhance education was to establish an education commission chaired by the re-known educationalist, **Prof. William Senteza Kajubi**, to provide solutions to the education sector. The findings led to the **1992 White Paper on Education** which was the basis of UPE, USE and Education for All Policy which encompasses higher education. The commission also recommended the inclusion of civic studies, vocational skills and financial management practice among other courses in the school curriculum. **The 1992 Government White Paper on Education** is the basis of official policy and planning for education programmes in Uganda. Its aims are to promote; **citizenship, moral, ethical and spiritual values, promote scientific, technical and cultural knowledge, skills and attitudes, eradicate illiteracy and equip individuals with basic skills and knowledge with ability to "contribute to the building of an integrated, self sustaining and independent national economy"**.

As a product of the White Paper, education is a constitutional right. The 1995 Constitution of the Republic of Uganda (as amended), specifically under Article (30), provides for education of Ugandan children as a human right. The Constitution posits education as a right specifying that each child is entitled to basic education, which is a shared responsibility of the State and the child's parents. Government operationalized these constitutional provisions in education policies such as; the **Equitable Access to Education Policy and the Affirmative Action Policy**; which provide for equitable access to quality and affordable education to all Ugandans and supporting more women enrolment, by reducing cut off points for entry to university for women, disabled and challenged persons, including students from hardship-laden areas, mainly northern Uganda.

In order to implement the constitutional provisions of education as a right for all Ugandans, Government in 1997 passed the Universal Primary Education Policy (UPE) and later the Universal Secondary Education Policy, the Community and adult education policy, the Policy of decentralization of education service under the LG Act 1997, the Policy of vocationalisation of education and Policy of liberalization of education.

Therefore, education policy and planning at large in Uganda is guided by the Constitution directive principles and Statutes including Education Act

and other Acts and Charters for universities. Within the framework of the Constitution, Education sector planning has been guided by various planning instruments including; the Education Sector strategic Plan (2004-2015), the MDGs Declaration 2000, the PEAP, the Uganda Vision 2040 and the National Development Plan (2010/11-2014/15) among others.

The current Education Sector Strategic Plan is the basis for implementation of education commitments in the NDP and the Uganda Vision 2040. The plan is based on the 1992 Government's White Paper for Education, its long-term commitments to the international community, and on the medium-term goals and plans and current undertakings of the Ministry of Education and Sports. The Plan aims to accommodate dramatic increases in the rates of transition between the primary and post-primary sub-sectors and the post-primary and tertiary sub-sectors. The transition rate between Primary 7 (P7) and Secondary 1 (S1) is expected to rise from about 45 per cent to 80 per cent over the timeframe of the Plan. The rate of transition from S4 to S5 is expected to rise to about 40 per cent. S5 and S6 will be preparatory for entrance into universities and other tertiary-level institutes. Many of those students who do not go on to S5 will take one or more Business, Technical and Vocational Educational and Training (BTJET) courses, either immediately after S4 or at some time after they have entered the workforce. The transition rate from S6 to tertiary education is anticipated to be about 90 per cent.

Uganda has two sets of commitments to the international community that have an impact on its long-term education plans. These are the Millennium Development Goals (MDGs) and the Education for All goals (EFA). The Millennium Development Goal that is relevant to the Education sector is MDG 2, which is to ensure that by 2015, boys and girls will be able to complete a full course of primary schooling and that gender disparities will be eliminated at the primary level by 2005 and at all levels by 2015. The Education for All goals include: completion of free and compulsory primary education of good quality; equitable access by all children; elimination of gender disparities; and achievement of measurable learning outcomes, especially in literacy, numeracy, and essential life skills.

2.4 Higher Education in the Uganda Vision 2040

The Uganda Vision 2040 identifies Human resource as one of the key fundamentals that must be strengthened to harness the country's opportunities.

Other fundamentals include; Transport infrastructure and services, Energy, Science, Technology, Engineering and Innovation, Urban Development, Land and Peace, Security and Defence and the opportunities are; oil and gas, tourism, minerals, ICT, Business, abundant labour force, geographical location and trade, water resources, industrialization and agriculture among others.

Human Resource as a fundamental in Uganda's development.

In the Uganda Vision, Uganda's human resource development strategy is anchored on the premise of maximizing the benefits of the demographic dividend. The Vision calls for strategic leadership in preparation for the arrival of the dividend in terms of proper policies and skilling and tooling of potential workers. In line with this, a national human resource planning programme will be developed and regularly operationalized to take stock of the skills needs within the economy and therefore feed and guide the higher institutions of training.

In the Uganda Vision 2040, we note that Countries like the Asian Tigers that have had phenomenal growth over the last decades have strategically used their human resource to transform. They acquired and applied the latest skills, technology, and training as was used in America, Japan and Western Europe to foster economic growth as well as positive attitudes and cultural strengths to facilitate their own social transformation. They also adopted and adapted systems and structures that supported continuous learning and development while keeping pace with trending global technological and scientific development.

Uganda will thus adopt a similar approach for it to take off and reach an upper middle income country level by 2040. This will help to address the critical skills gap, technology deficiency, lack of creativity and innovativeness, low productivity and negative attitudes towards work, to spur faster development. In order to harness the expected potential of abundant labour force, Uganda will build a modern world class education system that provides students with globally competitive education and skills, compared to that offered by developed and emerging economies. The Government will therefore need to attract top rated universities in specialized fields from advanced countries such as United States of America and United Kingdom to set up their campuses in Uganda in those fields' especially engineering, human medicine, geo sciences, management, space exploration, Nano and bio technology, ICT. Students will attend modules from each of the university to allow cross fertilization.

In addition, exchange programmes will be emphasized for students from the mother universities. Government will set up virtual replicas of these foreign universities in various parts of the country. In addition, Government will institute and support a national training programme for promoting Ugandan students to train in leading Universities and other training institutions abroad. Priority will be given to strategic and emerging fields which will leverage leapfrogging in industries.

To promote international and relevant research, top private companies such as Shell, Exxon-Mobil, Siemens, Microsoft, and Intel will be invited and facilitated to set up research and development centres within those university premises. These companies will carry out research in these university premises using students and other researchers. Government will also review the policy, legal, institutional and regulatory framework to support the development of skilled human resources at all levels. Policies and programmes such as BTVET and other skills development programmes will be enhanced to equip this young population with life and hands-on skills which are not only globally competitive but are also local in nature and customized.

Partnerships with renowned training institutions in leading countries like Japan, Israel and Germany in the area of BTVET will be established to enable the country acquire the relevant state-of-the-art skills for faster development and transformation. Government will promote and support the development of sports and creative arts through public-private partnerships. This will be done through strengthening the institutional and regulatory frameworks, construction of sports facilities across the country, development of sports academies for effective tracking and nurturing of talents. Government will also support externalization of surplus labour by putting in place relevant legal and institutional frameworks and sign cooperation agreements with other countries where our people would work.

2.5 Higher Education in The National Development Plan (NDP) (2010/11-2014/15)

The NDP notes that delivery of education and sports services in the past decade has been shaped by four critical contextual factors that include: the macro-economic context, sectoral policies, demography and international long term

commitments as already alluded to.

The Plan notes that Higher Education is the heart of education as well as the core of national innovation and development systems. It is also the place where teachers are trained and curricula developed. Without research in higher education to develop curricula for the entire education system, all curricula will be of little relevance to national development. Universities are the core of any national development system because they produce not only the knowledge needed to drive economies but also the skilled human resources required to do the job.

During the plan period, the higher education gross enrolment ratio is expected to be raised from the current 4.97 per cent to at least 15 per cent (of relevant age). To economically take off, a country should have a tertiary gross enrolment ratio of at least 40 per cent in relevant disciplines. As the country's ratio is still very low, the contribution of the state to public universities should be increased from 0.30 per cent as a percentage of the GDP (where it has been since 1999) to 1.0 per cent to match what Kenya and Tanzania spend on this item. This is the strategy to keep Uganda's edge as a supplier/exporter of education in the region.

The higher education subsector should be prepared to receive the graduates of UPE and USE. Attention should be paid to both public and private institutions in terms of providing the requisite resources and incentives to expand and maintain the required standards.

The NDP notes that, due to increased emphasis on primary and post primary education, higher education is continuing to face major challenges particularly with the subventions from Government. Most public universities are characterized by over-crowded lecture rooms, dilapidated old infrastructures, meagre education facilities, inability to attract the best academic and administrative staff and inadequate research or artistic productions. Although the total enrolment in higher institutions of learning has drastically increase from 10,000 in 2000 to about 155,000 students in 2007 and 180,000 in 2009, enrolment growth still remains low at 14 per cent, slightly lower than the Sub-Saharan average growth of 15 per cent.

The NDP thus puts emphasis on improving the higher education subsector because all educational levels dovetail into the higher education sub-sector.

Despite the rush to attain university education, student enrolment in science and technology in both private and public universities lags behind at less than 27 per cent (2006) of the total enrolment. This is below the international minimum standard of 40 per cent registration in science and Technology in order for a country to economically take off and participate in the global knowledge based economy.

2.6 Higher Education In the Education Sector Strategic Plan (ESSP) 2004-2015

The ESSP recognises that the lack of enough men and women with the competencies needed to achieve its development goals is a critical problem facing Uganda. Yet the anticipated rate of economic growth (GDP) is not enough to expand the education system over the next ten years to meet the demands of a rapidly growing school-age population.

Medium-term goals and plans under the ESSP

- An education system relevant to Uganda's national development goals. Thus, one objective of the Plan is to build an education system that contributes to Uganda's national development goals in the context of globalization. This also envisages an Expanded and equitable participation in a coordinated, flexible, and diversified tertiary system
- **Students achieving education goals;** It is not enough that children enrol in school. Uganda needs citizens who can actively participate in their democracy, families that care for the health and welfare of their members and communities, and a workforce comprised of competent professionals, technicians, and labourers who can modernize the economy in the context of globalization. At the Tertiary level, the plan focus on graduates prepared to be innovative, creative, and entrepreneurial in the private and public sectors.

3.0 Rationale for Higher Education Planning

Well planned Human resource development: Higher Education has a key role to play in the mobilisation of human talent and potential through lifelong learning to contribute to the social, economic, cultural and intellectual life of

a rapidly changing society. The need to plan for Higher Education is drawn from the fact that higher education prepares peoples participation in the country's economic growth. It is at this level of education that human capital for employment and productivity is generated in terms of various professional fields and in pertinent skills needed for the economy and society. In light of the high population growth rate at about 3.2 percent per annum, the Uganda population has rapidly grown necessitating to give much more attention to the type of higher education offered in Uganda in relation to the emerging employment opportunities in the country, the region and also globally.

Accelerating attainment of high standards of living: Higher Education enables people to enjoy high standards of living in terms of health and productivity. According to the World Bank (1994), investment in higher education alone is estimated to have social rates of return of 10 percent contributing to increases of labour productivity and higher long-term economic activity. It is also vital in improving the livelihoods of women and their families through reduced population, enhanced agricultural productivity and democratisation.

High-level skills training: The training and provision of person power to strengthen the country's enterprises, services and infrastructure. This requires the development of professionals and knowledge workers with globally competitive skills, but who are socially responsible and conscious of their role in contributing to the national development effort and social transformation.

Production, acquisition and application of new knowledge: National growth and competitiveness is dependent on continuous technological improvement and innovation, driven by a well-organised, vibrant research and development system which integrates the research and training capacity of higher education with the needs of industry and of social reconstruction.

Planning and competition: The most important consequence of the absence of a national plan for higher education has been the development of a competitive climate between higher education institutions. This competitive climate has, furthermore, been fuelled by the emergence of a market in higher education as a result of a growing private higher education sector. The increased competition between higher education institutions has further fragmented and exacerbated the inequalities within the higher education system. In this context, the increased competition between institutions is neither surprising nor unexpected. It is consistent with institutions as rational actors taking action to

maximise their welfare. It also highlights the limits of linking funding narrowly to student enrolments. This is inherently competitive, except when enrolments are growing, and/or unless mitigated by other policy and planning mechanisms linked to national goals.

The need for equity and redress: The principle of equity requires fair opportunities both to enter higher education programmes and to succeed in them. Applying the principle of equity implies, on the one hand, a critical identification of existing inequalities which are the product of policies, structures and practices based on racial, gender, disability and other forms of discrimination or disadvantage, and on the other a programme of transformation with a view to redress. Such transformation involves not only abolishing all existing forms of unjust differentiation, but also measures of empowerment, including financial support to bring about equal opportunity for individuals and institutions”

The need for quality assurance: Quality assurance plays a large role in ensuring that all higher education institutions either public or private are able to follow agreed standards and that students from diverse and non-traditional backgrounds have the capacity to excel in education.

4.0 Uganda’s advantages and limitations for higher education

Elaborate Policy and Planning Framework; While the policy and planning framework is elaborate, maximizing synergies and coordination remain a missing link in the delivery of higher education in Uganda. The education system and curriculum are still not talking to the human resource needs of the country, thus graduates end up largely unemployed.

Weak regulation: As much as the Ministry of Education and Sports has a viable quality and relevance framework it has a weak inspectorate. This is even made worse where in some instances the Central Government relies on reports from the Local Authorities. Worse still, while Uganda has relevant units in the educational system, they work independently causing conflict and sometimes wasting resources.

Inconsistencies in policy: Is a very tasking challenge, this is true in respect of the level at which to locate tertiary institutions.

The emergence of the Private Sector: in the higher education system is a driving force but without much guidance and supervision from the Line Ministry. While in many respects the Private Sector runs the institutions as a business, there is an outcry to the Government to recognise the need to provide incentives, subsidies and tax benefits.

Low Government funding: The level of government funding for higher education remains very low, with government funding priorities in the education sector being placed on implementing the UPE and USE policies.

5.0 Issues that may need attention

Strengthening Higher Education Planning: Ideally the Ministry of Education & Sports should develop a Strategic Plan for higher education based on medium and long-term national goals in line with the Uganda Vision 2040.

Urbanisation: The influx of people to emerging urban centres across the country is a clear indication that urban centres are mushrooming. These should be planned, taking into account education and recreation facilities. Through spatial planning, there is need to guide the distribution of higher education institutions to facilitate equitable access across the country.

Meeting the high demand for higher education: With the implementation of UPE and USE policies, the number of pupils graduating has increased demand for higher education. Therefore, planning for the increasing number of students is critical thus requiring commensurable resource allocation.

The urgent need for national human resource planning: without any reliable projections of human resources required in the various sectors of

the economy, planning remains a challenge. Therefore the urgent need for a human resource survey to guide national human resource planning and subsequently guide the Higher Education Institutions.

Disadvantaged Groups: The Constitution of Uganda recognises that persons with disabilities have special needs. While in the governance they are equally recognised, their education facilities at higher education have not been developed.

Science and Technology focus: To capture the emerging opportunities in services and industries, it is necessary to focus on those areas of studies that may benefit the population. This needs curriculum reforms.

6.0 The Way Forward

As stated in the Uganda Vision 2040, Uganda's human resource development strategy is anchored on the premise of maximising the benefits of the demographic dividend. The way forward is to provide proper policies and skilling and tooling of potential workers. A national human resource planning programme should be operationalised to take stock of the skills needs. In this undertaking higher education must be taken into account.

The Private Sector has proved that it has a key role to play in Higher Education, therefore future planning processes, should not only consult the Private Sector but fully bring them on board as key players in the delivery of higher education.

Equally important is for Uganda to pull out of the doldrums and participate in the technological revolution. In the face of globalization in all its respects, rapid technological changes, increased dependence on knowledge economy, and changes in economic and social structures, states, especially the developing states, are increasingly finding it difficult to survive. They are seeking for ways and means of survival. The World Bank (2003) outlined four basic factors in which the states development survival is anchored. These are: The economic incentives

and institutional regime; the ICT infrastructure and the innovation system. Planning for higher education will play a crucial role in this undertaking. The Government will invest heavily in its education system with a focus to Science, Technology, Engineering and Innovations.

Higher education is currently perceived as the mechanism by which states can achieve those development drivers. Thus the need to expand the higher education sector in Uganda. However, higher education institutions need to survive in the rapidly changing and competitive environment in which they operate. They have to acquire and develop compliant survival instincts to the changing world. Among such instincts is the ability to respond to the general problems facing humanity and the needs of economic and cultural life, and to be more relevant in the context of specific problem. In the face of globalization of the economy, rapid technological advances, deteriorating economic situations, unstable political situations, and various scourges such as AIDS, many states and people are finding it difficult to survive and protect their identity.

Globalization: The role of higher education as a key factor and major driving force for sustainable development in knowledge-intensive and information societies is fast growing in this country. To generate a functionally literate work force that can support the economy is one of the principle functions of higher education. Higher education has to contribute to the solution of major national and international problems. These include removing inequalities, alleviating poverty and environmental degradation, improving health etc.

The implications for higher education are that there is need for in-depth change in the nature and character of higher education so that it becomes more qualitative and relevant to societies and also provide solutions to challenges of Ugandans. Due to the weak social economic base, access to higher education is largely by people from well to do families. Most institutions are around urban areas and rural areas are starved of the influence and impact of these institutions. One of the challenges government has is to interest private investors to set such institutions in a better evenly distributed manner. Private institutions also need to

diversify access mechanisms so as to accommodate diverse categories of students. Among such mechanisms include distance education programmes, weekend programmes, summer courses, e-learning driven programmes etc.

Strengthening the Teaching Profession: through recruiting top talent to the profession, increasing accountability of teacher preparation programs, supporting the rethinking of traditional compensation and advancement models, promoting educator collaboration, and re-engaging communities in their schools.

References:

1. The World Bank Report, 1994
2. Government of Uganda , 2013; *The Uganda Vision 2040*
3. Government of Uganda, 2010; *The National Development Plan* (2010/11-2014/15)
4. Government of Uganda, 1995; *The Uganda Constitution* (1995)
5. Ministry of Education and Sports, 2004; *The Education Sector Strategic Plan* (2004-2015)
6. The 25th European Students' Convention Dublin (7 to 11 March); social dimension and equality of higher education in times of immense economic pressures.
7. Ministry of Education and Sports, February 2001; *draft national plan for higher education in south Africa*
8. Ojijo Pascal Al Amin; Feb, 16, 2012; review of education policy in Uganda
9. Dr. James I. Nkata, 2004; Private higher education in Uganda: the case of its distribution, contribution to access and costs
10. Philip H. Coombs, 1970; *UNESCO International Institute for Educational Planning*

REGULATING HIGHER EDUCATION IN UGANDA PROSPECTS AND CHALLENGES

Moses L. Golola

Deputy Executive Director

National Council for Higher Education

While higher education in Uganda is traditionally traced to 1922 when Makerere College was first established, there existed no umbrella institution in the country to regulate or guide tertiary or University institutions on the quality of the education they provided until 2001 when National Council for Higher Education (NCHE) was established by an Act of Parliament.

The NCHE was established under the Universities and other Tertiary Institutions Act 2001 to, among other things, regulate and guide the establishment and management of institutions of higher learning and to regulate the quality of higher education, equate qualifications and advise government on higher education issues. The creation of the National Council was very timely given the fact that at the beginning of the twenty first century, education in Uganda and through out East Africa was being transformed from the monopoly of the elite to the right of the masses even as global forces were transforming the way higher education was being delivered.

The mandate of NCHE is very broad indeed as described under Section 5 of the Act. (2)The functions of the NCHE include:

To advise the Minister on the establishment and accreditation of public and private institutions of Higher Education.

To receive, consider and process applications of public and private tertiary institutions, private other degree awarding institutions and private Universities; and the accreditation of the academic

and professional programmes of those institutions in consultation with professional associations and regulatory bodies.

To determine the equivalence of all types of academic and professional qualifications of degrees, diplomas and certificates obtained elsewhere with those awarded by Uganda's institutions of higher education for recognition in Uganda.

It may be pertinent to state that the regulatory component of the NCHE quality assurance framework consists of institutional accreditation, accreditation of individual academic or professional programmes, merit-based admissions into institutions of higher education, the quality of teaching staff, examination regulations and, standardization of academic awards, students' assessment academic staff, institutional infrastructure, collaboration with professional bodies and regulating cross-border higher education.

Institutional Accreditation (3)

Institutional accreditation or permitting institutions to exist or deliver higher education is a key tool to quality assurance. It is a process through which institutions are assessed at various stages before they are licensed. It covers all aspects of institutions, including land, staffing, educational facilities, governance, financial resources and physical facilities. Programme accreditation is a process by which NCHE determines, after careful scrutiny, whether a given programme (or course of study) meets the minimum standards. In case of professional programmes such as architecture, medicine or law necessary consultations are done with Architects and Registration Board and Uganda Society of Architects (for architectural programmes), Uganda Medical and Dental Practitioners Council (for medical programmes) and Uganda Law Council (for law programmes).

Since its establishment, NCHE has supervised the establishment of many institutions. These are licensed Universities and six chartered Universities, namely, Bugema University, Kampala International University, Ndejje University, Nkumba University, Uganda Christian University and

Uganda Martyrs University. In addition to the Universities which existed before the establishment of NCHE (Makerere University, Islamic University in Uganda and Mbarara University of Science and Technology) NCHE has played an important role in the establishment of the public (Government –owned and State-sponsored Universities of Gulu, Busitema and Muni)

Composition of National Council

The council is the supreme governing body provided under Section 7 of the Act. It consists of twenty (20) members, headed by the Chairperson (appointed by the President). The majority of the membership are representatives of various social constituencies including public and private Universities, religious organizations, commerce, industry, agriculture, the general public, Ministry of Education and people with disabilities. The Executive Director of NCHE is Secretary and voting member of the Council. Section 20 of the Act requires the National Council to set up committees, which execute the work on behalf of the Council. To date the working committees are Accreditation and Quality Assurance, Research and Development, Finance and Administration, Disciplinary and Audit and Risk Management. Of these five, perhaps the most strategic is the Accreditation and Quality Assurance Committee which handles institutional accreditation, programme accreditation, licensing and inspections, student admissions as well as qualifications of academic and professional staff.

Challenges facing NCHE and Uganda Higher Education Sector

In recent times, the majority of Universities, especially public Universities, have been embroiled in some kind of governance and management crisis. This is largely due to lack of institutional autonomy and lack of sufficient trained managers of higher education. The Education Sector Strategic Plan 2007-2015 acknowledges that one of the critical problems facing Uganda is that the country does not have enough people with competencies to achieve its development goals. Yet the education sector continues to receive inadequate allocation from the national budget. Allocations to the education sector have reduced from 24% to 17.3% over the past few years. NCHE receives only two billion shillings (or

U.S. \$800,000) from the Treasury per year. The provision for a similar body in Kenya (Kenya Commission for Universities) was Kenya Shs 273,000,000 (2012/2013) approximately \$3,400,000 and projected Kenya Shs 481,000,000 (2013/2014)(approximatelyUS\$ 6,000,000).(4) In Tanzania, the Tanzanian Commission for Universities planned to spend \$1,200,000 in the year 2010. (5) The point is that NCHE receives only a drop in the ocean considering its immense funding needs.

In executing its licensing and monitoring activities, NCHE has with great satisfaction received support and compliance from managers of institutions and members of academic and support staff. However, it has still confronted a number of problems. For example, many lecturers who prepare academic programmes for accreditation have not received training in curriculum design. As a result many programmes that are presented for vetting by the NCHE lack originality and usually are an exercise in cut, copy and paste. However, with assistance from Carnegie Foundation, NCHE has been able to train a good number leaders from Uganda Universities in management of institutions of higher learning as well as curriculum design.

Thanks to shortage of funds, NCHE staff are often unable to visit all the institutions that need to start new academic programmes to establish whether indeed they have adequate library and laboratory facilities to meet the needs of the students. Often academic and professional programmes are recommended for accreditation on the mere basis of how they had been written. This state of affairs will have to change.

Staffing at Universities is a perpetual problem. New universities are given licenses on a regular basis without establishing definitely that there will be qualified academic staff to mount the needed academic programmes. Qualified PhD lecturers are few and far between and teach in two or three institutions in any given semester. This definitely compromises the quality of teaching. A vigorous staff development in public and private universities with massive government and development partner financial assistance may be a partial answer to this problem.

The Legal framework(6)

There are gaps in the legal framework. These gaps include financing strategies, principles for allocating public funds, institutional autonomy, incentives for private institutions to contribute to the funding of higher education, accountability and operationalizing quality assurance mechanisms particularly for compliance by institutions of higher education. There is need for amendments to provide legal basis in these important areas.

Further, the law needs to clearly articulate the role of NCHE vis-a-vis the Department of Business, Technical and Vocational Education and Training in the Ministry of Education and Sports. The latter is catered for in a different law, the BTVET ACT 2008.

The Universities and Other Institutions Act is clear on the powers of the Council in the process of chartering private Universities. However, the law is vague on the subject of chartering public Universities. The Republic of Kenya and the United Republic of Tanzania are ahead of the government of the Republic of Uganda in this regard. In both Kenya and Tanzania, the regulatory academic bodies in those countries, Kenya Commission for Universities and Tanzania Commission for Universities have equal say on both the public and private Universities.

Way Forward

National Council for Higher Education and its staff are committed to implement the objectives for which the institution was created. It plans in the next five years to intensify its monitoring of institutions of higher learning and to spend more time in the field than has been the case hitherto.

NCHE plans further to foster identification of key partners in the country, region and globally to establish and strengthen coordination, linkages, partnerships and collaboration for improving the quality of higher education. Existing collaborations will be strengthened and new ones sought. These partners include government ministries, parliament, funding bodies, professional bodies, the private sector and sister institutions in the region and elsewhere.

Further, NCHE plans to strengthen its enforcement of law without disadvantaging compliant institutions. One missing link in the implementation of NCHE programmes is the capacity in carrying out enforcement / compliance with regard to sanctioning non compliant institutions with actions such as closure or revocations of licenses. It is important in the near future for NCHE to strengthen these efforts in a bid to polish the image of Council and increase its respect among the institutions it seeks to regulate.(7)

The National Council for Higher Education is now more than 10 years old. However, it does not have a permanent home of its own. It will be important that a new home is constructed and inhabited as soon as possible.

The culture of higher education regulation has caught on well in Uganda and East Africa during the last decade and is expected that with adequate funding, professional commitment and exemplary leadership NCHE shall be able to satisfactorily implement its objectives in the foreseeable future.

Notes:

1. This paper was first delivered to the Uganda Vice Chancellors' Conference in Kampala, October 4, 2013.
2. See Universities and Other Tertiary Institutions Act 2001.
3. Details of the Accreditation processes may be found in NCHE (2011) Quality Assurance Framework for Universities and the Licensing Process for Higher Education Institutions.
4. Executive Secretary, Kenya Commission for Universities. Personal Communication. October, 2012
5. Tanzania Commission for Universities, Strategic Plan 2005 – 2010.
6. NCHE (2013) Strategic Plan 2012/2013 – 2016/2017
7. Ibid

References:

1. NCHE (2007) Strategic Plan 2007 – 2011
2. NCHE (2010) The State of Higher Education and Training in Uganda
3. NCHE (2011) Quality Assurance Framework for Universities and the Licensing Proces for Higher Education Institutions
4. NCHE (2013) Strategic Plan 2012/2013 – 2016/2017

STREAMLING HIGHER EDUCATION SYSTEM IN UGANDA

Jessica Alupo

The speech by the Hon Jessica Alupo, the Minister of Education And Sports at the 3rd UVCF conference held at hotel Africana on 4th October 2013.

Salutation

The chair of the Uganda Vice Chancellors Forum

Vice Chancellors of public and private universities

The invited strategic partners in provision of higher education

Deputy Vice Chancellors

Academic Registrars

Quality Assurance Officers

Ladies and gentlemen

Good afternoon!

Introduction

The problem of education in this country is contained in four seemingly little question: (1) Why? (2) What? (3) How? and (4) Who?

1. Why? – refers to the purpose of education and why one should

- be educated;
2. What? – raises the important question of the curriculum and what is worth learning;
 3. How? – addresses the methods of teaching and learning and the quality of education; and
 4. Who? – deals with the problem of equity and access to education.

The above questions of why, what, how and whom to educate have been of particular concern to human society since times immemorial. Plato in his treatise on education – The Republic, argues that in order to talk about the good life, we have to talk about the kind of education that will bring that society into existence and sustain it.

The Education System of Uganda needs streamlining

I have been informed that the theme of this years UVCF conference is to address the question of the Higher Education System in this country. I cannot thank you more for coming up with such pertinent theme. Given the fact that tertiary institutions and universities have increase in number from there is need to streamline the Higher Education System so that all players in the higher education sector contribute meaningfully to the relevancy and quality of the products of higher education. These products are mainly two: graduates and research.

What is a system?

For most lay people, a system refers to an interaction of three main things (i) input, (ii) process, and (iii) output. As far as higher education is concerned the system is two pronged. One prong is where inputs are the learners, when they join the universities the processing takes place, and then we get the output who are the graduates. The second prong is where input is funding for research given by government, donors, and others. The processing is the actual carrying out of research. Thereafter we get the output which is the research findings and recommendations.

So the higher education system must be able to streamline how prospective learners enter the higher education, how they are educated, and how they become graduates. All these are important because they have to feed back into the society. It is the graduates who contribute to the country's social, scientific and economic development. Uganda can only be as developed and as good as the quality of its higher education system. For that reason, the theme of higher education system is of cardinal importance.

The contents of higher education system

I note that you have had four sub-themes which you have discussed.

- | | | | |
|-----|------------------------------------|---|-------------|
| (1) | The philosophy of higher education | - | answers the |
| | question "why?" | | |
| (2) | The policy of higher education | - | answers the |
| | question "how?" | | |
| (3) | The regulation of higher education | - | answers the |

question “what?”

- (4) Planning of higher education - answers the question “who?”

I would like to express my gratitude to all papers presenters at this conference for giving us the answers to all the four questions mentioned above. According to the programme, the people who have taken the lead to think about the answers are: Dr Anthony Muwagga Mugagga; Dr James Nkata; Prof. James Golola; and Dr Kisamba Mugerwa. The UVCF and the paper presenters, thank you for organising a conference with such an important theme. After here no one should play ignorance of Uganda’s Higher Education System. This is because you have discussed the why, the how, the what, the who and resolved.

The theme of today’s UVCF conference has asked us the participants and stakeholders in the business of higher education in this country to take a hard look at our education system. I am persuaded to believe that though short, this conference has provided an opportunity for exchanging information, sharing experiences and stimulating new ideas that can help to relate the education to the good life, and the good society that we would like to see in Uganda.

Higher Education system and its challenges

Uganda’s higher education system is faced with numerous challenges. I make a mention of some of these here below.

1. Funding

The funding of higher education is one of the foremost challenges this country is facing. The higher education in this country is not well funded. This is because the economy is not strong enough to pay for every need. Government is tries to fund higher education as much as possible. This

is done in face of many competing national demands. So your discussion of the “hows” of higher education, I hope has included the innovative ideas on funding higher education in this country. Note that both public and private universities need funding if they are to provide relevant and quality education.

2. Honesty

Honesty is an important virtue. It marks out the character of the individual. The country needs students and employees and citizens who are honest in all their interactions. Questions are always raised about dishonesty among some few learners in the institutions of higher learning. When young people leave universities and start working, some few of them become engulfed in corruption. Although a few of them fall prey to corrupt propensities, they tarnish the good image and character of others. Note also that government spends a lot of money on fighting corruption. That money could go into funding more research in health, agriculture, and technology. So higher education system has to address the issue of “character”. This is important because acquisition of science or other knowledge without good character will take our nation anywhere.

3. Examinations

It has been said that “no education system can be better than the quality of its examinations”. So,

It is true to argue that examinations are important. This one area of challenge for the higher education system in this country. We often read of stories of examination malpractices in higher education. With modern ICT access to information is quite easy. However, how honestly learners use that information is another story. I urge that our higher education system, should be able to address challenges associated with examinations. A good higher education system should be one that is credible. With credibility, international students will come to study here. In that Uganda as a country will stand to benefit.

4. Paucity of research

Both basic and applied research is very much yearned for because it produces new knowledge which leads to new methods, new products, and solutions to problems in society. So the higher education system you have discussed should address the how best research can be carried out in this country. Every country is like a home, each has its own challenges and problems. So it is responsibility of every country to find solutions to its problems and challenges. The solutions can only be found if there is serious research that is carried out in universities. It is Ugandan universities to carry out research and address Ugandan needs and challenges. So the higher education system should emphasise basic and applied research. In that way the relevancy of higher education system will be heightened.

5. Overwhelming demand

Our higher education system has found itself in a context of ever increasing demand for higher education. The demand has become overwhelming in last few decades. With 35 universities in the country, there still students who have not been admitted to university education. Lecturers in many universities overflow with students. The challenge in this situation is that it is hard to enforce continuous assessment and promote reasoning power, problem-solving skills, practical skills, language skills and the like. Higher education system in Uganda needs to face this challenge squarely. Students need to leave the universities when they can think critically and reason logically.

Conclusion

Once again I am happy that universities have come together and formed their Uganda Vice Chancellors Forum. This has many implications. (1) the fact that university have a forum it means that they can come together to share and harmonise ideas about higher education. (2) the annual conferences are good in that universities take stock of what they know

and propose new perspectives. This approach will strengthen the higher education system in this country.

I thank all you for the good work you are rendering for the wellbeing and development of this country. Please continue to improve the way higher education is offered in this country. The country relies on universities for the guide into the future. When the higher education system then we begin to be sure that the route to the future is becoming clearer.

It is now my honour to declare the 3rd Uganda Vice Chancellors' conference on the theme "Higher Education System in Uganda" closed.

For God and my country

THE ROLE OF VICE CHANCELLORS, IN UGANDA'S EDUCATION POLICY FORMATION

William Senteza Kajubi

Vice Chancellor, Nkumba University

INTRODUCTION

1894, Oct. 9th 1962, Jan 25, 1971, Jan 26, 1986 – Those are some of the benchmark dates in Uganda's modern history. As Douglas Tomblings (1939) p.24, one of the early Principles of Makerere reminds us, in the past the teaching of history was largely concerned with the dates, when certain events happened just as geography was also concerned with names of places, capital cities, rivers, capes and bays.

Today history and geography are no longer taught in that fashion. Nonetheless, there are still some important dates and places in the development of any country, which are worth remembering just as there are important names and faces of people, which must be remembered. Two of those dates as far as the evolution of higher education in East Africa is concerned, are 1922 and November 3rd 1938. the former marks the transformation of Makerere from a technical school to a college of higher education, and November 3rd 1938, when His Royal Highness the Duke of Gloucester, brother of King George VI cut the first sod in the foundation trench of the present Main Building to mark the establishment of Makerere as the Higher College for East Africa. I was among the 4000 school and out – of – school children who were in the crowd to testify that upon them the college would depend for its students, future professors, principals and vice – chancellors, although that dream was still in the distant future. Representatives of the missionaries were also present to show that without their initiative and labours in education no College would have been possible. (Uganda Teachers Journal Vol.1 No.

1, 1939 p.47)

What has been the role of Vice Chancellors, Principals and other Heads of Institutions in the history of Uganda's Education Policy Formation?

EDUCATION POLICY FORMATION

The term policy formation has been used advisedly, rather than policy making because the latter suggests a definitive and rational process (Davies 1985 p.137), where the former implies an informal process and ways contributing to the evolvement of the country's education policy. This is so because the development of policy for education takes place on many levels, from the official pronouncements of National Commissions to informal local decisions made at the district or institutional level. (Evans p.127).

This paper deals mainly with how the philosophies and actions of leaders at the institutional level have contributed to education policy formation in Uganda. The approach adopted is descriptive but in some cases prescriptive.

However, in order to understand how vice chancellors, principals and head teachers have impacted on the education policy formation, it is necessary to look at the process in its historical context.

THE PRE – INDEPENDENCE ERA

During the early colonial period, the provision of education for Africans was entirely in the hands of missionary organisations. They not only determined education policies but were also responsible for all implementations. From 1894, when Uganda was declared British Protectorate, the Government did not even have a Department of Education until 1925, after the Phelps Stokes Commission, which visited colonies in Eastern and Southern Africa, had expressed dismay over Government's lack of concern for the education of the natives. The Commission advocated Government's participation in education through supervision and financial assistance. In 1925, the Protectorate

Government established a Department of Education on Makerere Hill and later began to give some grants – in – aid to the hands of voluntary agencies.

Each religious sect strived to built not only churches but also schools to attract and convert followers. Religion and education become inextricably intertwined so much so that readers or school goers and worshippers or churchgoers almost synonymous as abasomi in Luganda. This phenomenon has remained a prominent feature of the Uganda education system whereby even after the taking over of the mission schools by Government, the heads of institutions from primary to university have still to tiptoe precariously between the academic requirements on the one side and the demands of the various religious sects on the other.

Makerere University, for example, has to provide land and buildings on the campus not only for lecture theatres, libraries and laboratories, but also for mosques, chapels and student community centres for various religious sects.

Almost all head teachers of secondary schools, and even some primary schools were White missionaries until after independence. And needless to say, one of the most critical tasks which they had to perform was that of policy formation. There is no way that those in leadership positions of a university or school can avoid this role, albeit it is shared with internal bodies and committees and various other external agencies. (Davies op cit p.139).

The missionary policies emphasized, among other things, religion and character building. But they denigrated African cultures, customs, music, dance and even African names, which they took to be ungodly.

They however, realized the importance of the mother tongue to the development of the individual. They developed orthographies, translated the Bible and used the local languages as media of instruction in the first four years of the elementary schools. This was a very significant contribution to Uganda's education system in the early years.¹

TOWARD A SYSTEM OF HIGHER EDUCATION

In 1921, the Government of Uganda established a technical school, which in 1922 was transformed into a College of Higher Studies. After numerous Commissions appointed by the Colonial Office, with memberships from the British Civil Service and from distinguished expatriate educators, the Higher College became, Makerere College, destined to the University College of East Africa. The members of the various Commissions mentioned above and the early Principals of Makerere drew their inspiration from their experience in the Colonial Office and the various educational institutions they had attended or led in Great Britain. Makerere was, therefore, developed as a small – high – cost institution whose main purpose, in the words of Sir Philip Mitchell, was “to produce an aristocracy of culture, which by nature must be very small.” The main need of the Colonial Government was for clerks, and para – professionals like medical assistants and nurses, and artisans, while the missionaries wanted only trained teachers for their schools.

1 The use of the mother tongue laid a very foundation even for learning English. For example, Sir Albert Cook reported of three Chiefs: Omw. Serwango Kulubya, Treasurer Buganda Government, Kosiya Labwoni from Bunyoro and Yokonia Zirabamuzaale from Busoga who went in 1931 to oppose on Closer Union in East Africa before some members of the House of Lords: “The general public and the editors of the important papers were delighted at the grasp of their subject... and the choice English in which they expressed their ideas.” (UTJ Vol. 1 No.1, 1939 pp. 14 – 15).

THE ROLE OF PRINCIPALS AND VICE CHANCELLORS IN BUILDING FOR THE FUTURE

The early principals of Makerere College did a lot of long – term planning which affected the later development of Education as the following examples indicates:-

- In 1924, Douglas Tomblilngs as Acting Principal of Makerere urged: “It is therefore an urgent necessity to obtain as much land of Makerere Hill as can possibly be purchased for future development.”
- In 1925 H.O Saville, the first Principal published a plan for the development of Makerere Hill, in which he included a normal school, agricultural plots, playing fields, Departmental offices and a timber plantation and classroom for post – graduate work.
- In 1932, Tomblings had foreseen the need for a swimming pool, which ws built almost 40 years later.

When the possibility of discarding the Makerere Entrance Examination in favour of the Cambridge School Certificate, the staff under the leadership of Bernard de Bunsen argued that the Makerere Entrance Examination was superior, since it was designed to test the candidates potential for University work, rather than merely his school achievements. (How one wishes we still had such examinations today!!)

At the time when Makerere was to come into special relationship with the University of London, London would not accept as part of its degree studies Makerere’s courses on Fine Art, the 5 Year Licentiate Medical Course, as well as the Course of Social Studies which were unique to Makerere. Dr. William Lamont, a philosopher who had been sent to

replace George Turner as Principal, was frustrated and he resigned in 1947.

- Bernard de Bunsen was appointed Principal, and through his great diplomacy and negotiating ability was able not only to save the relationship between Makerere and London, but also to forge the path towards closer East African co – operation in higher education through the creation of a Federal University.
- The University of East Africa, which he later headed.

“Our students’ chief asset at the College was to belong to a society which drew members from all over East Africa and beyond. Makerere was a meeting ground of peoples, of tribes, countries, religious, and politics”, so he wrote in his autobiography..... “It was not just a breeze from Kwame Nkrumah that was to star Obote and Nyerere at the time of Independence towards thoughts of closer union in East Africa, but the fact that they and so many others in the professions and public life knew each other as fellow students and friends.” (Bernard de Bunsen 1995 p.102). It is that spirit which collapsed in 1970 – 76 and we are trying to recapture now.

TOWARD INDEPENDENCE

Bernard de Bunsen’s contribution to education policy formation was not limited to higher education alone. In 1951, an East African Study Group sponsored jointly by the Colonial Office and the Nuffield Foundation toured East and Central Africa to study education. Subsequently a Committee chaired by Mr. de Bunsen, was formed to provide more detailed recommendations for the future structure of education of in Uganda using the work of the Study Group as a basis. The Commission recommended substantial expansion of educational capacity in Uganda in preparation for self – rule – which was a significant shift from earlier commissions. For over a decade before independence, the de Bunsen

recommendations provided the guiding principles for educational policy and development in Uganda.

In 1963 when Uganda had just won its independence, a Commission under the Chairmanship of Professor Edgar Castle from University of Hull, UK was set up;

“To examine in the light of the approved recommendation of the International Bank Survey Mission report and Uganda’s financial position and future manpower requirements, the content and structure of education in Uganda to consider how it may best be improved and adapted to the needs of this country – to submit recommendations accordingly.”

The Castle Commission had a wide range of membership: three Britons, one Indian, one Nigerian, one American and one UNESCO representative. Three of the members were women. The nine Ugandans included: two members of Parliament, one representative of the Uganda Teachers Association, the rest were educators appointed because of their experience with education in Uganda. The four regions of the Country – Buganda, Eastern, Western and Northern Region were represented. Although I was a member of the Commission, the University, was not specifically represented. And except for Mother Mary Dominique, who was a co – opted member, religious organisations and Head Teachers were also conspicuously absent from the Commission.

Mr. Bernard de Bunsen, however, was still Principal of Makerere, and he facilitated the work of the Commission by making available the meeting and office rooms for their work.

CONTRIBUTION OF HEAD TEACHERS

It is not possible in the short space of time available to mention the contribution of individuals Head Teachers to the process of education policy formation. It is, however important to mention that categories of educational institutions from Elementary Schools to University usually through their heads are represented on some education policy – making

bodies in the country. They are represented on the National Curriculum Development Centre, Uganda National Examinations Council and on Education Sector Review workshops whenever they are held. The Head Teachers Associations of both public and private schools have influence on policies concerning such matters as selection and discipline in schools.

THE INFLUENCE OF THE UNIVERSITY

Academic Leadership in a University does not flow in a one – way up – down direction. Vice Chancellors influence Deans and vice – versa. Even less senior staff members are not just employees, but centres initiative and decision – making. No Vice Chancellor, no matter how charismatic he or she may be is able to change the character of the University. The function of academic leaders is to create a conducive environment to draw the staff together into cohesive arrangements that will support the University's central purpose i.e. the advancement and transmission of knowledge.

As the apex of the educational pyramid, however, the University inevitably has a profound effect on the other levels of the educational system. For example, the requirements for University admission, the structure and nature of its academic offerings, affect not only the lives of university students, but to an even larger extent determining the popularity and integrity of the subjects taught at the secondary schools. The curricula of the secondary school in turn determine the curricula methods of teaching in the primary schools. If the university stresses only theoretical subjects in its admission requirements, practical subjects like agriculture and technical drawing will be ignored in the schools at all levels. Vice Chancellors and heads of other tertiary level institutions have a big role to play in persuading their colleagues to realize the impact of their institutions on national development, so that policy formation can cease to be a top –down, but rather an interacting process, which

pervades the entire education system.

One of the ways in which the universities can constantly contribute extremely to the process of policy formation, is through policy and action oriented research presented not in esoteric academic terms, but in a language that ordinary people can understand. For example research on:

- early childhood development
- taxation of private schools and universities
- use of mother tongue in education
- continuous assessment
- rampant fires in schools and universities
- the demise of the reading and writing culture
- poor communication skills among school leavers and university graduate would help to inform policy on those and other matters.

CONCLUSION

In conclusion, this paper has tried to scan almost four decades of the evolution of education policy formation and the role of that Vice Chancellors, principals, head teachers and voluntary agencies had played in that process. It has been said, “tradition without revolution is empty; but revolution without tradition is blind” (Rubinoff L. ed.) 1971. That is to say that the institutions, which continue to live on the laurels of the past will become irrelevant.

On the other hand change, which does not pay attention to past achievements and failures, also spells chaos. The story of education policy formation in Uganda has taken cognizance of these two themes.

Education policy formation in Uganda for the last fifty years or so has been a process of “Continuity among Change” (Evans 127) while the formerly elitist systems of higher education are being replaced by mass higher education; a close watch is being kept on the process of quality assurance. Missionary influence in education is being continued along side with nationalization of the mission schools. This continuity, amid change has been partly attributed to the existence of a strong cadre of professional educators who emerged during the 1960s and who have continued to exert strong influences on education development since independence. Political leaders and administrators have come and gone, but this cadre has remained, moving in and out of position in Makerere University, teachers colleges, but always coming back. (Evans op. cit p. 155). Among those are your Vice Chancellors, principals, executive directors and secretaries of education policy organs of Government.

References

Castle E (1963)

de Bunsen B (1995)

Davies (1985)

Evans

Tomblings D (1939) Uganda Teachers Journal. Vol. 1, No 1.

THE STATUS OF UNIVERSITY EDUCATION IN UGANDA, THE POLICY OPTIONS

James L. Nkata

Introduction

The UNESCO report on education for the 21st century puts emphasis on the changing dimensions of university education to which nations have to turn their attention. It further emphasized the new emerging role of university education as being the fountain head at which people find a way of giving meaning to their lives and quench their thirst for knowledge. Similarly, the report of a retreat on higher education in Africa that took place in Durban-South Africa echoed the emerging concern about the current situation of African university education anchored in outlived visions. The report emphasized the need to re-vision African higher education to make it more relevant, adoptable and flexible to the emerging contingency factors.

This paper tries to explore the conceptual and contextual issues that are underpinning the changing role of university education in Uganda and the demand for designing a higher education philosophy, re-designing university education vision and mission, enacting supportive policies, practices, and regulations and repositioning Universities as engines for development.

The changing Patterns of Demands in University Education in Uganda.

Uganda is witnessing a growing thirst for university education as a consequence of the changing patterns of social demands on education especially university. Education. The underpinning factor of these demands is the need to survive. Survival has become the guiding

principle for all human activity. People, nations and various institutions and corporations are currently struggling to survive in a rapidly changing and competitive environment. It is this need for survival economically, politically, socially, religiously, and educationally, that has brought about changes in the perception of the concept of competition. Due to this increased demand, this country is witnessing rapid expansion of the higher education sector in form of increased numbers of higher education institutions at the expense of growth and development of the sector. Consequently questions about the levels of quality are emerging from stakeholders.

Ugandans are increasingly perceiving higher education institutions as institutions which can facilitate their acquisition and development of survival instincts. Compliant survival instincts to the rapidly changing world are increasingly becoming the only instruments by which people can be sure of their living of a normal life. The survivalist approach advocates for both medium and long-term strategic policies and planning where the key watch words are adoptability and flexibility.

Similarly, the survival of any university in Africa and in Uganda in particular is increasingly dependent on possession of compliant survival instincts. However, these institutions cannot be compliant to the changing environment, unless the policy makers and people in them are also compliant to the emerging demands and changes. This implies the necessity for attitude change and graduating from the bondages of the past.

In the recent past, university education has increasingly been recognized as an instrument of developing the people, the society and economy as pre-requisites for survival. The development of a strong learning society especially at higher education levels is now perceived as the best way

of ensuring sustainable development. This kind of perception is based on the assumption that people are the greatest resource in any kind of development. The changing perception of university education is gradually causing an emergency of the demands for Ugandan universities to design, construct, and develop a higher education philosophy, a new university education vision and mission that puts into context the emerging new perceptions. This will require strategic policies that will guide and support the processes and practices.

The conceptual Framework

The World Conference on Higher Education (WCHE) in its meeting in 1998 outlined a conceptual frame and a line of action towards renewal and reforms in higher education in the 21st century. The following references emerged as the common guides towards renewal and reforms in the sector.

- a. Broadening access and securing the development of higher education as a key factor of development and as a public good and human right.
- b. Promoting renewal and reforms of systems and institutions with a view to enhance quality, relevance and efficiency through closer links to society, especially the world of work.
- c. Securing adequate resources and funding – both private and public in keeping with increased demands placed on higher education by society as a whole and all stakeholders.
- d. Fostering international and regional cooperation and partnerships.

Uganda needs to set a stage for contextualizing these guides within the scope of the reforms and renewal initiatives by coming up with strategic policy directions and supportive regulations and

practices.

The Current Issues

a. University Education in Uganda in a global environment

The major challenges to university education in Uganda have been identified as being economic, political and social in nature. These challenges have impeded and still are impending university education in the country to play effectively its current emerging new roles in development. The challenges involve attracting and securing adequate funding and other resources in an unstable economic environment to facilitate the response to increased pressure for more adoptable, flexible and qualitative higher education, seeking ways to surmount the dilemma of quantity and quality to cope with increased responsibilities of university education in knowledge based society, and embrace and make full use of ICT.

The implication of these challenges to Uganda is that the policy frameworks and overall planning need to be re-directed. These demand for adjustments to be made, in national university system specifically in regard to access and admission policies, organisation of studies, curriculum content course delivery, pedagogies, management regulations and practices, evaluation mechanisms and accountability. In face of these challenges Uganda needs to take a stand that university education should be pro-active rather than reactive by adopting an entrepreneurial approach in search for resources, establishing closer links with the world of work, setting up partnerships and consortia of institutions with the view to increased adoptability, relevancy and flexibility, and better respond to societal needs, and to assure quality and comparability of studies and qualifications within and between systems. All these demand for re-focusing the national perception of university education and all that goes with it by coming up with meaningful higher education philosophy, re- visioning higher education, and putting in place supportive policy

frameworks, regulations and practices. This cannot be avoided if this country is to survive in the global competitive environment. In the article: *Envisioning the African University of the Future*,(2001),it was quoted;

“We dream of a future in order to survive the present and to face the challenges of everyday. It is not a choice. We are compelled to dream.”

This quotation emphasizes the tricky situation we are facing in Africa and in particular in Uganda if we do not pay attention to the centrality and functionality of higher education is shaping the future of this country.

Developments and Trends

There are basic major developments and trends that have had a direct impact on university education In Africa and elsewhere in the world according to UNESCO. Uganda has not been an exemption. This has caused an emergency of the demands for change. These include:

- a. The globalization of the economy, trade, finances, services, labor, and other domains, including education, culture, and development.
- b. The growing role of the production, advancement, dissemination and application of knowledge as the driving force for development.
- c. The phenomenal advance of ICTs and their pervasive role in the emerging knowledge societies.
- d. A newly evolving relationship between higher education, the states, the market and the community as a whole, which demands for increased responsibility and a balanced sharing of costs among all stakeholders in assuring its development and for better management and accountability of universities.
- e. Constant social and political changes, marked both by progress made in securing democratic rights based governance, more

equitable societies and by continued persistence of glaring inequalities, poverty, insecurity, and instability. Open conflicts, wars and occupations, have affected directly university education in a number of countries.

f. Shifts in demographic trends.

Allow me to add that the way these developments and trends have manifested themselves in Africa and in particular in Uganda is different from other parts of the world. Thus, the approach that requires a more contextualized logic in formulating higher education policies, regulations and practices.

The Impact of globalization of University Education on Uganda's higher education sector.

The embraced globalization of university education has created problems for developing countries. Globalization is deemed to have opened up opportunities for development. However, the gates through which to access these opportunities for Africans is still narrow. The opening up of these opportunities implies increased investments in higher education and technological preparedness for which our countries and people are not prepared. Many of our higher education systems and institutions are struggling to meet international standards in a face of very many difficulties.

The concept of globalization advocates for global solutions to ensure the future of universities. The globality of the human conditions according to UNESCO revolves around:

- i) The existence of global common goods.
- ii) Common human security

In Uganda we need to promote both of these factors to benefit our people. In this regard our University education finds itself in a central position vis-à-vis globalization that stem from the universal mission and

concerns.

The mission and concerns are based on the current assumption that knowledge is universal and therefore its pursuit and advancement is based on the free circulation of ideas across borders, scientific field and academic disciplines. Access to knowledge is a human right which must be enjoyed by everybody so as to fit into a knowledge intensive economy.

This calls on our universities, to re-position themselves strategically where they can effectively face the challenges of globalization and knowledge economy.

New Roles of University education and research in the knowledge society

The role of university education is gradually changing as the world embraces the concept of sustainable development. Sustainable development in knowledge-intensive and information communities demands that universities play a more central role. Currently there is a high demand for advanced levels of knowledge. This has come about as a consequence of the work force becoming increasingly a knowledge based work force, which needs more advanced training, and constant updating and retraining. This implies adoption of life-learning approach to university education.

Because of the emerging changes in all sorts of environments, university education is increasingly being perceived as an instrument for economic growth, and a major contributor to the solutions of mankind such as inequalities, alleviating poverty and environment degradation, improving health, arresting large scale of pandemics, and combating conflicts and wars. It is further perceived as playing a major role in building social cohesion and laying foundation for health civic societies based on good governance and participatory democracy.

The implications of all these emerging new perceptions to universities in Uganda are that, there is a need for in-depth change in the nature and character of university education so that it becomes more qualitative, adoptable and flexible to societies and also provide solutions to challenges

of human kind in this country.

The Role of Universities in bridging the knowledge gap

The WCHE Conference (1998) recognized that quality university education was important for development because it represents the major means by which to bridge the gap between developing and developed countries. It was further recognized that despite the efforts to bridge the gap, it is increasingly widening. Faced with enormous economic, social and political difficulties, Africa (Uganda inclusive) finds itself unable to bridge the gap based on the available capabilities alone. This implies the necessity for international support. Efforts to seek for partnerships and linkages and to approach the problem with combined efforts becomes a necessity. Strategic actions need to be taken to make our Universities attractive to international Institutions to attract desirable partnerships and linkages. However, international support need not to be used to strip us of our independence and identity. We should look at University education as a weapon for fighting for the preservation of our independence and identity by having African or Ugandan Universities instead of Universities in Africa or Uganda.

The Impact of ICT on University Education

The rate at which ICT is invading university education is growing faster than the corresponding capacity in most universities to embrace it. Due to the rapid growth of ICT, most institutional structures are rapidly changing; there are numerous advances in the competitive sciences and educational methods. Consequently the modes of university education delivery are changing. Students are gradually becoming partners in the teaching-learning process and university lecturers are losing their instructors' position to becoming facilitators in the process. All these need constructs of re-orientations anchored in the philosophy and vision scope that promotes compatibility and adoptability. Deliberate policy

options to promote ICT functionality in our Universities need to be taken.

The Relationship between Universities, the state and the market.

In the recent times this country has and is still witnessing diminishing public funding of university education. Consequently, the emergence of private sector playing a vital role in the support for university education is increasingly being welcomed. The concept of private funding is growing much faster than expected and is introducing a new dimension where market forces are gaining a much higher share in impacting delivery services, curriculum and management. However, our universities and the state need not to surrender their preserved responsibilities in the decision making process about university education issues. Our university education system should have its principles that underpin the operations and decision making instead of being driven by market forces.

Despite this caution, the influence of private sector in university education is unstoppable. Universities in Uganda need to debate on ways and mechanisms of embracing this new emerging force without sacrificing quality and autonomy of universities. There is a need to construct a national policy framework within which Universities and private sector engagement takes place.

The Impact of Demographic trends on University Education

Population growth in Uganda is fairly high. This has resulted into a large number of young people qualifying to access university education. Universities in Uganda are facing pressure for students' admissions due to this demographic factor. The concept of massification of higher education is slowly becoming a factor of concern in this country. However, ensuring access to university education on the basis of merit has to remain a principle guiding access and admissions. Besides, universities in Uganda need to meet the growing demands for accessing university education. This would require re-structuring the strategic

and operational frameworks of the universities to broaden accessibility opportunities for young people. The re-structuring process need to be informed by the new emerging demand for adoptable university behavior and equal distribution of opportunities across all societies.

The Desirable University education vision in Uganda.

The earlier discussion in this paper demonstrated the need to re-define the desirable university education in Uganda. Allow me to suggest the following as some of the issues that should underpin the new desirable vision:

a. The perceived Characteristics of Universities in Uganda

Our universities need to establish themselves as formidable institutions. They should aim at establishing their own distinctive characteristics, by emphasizing different elements in their own chosen purposes and activities. They need to initiate and develop mechanisms of sustaining their achievements. Each university should try to be identified with a particular positive academic reputation as a mechanism of survival in the world of competition. They also need to seek for innovative and effective ways of extending opportunities for learning to larger and broader sections of communities. However, such innovations will have a meaning to the communities, only when universities interact in a creative way with the communities and play distinctive roles in applying the knowledge gained from research to address practical problem.

b. Funding of University Education in Uganda

The achievement of each university mission will largely depend on the funding mechanisms and the financial benefits. The 21st century is witnessing more of liberalized mechanisms of funding university education. The financial survival of any university in this country will largely depend on how such universities fit themselves into the liberalized funding environment. One way of achieving this is for universities to

take on collaborative approach to financial mobilization process. They need to widen their financial bases by attracting the support of both public and private sectors. However, such support can only come when universities in Uganda effectively serve the purposes of such sectors and their services have a meaning to them. This calls for reforms in funding Universities and other higher education institutions. These reforms should aim at capacitating Universities to be self sustaining. Supportive policies and practices need to be in place.

c. Policy Guidelines:

Given the prevailing waves of the changing environment, the needs for universities in Uganda to fit into the environment in which they find themselves operating becomes paramount. This will require them to develop ways and means of continuity within their scope of operation as a mechanism of achieving quality and distinctiveness. This will necessitate policy guidelines on education which are constructive and flexible. The guidelines should draw realistic and acceptable boundaries of universities operations. They should ensure that universities:

- i) Are increasingly responsive to the needs of both the students and clients.
- ii) Structure qualifications which are commonly acceptable and universally recognized.
- iii) Adopt frameworks of awareness with rigorously maintained standards, academic community recognizing that the autonomy of universities is sustained and active involvement of professional bodies.
- iv) Work in partnership with public and private sectors.
- v) Respond to the needs for active policies for developing, retraining and rewarding their own staff.
- vi) Maintain their distinctiveness and vitality through linking

research and scholarship to teaching.

- vii) Take full advantage of the advances in ICT.
- viii) Are explicit about what they are providing through learning programmes and their expected outcomes so that students and employers have a better understanding of their purposes and benefits.

d. The Vision and policy options

The term vision in this paper refers to a clear sense of the future of universities in Uganda. It is the future we hope to create or achieve in order to improve on the present state of university education. It implies auditing the realities of to-day and possibilities of tomorrow and envisioning the future. My earlier discussion in this paper indicated that universities in Uganda are in a weak position to embrace, at equal footing, the global changes and subsequent challenges, as compared to other universities elsewhere. Yet they have to operate within the international market for education and to have to be judged by international standards. As observed in the Report of a retreat on higher education in Africa in 2001, Africa as a continent now has the weakest higher education system in the world, at a time when the rest of the world is embracing global knowledge-based society. The situation has drastically changed from what it was some decades ago. Consequently the corresponding re-visioning of university education is currently on high demand.

In addition to the already articulated challenges our universities are facing, the above report further adds that the early visions constructed as a consequence of the historical underpinning factors have been outlived by the emerging contingency factors based on the earlier explained concept of survival.

The concept calls for strategic thinking and planning, anchored in the reconstructed Ugandan university education philosophy. This implies that before re-visioning our university education, a new independent

philosophical foundation which blends both modernism and Ugandan tradition has to be constructed. It will be this philosophy that will inform the independent visions of various universities. With a common stem of our visions, Ugandan universities will form a formidable force to fight for the survival of the country academics and its identity in a globalised environment. The future of the universities in Uganda will largely depend on the degree of commitment of both, those that make decisions and those that implement them, to the new philosophical orientations and visions. Both the philosophy and the constructed visions need to provide a strong base and motivation for surmounting the challenges identified in this paper. However, success in re-visioning may not necessarily mean emergence of successful universities. This is based on the assumption that “knowing what to do and doing it are two different things”. The success of our universities will heavily depend on a clear independent vision anchored in a strong philosophical foundation, and well contextualized mechanisms of operationalising the vision. To operationalise the designed vision will necessitate universities to take the following actions

- (a) Develop and promote a culture of encouraging and enabling students to be achievement oriented.
- (b) Ensure that the academic qualifications of their students meet the continents, national and global academic demands on such qualifications.
- (c) Assume the leadership role in learning, teaching and research.
- (d) Undertake, encourage, and support relevant research to the prevailing situations.
- (e) Ensure effective dissemination and usage of the research findings for the benefit of the communities.
- (f) Enhance the development of democratic society in which individual human rights are respected.
- (g) Develop and practice a culture of transparency, accountability,

and responsibility in their operations.

- (h) Ensure, and protect academic freedom in the universities.
- (i) Acquire, maintain, and develop a competent and motivated workforce.
- (j) Avail adequate and conducive facilities for teaching and learning.
- (k) Adopt and develop management procedures and practices that encourage maximum participation of stakeholders.
- (l) Ensure profitable partnerships and collaborations with relevant organisations.

The future of university education in Uganda will further largely depend on the degree of commitment of the universities administrators and academic staff to these actions. The achievement of the effectiveness of such actions will mainly depend on.

- (a) The quality of the university members of staff, who should be highly professional, appropriately trained, respected, and well rewarded.
- (b) The nature of the management structure and practices which may include a diverse range of the autonomous and well managed faculties, schools, and institutes which have to be committed to the vision.

Conclusion

University education in Uganda is increasingly being perceived as a key to individual, social and economic development. This perception must be kept alive by the nation's policy makers and universities and should inform the philosophy upon which the vision is to be designed.

The perception should be the base upon which the vision is constructed.

However to realize such a vision, universities have to adopt and develop compliant characteristics. The following are some of the characteristics which may be considered as the basics in Ugandan context.

1. Our universities need to be free standing institutions, which offer teaching to the highest level, in an environment of scholarship and independent enquiry. They should become more central in the economic and social well being of the communities.
2. They should commit themselves to providing high quality services and accurate information to the beneficiaries such as students, government corporations, profess, bodies, and business communities etc. Consequently, such beneficiaries will devote their time, money, and effort to promote life-long learning, and maximum utilization of university services.
3. They should take a more active role in relating the outcomes of research and scholarship to the needs of the communities especially the business communities who usually make a greater use of the knowledge and expertise existing into the universities.

To support all the above to take place there is a need to audit the current policies and align them with the current thinking about higher education, start the process of formulating policies that can reposition our universities in their rightful positions, construct a strong philosophical foundation of our system, and re-vision our higher education system and institutions.

References

Bikas, C. Sanya (1995): Innovations in university management .Paris UNESCO.

Catherine, B., Jean B., Peter. S. (2000) University leadership: the role of the chief executive. London: Open University Press.

Catherine B., Peter, S. & David, S. (1996). *Governing universities: changing the culture?* London: Open University Press.

Cheng, Y. C. (1993). "Conceptualization and measurement of school effectiveness: an organizational perspective"; A paper presented at EARA annual meeting – Atlanta Georgia.

Cole, G.A. (1996). *The administrative theory and workers motivation* Zaria institute of Administration press Ltd.,

Fearman, S. R. & Quinn, R. E. (1985). "Effectiveness: the perspective from organization theory; Review of higher education. Vol. 9

Griffith, E, E Hart. A. W. & Blain G. B (1991) ,Still another approach to administrate: chaos theory. *Educational Administration quarterly*, 17 430 – 541

Jean, B. & David W. (1994). *Managing the university curriculum* London: Open University Press.

Kerr C. (1985). A critical age in University world: documented heritage versus modern imperative in *European Journal of Education*, 22 (2).

Laurie J. M. (2000). *Management and organizational behaviour*. London: Pitman Publishing

Maslowski, R. (1995). *Organizational cultural system* London: Kingsley

Middlehurst, R. & Elton, L. (1992): *Leadership and management of higher education* In *Studies in Higher Education* 17(3).

Mintzberg, H (1979). The structuring of organizations; Englewood cliff: prentice Hall

Morgan, G (1986) Images of organizations, Beverly Hills: Sage

Scheerens, J. (1992); Effective schooling; research theory and practice. London Cassell.

Schreens, J. (1996) Theoretical embedded principles of effective schooling. London Cassel.

Smith R. D. Houston J. M. & McIntire, S. A. (1996) organization development strategies for changing environments. London; Harper Collins

Stringfield, S. (1995): Attempting to enhance students learning through innovative programmes: the case for schools evolving into high reliability organizations". School Effectiveness and School Improvement. Sage – Beverly Hills. Sage Publication.

The World Bank (2000), Higher education in developing countries. New York World Bank.

Tim, Hannagan. (1995). Management: concepts and practices. London: Longman.

Van Vaught Frans. (1992). Self-regulation in higher education. London: Jessica

THOUGHTS ON THE PHILOSOPHY BEHIND UGANDA'S HIGHER EDUCATION

Muwagga Mugagga Anthony (PhD)

Abstract:

This paper tries to reflect on the question: Does Uganda have a macro and micro higher education Philosophy and is this philosophy known? This paper explores the intrinsic and extrinsic philosophies behind the different higher institutions of learning in Uganda. The paper suggests that the different higher education institutions in Uganda, universities in particular anchor and pivot on the beliefs and values directly or indirectly enshrined in their in and out of class pedagogical and non pedagogical activities and environment

Key words: Philosophy of education, Higher education, University Philosophy

INTRODUCTION

Uganda's higher education largely illustrates the worldwide surge in the liberalization of higher education. Liberalization logic plays out in nearly all matters key to the country's higher education including universities. Within a decade the number of higher institutions of learning in Uganda has sky rocketed from one in 1911 Katigondo National Major seminary to 160 by September 2013 (NCHE 2013)

Table 1: Categories of recognized higher institutions of learning and their total numbers

	Public Universities	Public Tertiary Institutions	Public Other Degree awarding Institutions	Private Universities	Private University Colleges	Private Other Degree awarding institutions	Private tertiary institutions
No.	6	54	1	29	2	2	66

Source: National Council for Higher Education September, 2013

The liberalization of higher education in Uganda and its rapid evolution both horizontally and vertically, though desirable, has raised and created a plethora of philosophical questions such:

- 1) What is the rationale for the expansion of higher education in Uganda?
- 2) What is the philosophy behind the different higher education institutions in Uganda?
- 3) What is the reality behind the different institutions in Uganda?

In evaluating the performance, impact and issues pertaining to university education globally and in Uganda in particular, most stake holders tend to forget the vital anchor for these institutions. They in most cases only examine pedagogical and non pedagogical overheads such as quality of their human and non human resources. In this the key unit of analysis is forgotten and this is their implicit and explicit philosophies of education.

Since higher institutions of learning are a wide term which allude to institutions which by definition offer post secondary formal education. They range from certificate offering to degree awarding educational institutions. In this paper I will limit myself to the University as a micro unit in the higher education enterprise. Higher institutions of learning, Universities in particular are established and pivot on the philosophy of education behind their founding body. Philosophy of education is any reasonable, coherent set of values and fundamental assumptions used as a basis for evaluating and guiding Educational practice (Phenix 1961) Philosophy of education deals with how children/students should be educated, what they should be educated in, and what ultimate purpose of education should be for society (Cline 2005). Philosophy of education is reflected in the institutional visions, missions, objectives, worldview, nature of man, theory of knowledge and values held by the said institution. Different educational institutions at all levels have different philosophical orientations. These provide different answers to the intrinsic and extrinsic philosophies behind what ought to be and not to be in a particular University.

Unfortunately while discussing the philosophy behind the university curriculum, there no unified conventional definitions of philosophy and curriculum as such. Urevbu 1999 seems to point out that curriculum leans towards the end of what is expected of the learner, while Nacino-Brown et al 1989 calls it all that is

experienced under guidance of a school. Winch & Gingell (2005) argue that while defining curriculum we should look at What Sorts of things we ought to teach in our educational institutions. This definition looks at the prescriptive (what ought to be) rather than descriptive (what actually is the case). This raises the issue of the philosophical problem of the curriculum. The philosophical problem can be equated to a review of the most abstract and general questions about what are experienced either under guidance or not while at an educational institution.

This leads to a number of questions namely;

- 1) What is to be taught in the University? (What are the intrinsic and extrinsic values and beliefs edified in what is taught in the different University?)
- 2) Who is to teach it and how?
- 3) What are the implicit and explicit experiences of the university stakeholders in the different universities?

The answers in response to the above questions hinge on the philosophy behind the educational institution. For most of the developing countries, university education in the 1970 and 1980s pivoted on the philosophy of enhancing political, social and economic independence and development but within a restrained confine. It became a basis for human and physical infrastructure development (Summers& Vinod 1993). It was a reserve for a few and was very restrictive (Kaggwa 2002). According to Ssekamwa (1997), Kasozi (2002) and Akankwasa (2002) most and at times key sectors of society were denied access to university education because of this restrictive system. There was pursuit of a mono philosophical stance usually hinging on the public-social paradigm. However, in the 1990s for most of Sub-Saharan Africa (SSA) this philosophy and attitude changed. In the case of Uganda, since 1992 to date the guiding philosophy behind University education has been drawn from the Government White Paper on Education 1992, and the Universities and other Tertiary Institutions Act, 2001. Specifically it is rooted in the aims, objectives and goals of higher education provided in these two documents. Under normal or

ideal circumstances this sounds ideal but may not be the case in reality.

According to Kajubi (1989) and Kasozi (2002), the current national philosophy of university education is to promote moral and ethical values in the citizens, to promote the understanding and appreciation of the value of national unity, patriotism and cultural heritage with due consideration of international relations and beneficial interdependence to inculcate moral ethical and spiritual values in the individual to develop self discipline, integrity, tolerance, human fellowship and respect for public and private property. This philosophy hinges on the official government higher education objectives and goals. These are derived from the national objectives and directive principles of state policy as given in the constitution of the republic of Uganda. (Constitution of the Republic of Uganda 1995 and The Government White Paper on Education 1992 and the Revised Education Sector strategic plan 2007-2015), prescriptions for higher education. They include: teaching to produce high-level manpower, research, particularly applied, publication of books, journals and research papers, public service through a variety of extension activities; and serving as a storehouse of knowledge and center for excellence.

Philosophical underpinnings of University education in Uganda

The aims of education depend on the philosophy that is prevalent in society at a time (Nsereko 1994). When talking of prevalent philosophy it implies the beliefs: perceptions of people about reality; knowledge and values pertinent to the said society. The perception of reality, values and beliefs dictates people's attitude to life. Philosophy is that which enumerates the objectives, standards, beliefs, values and type of knowledge befitting individuals, their demands and interests (Lajul 2002). According to the Dictionary of education (1959 pg. 395), philosophy is a systematic way of understanding and interpreting the total reality-rationale, values, aesthetics, beliefs and knowledge behind an issue under discussion or study. Individuals and society have interests and demands. These interests and demands are a reflection of the philosophy people in

that society holds. Lajul (2002) on the other hand, views philosophy as an attitude to life, sum total of one's assumptions, beliefs, and prejudices which are partly inherited and partly acquired in the process of living through formal and informal education. Philosophy there fore can be seen as an intellectual exercise, which examines man's ultimate ends of life. These "ends" are either in terms of knowledge, values or beliefs.

Education on the other hand, is a conscious effort in bringing about a change in the state of mind of the recipient. The change must be intentional, deliberate and directed towards a purposeful activity. Ssekamwa (1997) calls education the purposeful transmission of culture from one generation to another by those who are more knowledgeable. University education, which is the focus of this study project, can be viewed as teaching, learning, research and production of knowledge or what is called epistemological midwifery. "Epistemological midwifery" or production of knowledge pivots on differences in educational practice in courses of study. Bestor (1961) defines university education as that which furnishes intellectual discipline. He reveals that intellectual discipline is the ability to deal by intellectual means, with the problems that are bound to confront man in the complex, rapidly changing world of today. He also argues that a person who is intellectually disciplined, is able to analyze issues and situations and is also able to think loudly through discussions and argumentations. However the success of university education depends on the pedagogical methods, administrative procedures, and patterns of support and control in the University, which are generally reflections of differing beliefs about the nature of knowledge, values and reality. The interpretation and utilization of knowledge, values and beliefs generally has a bearing on how the educational enterprise functions and how people access it. (Phenix1961) Liberalized university education presupposes opened access to knowledge, beliefs and values. These imply an anticipated positive effect to society.

According to Whitehead (1967); Archambault (1968); and Kneller (1971), the issue of knowledge, values and beliefs their manifestation and utilization presuppose a philosophical problem and hence a philosophical

underpinning. This is so because education is not supposed to be an end in itself but a means to an end. This end is rooted in the philosophy directing the educational micro sub systems and also that, which is behind the entire macro educational university system. Any university system grows and rotates around certain philosophical orientations and underpinnings. In order to grasp these philosophical orientations and underpinnings as means to deciphering the philosophical implication of liberalized University education, some fundamental questions pertinent to the study arose. Such questions included:

- i) What is the rationale for university education?
- ii) What beliefs and values are being transmitted to those who access knowledge in a particular University?
- iii) What is the reality behind a specific university category?
(Reality is both experiential and metaphysical)

In order to decipher the end of university education, we need to examine the paradigms or the views on which the philosophical underpinnings are pivoted. These direct the mission and purpose of university education. These in turn are guided by what people expect from university education, or its goals. The rationale, the philosophy and reality behind University education hinges on the different interpretations concerning reality (metaphysics), knowledge (epistemology) and values (axiology), the different university stakeholders hold. The diversity in the interpretations of reality, knowledge and values brings about some major differences in educational theory and practice. (Akinpelu 1990 and Njoroge & Bennars 2000) In order to grasp this, we need to know peoples beliefs about reality, knowledge and values. Philosophical beliefs have a number of consequences. That is; they influence what people think, their aspirations and their goals in life “the summum bonum”. (Lajul 2002)

The Specific educational philosophy behind the different universities in Uganda.

Universities are established and pivot on the major sources of philosophy of education behind their founding body. Philosophy of education is any reasonable, coherent set of values and fundamental assumptions used as a basis for evaluating and guiding Educational practice (Phenix 1961) Philosophy of education deals with how children should be educated, what they should be educated in, and what ultimate purpose of education should be for society (Cline 2005). Philosophy of education is reflected in the institutional visions, missions, objectives, worldview, nature of man, theory of knowledge and values held by the said institution. Different educational institutions have different philosophical orientations. These provide different answers to the following questions, which target the educator and the educand.

- 1) What is the nature of the learner?
- 2) What is his/her reality?
- 3) What does he/she knows?
- 4) What is the purpose of the school?
- 5) What values and beliefs are transmitted or attained at school?

The answers in response to the above questions hinge on the philosophy behind the educational institution. For most of the developing countries, university education in the 1970 and 1980s pivoted on the philosophy of enhancing political, social and economic independence and development but within a restrained confine. It became a basis for human and physical infrastructural development (Summers& Vinod 1993). It was a reserve for a few and was very restrictive (Kaggwa 2002). According to Ssekamwa (1997), Kasozi (2002) and Akankwasa (2002) most and at times key sectors of society were denied access to university education because of this restrictive system. There was pursuit of a mono philosophical stance

usually hinged on the public-social paradigm. However, in the 1990s for most of Sub-Saharan Africa (SSA) this philosophy and attitude changed. In the case of Uganda, since 1992 to date the guiding philosophy behind University education has been drawn from the Government White Paper on Education 1992, and the Universities and other Tertiary Institutions Act, 2001. Specifically it is rooted in the aims, objectives and goals of higher education provided in these two documents. However Liberalization of university education pivoted on a multi philosophical arena: on the earlier philosophy, which is increased and expanded access, equity and transmission of a variety of beliefs and values. This sounds ideal but may not be the case in reality.

i) The Social- Public/ paradigms

According to Russell (1996), this paradigm is concerned with social/ public welfare. It looks at the role of government in the provision of social services. It is divided into two sub paradigms. These include the restrictive/socialist and liberal socio-public paradigms. The restrictive/ socialist paradigm is drawn from the thoughts of the young Hegelians and Marxists (Philosophy archive@marxist.org) These maintain that it is the exclusive duty of government to provide social services especially higher education. They reject the hand of private providers of higher education. They consider them closely related to the “bourgeois” or capitalism. Private institutions are branded divisive, sectarian, exploitative and promoters’ of lopsided access and social iniquity. The liberal social public paradigm draws its thought from philosophies of Adam-Smith 1723-1790, David Hume 1711-1776, Jeremy Bentham 1748-1832 and Thomas Malthus 1766-1834 all cited in (Russell 1996). These have a more liberal approach to the role of government. They advocate for a dual mode of operation in the provision and role of social services. They argue for the involvement of government and private providers of these social goods such as education. (This is the mild liberalization of university education)

The social-political philosophers advocate for government direct involvement in the provision of services such as education. Arrow

(1963) & Debreu (1959), also argue that there a number of factors which call for government intervention such as equity considerations, market failures, and externalities. Jee-Peng et al (1998) argue that externalities are the core or principal justification for government involvement in the provision of education (externalities are benefits and costs which can not be extrinsically seen). Many proponents of this paradigm such as Karani (1998), The Government white paper (1992) in case of Uganda, Hansen and Twaddle (1990), argue that the university is “center for all” Therefore expand university education and almost all the socio-political and welfare problems of SSA would be solved. Proponents of this paradigm argue that for most SSA countries access to University education is constrained by regional, tribal and religious distortions and inequity. They argue that opening up all avenues of university education best solves the issue of equity and gender balance in access to useful knowledge. This paradigm sounds ideal but its practical implications call for a lot of soul searching. Universities in this paradigm include; Makerere University, Kyambogo University, Mbarara University of Science and Technology and Gulu University

ii) The Spiritual-Religious paradigm

In this study context the universities, which lie in the Spiritual-Religious Paradigm (SRP) include: The Anglican, Seventh day Adventist, Roman Catholic, Islamic and Pentecostal institutions of higher learning. The guiding philosophy behind all these institutions of higher learning is the utilization of the school to edify man’s soul and body (Hancock 2005, Hashin 2004, Wagner 1996 & White 1952). All these scholars allude to the fact that because of man’s duality, true education is, that which caters for his corporeal and spiritual needs. This according to Buetow (1988), is edified in the use of all episteme to explore the ultimate mystery of the corporeal and the divine. The concept of the divine as a pivot for the axiological and metaphysical ground in education is still a very influential determinant of educational trends in developed and developing nations. In Sub-Saharan Africa (SSA), formal education owes its genesis to the Christian Missionaries, (Ssekswamwa & Lugumba

1973 and Ssekamwa 1997). Different scholars on education in Uganda, such as Senteza – Kajubi (1967); Kigongo (1989); Dalfovo (1992), and Nsereko (1997), Muwagga and Genza 2012) observe that Uganda's education system and society as a whole had morally and spiritually decayed. They revealed that this was a result of excessive academic pursuit in all institutions of learning, secularization of education, rote and examination oriented teaching and learning. These had eroded any useful moral and metaphysical positions both foreign and indigenous in most of the formal Education provided in Uganda.

Their position and philosophical argument seem to lie in what Wynne (1963), calls the ideal and ultimate aim of good education, which is identical with good life. Good life is equated with reason and character. Which according to De Hovre & Jordan (1934) presupposes faith and salvation. While according to the Thomistic paradigm it implies that human cognition is multifaceted and limited if unaided by faith and grace. According to Wagner (1996) the church's education gives a way of life that is ethical, moral and religious, which encourages people to behave and act in a certain way. This they maintained could only be achieved by creating institutions, which foster the pursuit of the ultimate end, or inculcate basic religious moral values. These values are propagated within the two leading spiritual or religious domains in Uganda, namely Christian and Islamic philosophical orientations and morality. Which are further divided into denominational orientations.

a) Roman Catholic philosophy of education

The general Roman Catholic philosophy of education has its origin in the thought which dominated European thought from Augustine to the Renaissance (Russell (19991) Specifically this Philosophy referred to as “neo-thomistic or neo-scholastic philosophy”. It is a synthesis of Platonic, Aristotelian, Augustinian, Judaic Christian tradition and many other elements besides (Wynne 1963). This philosophy by the Encyclical arterni Patris of Pope Leo XIII in 1879 became the official guiding philosophy of education for all catholic Institutions of Learning in the world. (Russell 1996) This philosophy was brought to order

in the Declaration on Christian education, Vatican II (1965 Pg. 726) “Gravissimum Educationis’ The Council noted that;

For her part Holy Mother Church, in order to fulfill the mandate she received from her divine founder to announce the mystery of salvation to all men and to renew all things in Christ, is under obligation to promote the welfare of the whole life of man, including his life in this world insofar as it is related to his heavenly vocation; she has therefore a part to play in the development and extension of education.

The current Catholic higher education has to operate within the Catholic school mission character and identity, which according to Kasibante (2004), continually emanates from Jesus Christ command to his Apostles and the Church “go, teach, make disciples” Mt 28: 18-26. Therefore the fundamental purpose of Catholic University education is to articulate the Christian message and its inherent values, to cherish, keep and transmit the “ culture of the sacred in the secular world” (Kasibante 2001)

According to Thivierge (2003) quoting the Magisterium of the Church, the Apostolic Constitution Ex Corde Ecclesiae (1990) and John Paul II in December 2002) reveals that a Catholic University is called to humanize education.

That is to emphasize the centrality of the inalienable dignity of the human person in scientific research and in social policies. Through their activities the professors and students are called upon to bear witness to their faith before the scientific community, showing their commitment to the truth and respect for the human person. It also has to present a complete and transcendent vision of the human person and educate his conscience.

b) Anglican philosophy of education

The Anglican tradition and philosophy is the guiding thought for the Church of Uganda commonly referred to as 'Protestant' education in Uganda. According to Ssekamwa (1997), Anglican education aims at forming a true and perfect man, who is enlightened on issues of the divine and the secular. It aims at creating a total education, which permeates man's whole life. Which involves; character development, dress, faith and prayer, discipline and preparation for the world after, without divorcing the learner from the corporeal world of today. Anglican educational institutions draw their philosophy from Protestant philosophy of education, which has roots in the reformation and counter-reformation of Luther, Calvin and Loyola (Russell 1996). This philosophy emphasizes the fact that; in every thing God is supreme. It calls for no neutrality on major issues in human society, values and beliefs have to be taught to the learners and religion has to come into the school curriculum. They note that the learner has to be taught of his individual responsibility for his/her salvation. (Russell 1996).

c) Seventh day Adventist Philosophy of education

The distinctive characteristics of Adventist education point to the redemptive aim of true education: to restore human beings into the image of their maker. Its educational philosophy is founded on the theology and Philosophy of the Seventh-day Adventist Church education system, which began in 1872. It is based on the Scriptures and the writings of White (1903) and <http://www.auburn.Org/bulletin/index.cfm> They believe that man, the crowning act of creation, was made in the image of God. Man was to develop his powers so as to reveal and reflect the glory of his creator, but through sin, man's physical powers have been weakened, mental capacities lessened, and spiritual wisdom dimmed.

The primary objectives of Seventh-day Adventist education and philosophy are to restore the image of God in man and bring him back to perfection to which he was created. They believe that all youth should be permitted the privilege of a Christian education so that they may become

laborers together with God. True Seventh-day Adventist education must provide for intellectual, spiritual, emotional, and physical development and especially a personal relationship with, and a commitment to Christ. The Seventh-day Adventist philosophy of education maintains that the Church establishes educational institutions, which provide a course of study suitable for a variety of students, which will speak to the whole person, enabling them to fulfill their individual potential. This education imparts more than academic knowledge. Its time dimensions span eternity. In this education, homes, schools, and Churches cooperate together with divine agencies in preparing learners for citizenship here on this earth and in the new earth to come (White 1903 and Savage 1996)

Though education provided in the Roman Catholic, Anglican (Church of Uganda) and the Seventh day Adventist Universities seems extrinsically diverse, intrinsically has the same ultimate aim and purpose. According to Kasibante (2001) the ultimate aim and purpose of all Christian education is producing a man of character. This implies that all students from the theistically oriented universities under normal circumstances have some similarities in their axiological and metaphysical dispositions.

d) The Islamic philosophy of education

Islamic philosophy of education has its origin in the Mohammedan culture and Philosophy (Russell 1996: 431-421). According to Hashim (2004), Islamic education/knowledge is integral or holistic as suggested by the “*tawhidic*” worldview. There is no compartmentalization of knowledge into religious and secular spheres. Both “*fard`ayn*” and “*fard kifayah*” knowledge have the purpose of strengthening faith, the former through careful study of the words of Allah in the Qur’an and the latter through a meticulous, systematic study of the world of man and nature. While Daud (1991) Knowledge is integral to action, spirituality, and ethics. To him the nature of the knowledge that provides the content of education is the major concern of the curriculum, and these views of man and knowledge have a bearing on any level of Islamic education. Islamic education at any level is “*ta’dib*”-disciplining of body, mind and spirit. Education can also be referred to as “*tarbiyah*”-upbringing/

acquisition of virtue progressively instilled in man. Islamic education endows the possessor with the knowledge of the proper places of things or objects “hikmah” in the scheme of creation and subsequently to act in a just manner “*adl*” Hashim (2004). According to Kaire (2003) Islamic University fundamentally has to permeate university education with a strict Islamic moral code. The fundamental quest of Islamic Philosophy of education is therefore to understand the nature of Allah, man’s relation to Allah, and in general how the nature of all beings relate to the being, which is named Allah. (<http://www.erraticimpact.com>)

e) The Pentecostalism or Classical Pentecostalism This paradigm places a special emphasis on the direct personal experience of God and man. It has its roots in the holy spirit beliefs and theologies. (<http://en.wikipedia.org/wiki/Pentecostalism> 17th Sept. 2013) Pentecostal education seeks for us eof God as a means and an end (passionate and explicit love of God) Continual use of the holy spirit, rejection of sin, continual use of the bible, aims towards efficacious service and academics and this is to be reflected in the lives of the teachers, parents and students.(Grant McClung1990)

There is a belief that Pentecostal philosophy of Education is a move against the traditional Catholic, Anglican and other Christian educational pardigms.

g) The Commercial (The For- Profit) paradigm)

Many classical economists such as Keynes, Malthus and Adam Smith (Sachs & Larrain 1993) emphasized the need for rapid investment in human capital both by the state and by the private sector. They advocate for the co-existence between the public and private educational institutions. They revealed that government failure is supplemented by the profit motive as a motivator for quality as a result of competition. This was re-echoed by Schultz (1991) and Denison (1962) who demonstrated that expanded access to higher education directly impacts a nation’s GDP. They noted that any constrained economy had to revitalize and restructure the provision of social services through widening the literacy

levels especially at the university. This was seen as the growth or “advance of knowledge” with the assumed or resultant effects of a better and educated population, which is evidenced in the anticipated human capital attained as a result of prolonged years at school and the expanded cognitive skills attained

On the other hand, Pannu (1996) notes that the role of capitalist states is to guarantee and provide the necessary conditions for their markets and growth of their enterprises. Hence these argue for opened economies, protection of private property and free movement of all forms of capital. These are better protected by an enlightened population, which acts not only as a potential dumping ground and market for some of the west’s poor quality products but also as a potential knowledge “mine” for the west, and in SSA universities are the store and center of almost all Knowledge (Bernam 1979; Altbach 1991; Asibo 2001 and Munene 2002). Proponents of this For-Profit paradigm such as Psacharopoulos & Maureen (1977) maintain that the success of liberalization of University education pivots on the many Demand-Absorbing Institutions (DAI) or the Private Education for Excess Demand (PEED). These institutions thrive on a permissive regulatory environment but often at the expense of ignoring the responsibility to provide the public with sound education. They often draw largely on students who cannot get to public universities and are academically not prepared, or marginal students, although there are some that offer very sound educative education to those who are not comfortable with the public institutions.

h) Cultural-tribal/ Ethnic

These are up coming university institutions in the country, which seem to lean on the philosophy of education of a particular tribe examples are Buganda, Teso, and Busoga Universities. These claim that the euro-centered philosophical paradigms in the different Universities have corrupted the morals and value dispositions of the young. Proponents of this paradigm argue that it there is need to return to the traditional indigenous approach but incorporated in a euro-centered education spiced with local/indigenous education. Most of these Universities

embrace missions and visions, which propel generation of knowledge, skills and attitudes, which they assume, will be holistic and eclectic.

The ought/Ideal situation

We may need to ask ourselves a salient question

- 1) Can we have a uniform university Philosophy?
- 2) To answer this question we have to go back to the start and ask:
Why are certain educational institutions established and for?

In the Ugandan context we are in the habit of judging ‘the university product’ in terms of questions about their educational background (which presupposes the nature of schools, faculties or institutions attended.) These question automatically drive us to a debate or discussion and in an ideal situation a debate presupposes a philosophical problem embedded in what they have experienced either under guidance or not while at the University. (Intended and accidental so long as it’s within the university realm) It is a rational discourse that aims at providing explanations of reality as a whole in a specific university and its products. It also provides answers to the puzzle of standardized examinations in the University system in Uganda.

Way forward

- a. Since Philosophy by the very nature and context of the term Philo- and Sophia which presuppose the search for knowledge It is imperative that we:
- b. Make known the philosophy behind our intuitions
- c. Educate all stakeholders in our institution to know and understand the explicit and implicit philosophy on which they have to anchor as an imperative all their pedagogical and non pedagogical activities.
- d. NCHE should cause debates on the exact philosophy behind our universities
- e. All universities should do all in the name of their philosophy.

REFERENCES

- Adam, Mahdi. (1995).** 'Islamic University in Uganda' The Uganda Journal Vol. 42 Aiftinca M (2004) Values and Education: A Romanian Axiological Perspective
- Aguti, J.M. (2000).** Makerere University (Dual Mode University (Uganda) cited in the world of open and distance learning. V. Venugopal Peddy and Manjulika S. Viva books Ed. Private limited.
- Akankwasa, R.R.(2002).** Contemporary issues in Teacher education and professionalism. challenges and prospects of local empowerment in the era of Globalisation. Paper presented to staff of School of Education Makerere University Kampala.
- Altbach, P.G. (1991).**Patterns in higher education development. Towards the year 2000 prospects, Vol. XXI No 2,
- Banya, K. (2001).** Sub Saharan Africa: The State of Public Higher education and the emergence of Private Sector universities **World Education News& Reviews**
- Bernam, E.H. (1979)** Foundations: United states foreign policy and African Education(1945-75) Havard educational review.
- Buetov, H. A.(1988)** The Catholic School: Its Roots, Identity and Future. New York: Crossroad.
- Constitution of the Republic of Uganda 1995** (Reproduced by the Uganda Law Development Center Kampala)
- Daud, W. M. (1991)**The Concept of Knowledge in Islam London: Mansell.
- Dalfovo, A. T. (1992)** Cultural Heritage and contemporary life. The moral continuum foundations of social life. The council for research in values and philosophy. Washington DC
- Dalfovo, A.T (2002).**The Beginning Human Journey in knowledge Makerere University. Unpublished Paper presented to Doctoral

Candidates.

Debreau, G.(1959) *The theory of Value* New York.: Weley New York

De Hovre, F. & Jordan E.B(1934) *Catholicism in Education*. New York: Benziger.

Dewey, J. (1961) *Democracy and Education: An introduction to philosophy of Education*. New York :Macmillan.

Hirst,,P. H. (1972). *The Contribution of Philosophy to study of the Curriculum*.

Husen, T. (1991). *The idea of the University changing roles, current crisis and future challenges*. Prospects Vol. XXI No. 2 1991.

Islamic Philosophy <http://www.eraticimpact.com>

John Paul II , 1998 *Faith and Reason*, Encyclical Nairobi : Pauline's Publications. Africa

L. Grant McClung, Jr., "Salvation Shock Troops," in *Pentecostals From the*

Inside Out, ed. Harold B. Smith (Victor Books, 1990), pp. 81-90, and "Try to Get

People Saved. Revisiting the Paradigm of a Urgent Pentecostal Missiology," in

The Globalization of Pentecostalism, pp. 30-51.

Kaire, A. K. (2003) One shiny day in The Islamic university in Uganda Strict moral code. The monitor News paper 24.5.2003

Kaggwa, R.(2000) *Demand for university education in Uganda un* published MA EPP Dissertation Makerere University.

Kempner, K.& Misao M. (1993). *Cultural influences on the construction of knowledge in Japanese Higher education comparative education* Vol. 29 No. 2.

- Kasibante, F.& Kiwanuka (2001) ed. Catholic Schools 2000 Issues and Challenges. Marianum Press Kisubi
- Kasibante,I.F.(2004) Catholic school Mission and Charcter Education Report 2004The ArchDiocese of Kampala
- Kasozi, A.B.K. (2002). Contemporary issues in education global forces that impact East African Education and affect local empowerment. Paper presented at the National Stake holders Conference on Education 25th May 2002 at Hotel Equatorial Kampala
- Kasozi, A.B.K. (2003). University Education in Uganda Challenges and opportunities for Reform .Fountain Publishers Kampala
- Kigongo, J.K.(1994) Ethics in Secondary education in Uganda Un published PhD Thesis , Makerere University Kampala.
- Kigongo, J.K. (1998) Ethics and education in Uganda. Paper presented at the general seminar School of education, Makerere University 9th December 1998
- Munene (2002) Research methodology For PhD Candidates Institute of psychology Makerere University.
- Muwagga M.A. Ssempala C. and Ssemulya R. (2012) Why have Catholic schools derailed from the Catholic Philosophy of education? (East African researcher 2/1 February 2012
- Nsubuga Ephraim K. (1995) The Christian university of Uganda (Ndejje) Uganda Journal Vol. ^{42 p.91.}
- Pannu, R. (1996). No. I liberal project of Globalisation: Prospects for Democratisation of education. Alberta Journal of education Research Vol. X411 No. 2 June 1996, 77-86.
- Protestant Religious Education www.rucker.army.mil/chap/protestant_re.htm
- Psacharopoulos, G. & Woodhal, M. (1977). Education for Development. An analysis of investment, choices. A world Bank

publication Oxford University Press.

Russell Betrand (1996) History of western Philosophy and its Connection with Political and Social Circumstances from the Earliest Times to the present Day. London: Routledge

Rusk, R.R. (1928). The philosophical Bases of Education Boston: Hongnton Mifflin.

Saha, J. L. (1991). Universities and National Development Issues and problems in developing countries prospects Vol. XXI No. 2.

Savage, N..J. (1996). The Seventh-Day Adventist Church <http://www.ccat.sas.upen.edu> 10-19-2005.

Schultz, T.P. (1991). Cited in Chennery H. and T.N. ed Handbook of development economics Vol. I Elsevier Science publishing Company.

Kajubi- Senteza(1989). Education for Society and Search for Values. Makerere University Kampala.

Ssekamwa, J.C. (1997). History and Development of Educaiton in Uganda. Kampala: Fountain Publishers.

The seventh-Day Adventist Church <http://ccat.sas.upen.edu> 10-19-2005

The Universities and other tertiary Institutions Act, 2001 The Uganda Gazette No. 19 Volume XCIVdated 6th april, 2001. Printed by UPPC, Entebbe,

Thivierge, G.R.(2003). Globalisation and Catholic Higher Education. Working Document 2004 Congregatio de Institutione Catholica Foederatio Internationalis Universitatum catholicarum CIC_FIUC Paris.

White E.G (1952) Education, The Ellen G White Publications

Wynne, J. (1963). Theories of education, New York: Harper and Row publishers.

Mercier L. J (2000) Introduction to Philosophy Asian Trading

Corporation Bangalore

Muwagga M. A (2006) The philosophical implications of the liberalisation of University education in Uganda. PhD unpublished thesis Makerere University

Nacino-Brown R., Oke E. F., Brown P. D. Curriculum and Instruction An Intoduction to methods of teaching Macmillan Publishers London

Urevbu A. (1999) Curriculum studies Longman London

Winch C. & Ginell (2005) Key concepts in The Philosophy of education Routledge London.

Deputy Principal

College of education and External Studies Makerere University

amugagga@educ.mak.ac.ug

+256772456245

Paper presented at: The Uganda Vice Chancellors Forum 4th October, 2013

Conference held at: Hotel Africana



Uganda Vice Chancellors' Forum

THE UVCF CONFERENCE OF 4th OCTOBER 2013

Held at Hotel Africana

Honourable Minister

Ministry of Education and Sports

Kampala

Uganda

RESOLUTIONS OF THE 3rd UVCF CONFERENCE OF 4TH OCTOBER 2013

The Uganda Vice Chancellors held their third conference on 4th of October 2013 at Hotel Africana. This conference was guided by the theme Higher Education system in Uganda. The conference was attended by vice chancellors, deputy vice chancellors, and academic registrars, quality assurance officers of public and private in Uganda.

The issues discussed were:

1. The role of the world bank in higher education in Uganda
2. Philosophy of higher education
3. Policy of higher education in Uganda
4. Regulation of higher education in Uganda
5. Planning for higher education in Uganda

A. RESOLUTIONS FOR GOVERNMENT

The UVCF conference made the following resolutions for government:

Philosophy of higher education

- i. **Government is called upon to create a national philosophy which should influence the national philosophy of higher education in this country.**
- ii. **NCHE should cause debates on the exact philosophy behind Ugandan universities so that a national philosophy of university education is developed.**
- iii. **Policies options for higher education**
- iv. **Government should initiate the formulation of higher education policy in Uganda**
- v. **NCHE should take public universities through the chartering and accreditation process.**
- vi. **Universities should find ways of influencing the policy makers (e.g parliamentarians) for instance through regular dialogues.**
- vii. **The President should have regular meetings with Vice Chancellors / University heads to discuss issues of mutual concern on education.**

- viii. **Government should fund research regularly in both public and private universities.**
- ix. **Regulation of higher education**
- x. **NCHE should gazette the Grading System which was agreed upon by the UVCF members two years ago, that is, since 2012.**
- xi. **Quality indicators that NCHE uses should be revised.**
- xii. **There should be more and regular dialogues between UVCF and NCHE and ministry of education**
- xiii. **The Forum should propose that the chair of NCHE should be not serving head of a university.**
- xiv. **Planning for higher education**
- xv. **Align higher education planning to country's vision**
- xvi. **Government should plan to fund both public and private universities as both contribute to development of human capital.**
- xvii. **Government should be more committed to education plans and strategies for instance supporting programmes like “skilling Uganda”.**
- xviii. **Government should consult both public and private universities when national development plans are being formulated.**

B. GENERAL RESOLUTIONS FOR UNIVERSITIES

The UVCF conference made the following resolutions for member universities:

Philosophy

- i. Universities should contribute to the formulation of the philosophy

- for higher education in Uganda
- ii. Educate all stakeholders in the institution know and understand the explicit and implicit philosophy on which they have to anchor as an imperative all their pedagogical and non pedagogical activities.
- iii. The vice chancellors' forum (UVCF) should create a think tank to interact with the other stakeholders on issues of the higher education system in Uganda.

Policy of higher education

- iv. Bridge the knowledge gap by limiting the deficiencies in the universities
- v. Universities should make their philosophies known to their stakeholders including the heads of those institutions.
- vi. University policies should be based on philosophy of higher education and should be responsive to national and international demands.
- vii. Universities should work with government towards developing a national philosophy of higher education.

Regulation of higher education

- viii. Universities need to develop their own PhDs so as to improve of the capacity of university staff.
- ix. Leaders and staff of universities need to be compliant with changing needs like ICT, big numbers of students, etc.

Planning for higher education in Uganda

- x. UVCF should inform the national development plan which is being formulated

The UVCF will be most grateful for a response on the resolutions listed above.

Submitted by

Professor Paul E T Mugambi

Chair of the UVCf conference

vc@nkumbauni.ac.ug

Tel. 0772454541

