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EDITORIAL

In this fifth volume, UVCF continues with the tradition of reporting the outcomes of the UVCF conference materials and related matters.

The theme for the 5th UVCF conference was “financing universities in Uganda”. The facilitators explored a number of aspects related to the theme.

The chief guest this time was the Prime Minister of Uganda, the Right Honourable Ruhakana Rugunda. In his statement at the conference, he underlined the importance of UVCF seeking new ways and means of funding higher education.

The key note speaker as Ambassador Urban Andersson who addressed the issue of Research funding. He pointed out that funding required responsibility.

Good financial management called for having financial policies. These helped to establish guidelines for developing financial goals and objectives, making financial decisions, reporting the financial status of a university, and managing the universities’ funds. Nawangwe further intimated that sound practices and principles required each member of staff to be accountable for safeguarding the assets and resources of the university.

Sejjaaka in his paper revealed that the rush to seek higher education had led to a failure in delivering quality and maintaining a research agenda in public universities. The fact is that university education should not be taken as a privilege. Public universities must become business-like and debureaucratize.

Wilson Muyinda Mande

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THE GOVERNMENT AND FUNDING OF UNIVERSITIES

***Ruhakana Rugunda*[1]**

Given below is the opening address:

Your Excellence Urban Andersson, the Ambassador of Sweden to Uganda,
Prof, Venansius Baryamureeba, the Chairperson of the Uganda Vice Chancellor's Forum;
The Executive Committee of the Uganda Vice Chancellors Forum;
Vice Chancellors and Rectors;
Distinguished Guests;
Ladies and gentlemen.

I am pleased to join you on this occasion of the 5th Conference of the Uganda Vice Chancellors' Forum (UVCF).

The theme of this conference "Funding of Universities" is a matter of significance to government and general public interest today. With the 42 universities (including other tertiary institutions) that Uganda has today, and the hundreds of thousands of students being handled by these universities, it is essential that our universities operate on the basis of sustainable financing arrangements. This will ensure that Uganda's manpower development and research is sustained and expanded to cope with the demands of today's knowledge economy.

1 This was the opening address by Rt. Hon Dr. Ruhakana Rugunda, the Prime Minister of the Republic of Uganda, when he was the Guest of Honour at the 5th Uganda Vice Chancellors' Conference held on 2 October 2015 at Imperial Royale Hotel in Kampala.

I am confident that the Uganda Vice Chancellors' Forum is a reliable steward of the development of Uganda's university education. Your efforts to promote quality higher education in Uganda are commendable. Both Public and Private universities in Uganda are confronted by the challenge of funding. This is notwithstanding the positive contribution that various actors are making in funding universities. Parents, NGOs, Foundations, Philanthropists, and foreign universities are all playing a role in funding university education.

These channels of funding must be recognised and consolidated because that have for the last 90 years contributed sustainably in meeting the cost of higher education. As a result of such funding, universities have been built, staff have been trained to higher levels, research facilities have been equipped, laboratories, farms and other high level learning support have been made available in various universities across the country.

One may ask the question: what is the role of government in funding universities? There are several funding models for universities around the world. These models include:

i. Government meeting the full cost of higher education
ii. Shared cost between government and students
iii. State loans for students; and,
iv. Students meet the cost through fees.

Uganda's higher education has tested almost all these models. Before the 1990s, the cost of higher education in Uganda was borne by the State. Students who went to Makerere University between 1922 and 1988 had all the fees paid for by government – for tuition, accommodation, meals, textbooks, and scholastic materials. These also received out of pocket money (popularly known as "Boom") to spend on travel and other necessities.

With the exponential expansion of enrolment in primary, secondary, tertiary and university education; funding for university education is now a major challenge for government.

You all know that enrolment at universities has been growing at high rate as some of the statistics show:

Decade	Enrolment at university
1950	250
1960	888
1970	2,581
1980	4,045
1990	17,578
2000	34,773
2010	120,646
2014	180,360

Sources: Mande 2010 and ESTSS Report, 2014/2015

Although government has continued to fund almost the same number (approximately 4000) of students at university, it is important to realise that the cost is much higher now than it was 30 years ago.

Besides the universities, there are tertiary institutions that are also funded by government. The intakes into this category of higher education have significantly risen from 53,729 in 2010 to 68,689 in 2014.

There are also a number of other significant costs related to higher education that are paid by government. These include:

i. Top-up allowances to Ugandans on scholarships abroad
ii. Increment in salaries of teaching staff and non-teaching staff.
iii. Development costs for new universities, such as Soroti

University.

iv. Government support to private universities.

Clearly, government plays a fundamental role in funding universities and higher education in general. We must however, innovatively, find ways to meet the growing need for funding by our universities.

I salute our public universities for the various innovations they have put in place to address the funding challenges such as the introduction of evening programmes to increase enrolment and resultant earnings. In this way, universities have been able to meet many expenses before government subvention comes in.

I encourage you to effectively use this Forum to explore ways and means through which Uganda can sustainably finance our rapidly expanding university education and research. Ugandan universities must strive to develop niches on which viable business models for university excellence can be built.

As I conclude, government considers the Uganda Vice Chancellors' Forum a vital tool for self – regulation in the university education subsector of this country. This Forum must remain steadfast in doing its best to consolidate Uganda's position as a centre of excellence for education in the region and beyond.

I wish you a productive conference. Thank you.

For God and my country

RESEARCH FUNDING: TILLING THE SOIL OF THE MIND DEDICATING POWER TO CHOICES

Urban Andersson

Key Note Speech by the Ambassador of Sweden to Uganda, H.E. Urban Andersson, at the 5th Uganda Vice Chancellors' Forum conference 2nd October, 2015. At Imperial Royale Hotel, Kampala. His statement is given below:

Your Excellency, the Prime Minister of Uganda, Dr. Ruhakana Rugunda, Honorable Minister of Education, Science, Technology and Sports, Jessica Alupo, Vice Chancellors of Ugandan universities, Academic staff and management of Ugandan universities, Distinguished participants, ladies and gentlemen,

Introduction

It is a great pleasure to attend this important Forum today, and have the opportunity to talk about "The role of international agencies in funding universities". Indeed, for the Swedish government, funding universities, at home and in low-income countries, is a key concern.

In the context of Swedish research funding, my intention is to focus on three areas:
why we fund,
what we fund, and
what we shall fund in Uganda.

Why we fund: the context, the system, and the environment

Let me turn to "why we fund" which is divided into the context, the system, and the environment.

a) **The context: The role of local research capacity and knowledge**

Worldwide the landscape of higher education and knowledge production are undergoing profound changes. This is also the case here in Uganda.

A massive expansion of universities has taken place over a short period, concurrently to increasing demands of skilled labour. The higher education system is to address national needs and priorities, at the same time provide learners with advanced knowledge and the capacity to be independent critical thinkers.

In this complex reality, universities in Uganda (and elsewhere), grapple with access, funding, lack of academic staff, and the quality of training and research. This is no news for anyone in this room.

What is important to note in this complex reality, is that there are no self-evident choices, no "one size fits all", or no "best practice" that shall solve all problems. This is a key starting point for the Swedish government regarding research funding.

We note that each context is different, and require its own homegrown solutions. And for this, each country needs its own experts, its own problem formulations, and its own knowledge production – an intellectual autonomy.

Directly transferring and applying methods and research results from other contexts is most often *not* successful. However, having local knowledge rooted in the specific context, international research can be accessed, adapted, and applied - to be useful for local conditions.

This is, therefore, one of the reasons why Sweden funds research capacity strengthening and research based knowledge in low-income countries.

The aim is to strengthen countries' possibilities to *themselves* find solutions for their challenges. Local challenges require local responses.

Another important position as to why Sweden funds research and research training, is that research informs teaching. Research and teaching form a link, fortifying each other, in a relationship critical to *the rationale* of a university.

Makerere University's efforts in being a quality research university are therefore highly commendable. Likewise, it is worry-some that many other universities in Uganda remain teaching institutions, with no local knowledge production.

b) The system: the whole is more than singular parts

With the rationale of a university in mind, I turn to the discuss the system. That is, issues regarding the roles of universities in a national higher education set-up.

This is another key element in the Swedish strategy for funding research capacity in low-income countries. We attempt a systems approach to higher education and research.

The success of a higher education system depends on how the system is articulated within the broader social, economic and cultural framework of each country.

The Ugandan Ministry of Education notes in its policy documents that a differentiated higher education system is a goal. This is also the position of Sweden, noting that in a resource limited setting, like Uganda, this is to be preferred.

However, a number of studies show that the higher education sector in Uganda is fragmented. Not enough attention has been given to the creation of institutional mechanisms to foster policy coordination between the respective policy makers in higher education and economic planning.

Currently, almost all universities in Uganda offer the same programs. Research shows that the selection is largely influenced by low requirements of resources, rather than a comprehensive national higher education policy. To reach the goal of a differentiated system, policy matters such as an overall plan linked to national needs and available resources, is necessary.

The role for Sweden here is to contribute to strengthening an integrated system. The idea is the notion that "the whole is more than the singular parts put together", and that maximizing economies of scale goes via a differentiated higher education system.

This requires working towards a higher education system with:

a) clear national policy frameworks,
b) transparent decision-making,
c) quality assurance,
d) adequate infrastructure,

e) grants procedures,
f) and inter connectedness with other sectors.

Indeed, the role of the state is crucial for protecting national needs and priorities. At the opposite end of the scale would be a purely market-driven system which presupposes a form of self-regulation. An autonomous higher education system is key to democratic development, a system in which higher education is a public good.

c) The environment: long-term sustainability

Having discussed the context and the system, I would like to focus my last point on 'why we fund' on the scientific environment. Noting that each country needs its own research capacity and knowledge production, it's critically important that the trained scholars have an environment in which to operate.

Labs and libraries need to be equipped, time for research and outlets for dissemination are key for long term sustainable research environments. And to avoid brain drain.

This is the reason why Swedish research funding has the component of institutional support, which is organically linked to support for graduate training. The one cannot function without the other. Institution building, postgraduate education, and research are part of *one single effort.*

3. What we fund: Uganda and lessons learned

I would now like to focus on 'what we fund, with Uganda as an example, including some lessons learned.

a) Sweden-Uganda research collaboration 2010-2015

Swedish research support intends to train a critical mass of independently thinking researchers based on basic, applied and multi-disciplinary research, covering natural sciences, social sciences and the humanities. The Swedish research cooperation with Uganda was initiated in the year 2000. The research collaboration currently includes Makerere University, Kyambogo, Busitema, Gulu and Mbarara University of Science and Technology. Support to the four public universities is channelled via Makerere University.

Over the 15 years of collaboration, the Swedish government has invested *66 million USD* into Uganda's graduate training and scientific environments in these universities – the main recipient being Makerere University.

Where has the money gone?

They key component is funding to PhD training. This has taken place through the sandwich model whereby the student (a staff member at the university) goes for 1-5 months annually to Sweden for courses, supervision and academic exchange.

The examination takes place at the home university, unless it is a so called "double degree". This gives the student a degree also from the Swedish university. Sweden also supports *local* PhD training, I shall come back to that shortly.

The cooperation has during the last 15 years resulted in 210 PhDs and 95 MA graduates, and 20 completed post-doc fellowships.

The research projects funded proceeds from Uganda's *own priorities* – with an emphasis on poverty reduction. The foremost guiding principle is scientific quality on the basis of international criteria.

The appraisal process is competitive, where as in this case, Ugandan and Swedish researchers write joint proposals based on a Makerere Concept Note. The Concept Note is aligned to the Makerere Research Agenda, which in turn is aligned to the National Development Plan.

The research proposals are vetted by an independent international scientific committee, ensuring academic standard, adherence to the Concept Note and Guidelines.

For the Swedish government, the Swedish universities are an important part of the package. The collaboration with Uganda brings the Swedish universities:

a) a growing international presence which increases quality and depth to their education offered;
b) research collaboration opportunities;
c) enhanced cultural sensitivity;
d) and entry points to global perspectives on local and international issues.

Central to the Uganda-Sweden *university cooperation* is building a long-term commitment *beyond* development aid – a collaboration focused on scientific cooperation on an equal footing.

I have mentioned the importance of institutional support. In the collaboration with Uganda the support has been to ICT, libraries, scientific equipment, the Makerere reform process, as well as to quality assurance, and gender main streaming.

Funding has also gone to training for resource mobilization, research management, and systematic dissemination of research results.

b) Lessons learned: research uptake and funding of universities Research Uptake

Turning to lessons learned, I shall pause by research dissemination and uptake. There is often a gap between research results and its direct application, its impact on policy formulation and decision makers. This is also the case in Uganda.

The link between universities and public and private sectors are key. Results and innovations should reach beyond the university. And importantly, researchers should *not only* inform already existing policies, but *critically appraise* those, and *formulate policy alternatives*, based on knowledge produced.

There are positive examples of this, such as in the Makerere College of Health Sciences, regarding "type two diabetes" and "care for newborns", which are impressive. We look forward to seeing more uptake of the excellent research ongoing in this country.

We also look forward to the consistent application of Makerere's "Intellectual Property Management Policy", an important tool guiding innovations and the promotion of economic activity arising from research results, and similar ones at other universities.

Funding of universities

Turning to more lessons learned, I would like to focus on "funding of universities", the theme of this conference. The Swedish government is the largest donor to research capacity building in Uganda.

We are proud of this, but it also brings forward issues for reflection and concern. I would like to outline some of those here, in the end linking these to lessons learned.

According to Uganda National Council for Higher Education, higher education remains critically underfunded. In principle all tertiary institutions, private and public, get less public money than is needed for producing a graduate. This is mainly substituted by student fees. About 90% of the student population in public universities is privately sponsored.

Despite the increase in fee-paying students in public universities, the enrolment composition does not tally with the resource inflow. Funding is inadequate to provide quality education, and the decline in quality has, among other factors, manifested itself in *limited research*.

Again according to the Council of Higher Education, Ugandan higher education institutions allocate *less than 1%* to the research function. Out of the 40 registered universities, Makerere is the one university with a stable research record. Most of the other universities have little or no research capacity.

However, in the case of Makerere, a recent study shows that in 2013, 80% of Mak's research funding came from foreign donors. To this, Prof. Kasozi notes that it is *unsustainable* to depend on foreign funding to levels exceeding 25% of total needs.

Documentation shows that there are no clear guidelines shaping the allocations in state financing of public higher education institutions. The lack of transparent financial commitments causes universities to experience funding instability and inconsistency, as well as becoming vulnerable to donor agendas. There is also no complete overview of the research funds from external sources. The majority of external donor support is not anchored in the national and institutional systems, and not always reported centrally.

Another challenge to coordination efforts of research support is the fact that the vast majority of research funders support *short-term projects*, rather than *long-term research and institution building programs*. Coordination efforts can be further compounded by current national legislation, whereby national policy decisions may be shifted by political considerations.

Finally, a South African study shows that private and donor funding are crucial for Uganda, so much so that in their absence, higher education would be in state of crisis. Again, most likely no news to the audience here today.

Thus, an issue for reflection and concern is that the context in which Sweden cooperates with Uganda is a fragmented higher education sector, which is under-funded, and critically lacks resources for research and research capacity building.

At the same time, we all know that central factors to socio-economic development are the production, accumulation, transfer, and application of knowledge. *Because development requires knowledge.* Something which is reflected in the majority of the 17 recently adopted Sustainable Development Goals.

The lesson learned here is that funding of universities cannot be a lesser priority for a nation. Further, as Makerere's research director notes, "funding cannot be left to international donors, it is not sustainable." The issue of funding universities is a matter of development *of and for* a country, and needs to be steered nationally.

With the topic of this conference being funding of universities, I am sure, this will be vigorously debated here today.

4. What we shall fund: Uganda-Sweden research collaboration 2015-2020

I am now turning to my last area, before going to conclusions: what Sweden shall fund in Uganda. In a matter of weeks, the Swedish government and the Ugandan government shall sign an Agreement on research collaboration for five years, 2015 to 2020.

The new agreement includes 125 PhD students, 147 MA students, and 65 post-doc fellows, divided between the five public universities mentioned earlier. This graduate training, including institutional support, brings the Swedish contribution to *32 million USD* over five years.

Two important shifts have taken place in the collaboration. Firstly, whilst the program previously was only based on sandwich students, 105 PhD students are now *locally* trained. Only 20 PhDs are going on sandwich, based on capacity need. The fact that Makerere has opted for this set-up is significant, as it shows strengthened research capacity. This is far from where we started in the year 2000.

Secondly, local training will take place in multi-disciplinary teams, based on multi-disciplinary themes. The previous model of primarily singular PhD projects has thus been shifted, as per Makerere's research policy. And as mentioned before, the research content coincides with Makerere's research agenda.

Sweden is very proud of this new package.

It has been discussed and submitted to an Open Call process, over two years' time. Now we are almost there, and 325 Ugandan university staff can soon start training.

We much look forward to exiting research results in the next five years.

5. Conclusions: the role of international agencies

I would like to conclude this presentation, linking to the given theme: "the role of international agencies in funding universities".

The title of this presentation you have just heard is "Research funding: tilling the soil of the mind – *dedicating power to choices*".

My focus shall now be on choices, amidst the contradictions that are inherent to the higher education situation of today – some of which I have mentioned in this presentation.

I think we can all agree that a society that does not produce its own intellectuals cannot be independent.

In the emerging reality of knowledge-based societies analytical capacity has to be continuously upgraded. Students need to be taught to examine, critically engage, and seek multiple answers.

A critical question is therefore: how is knowledge production organized and defined, and who provides the resources? Are there choices?

a) The production of knowledge: ownership – a choice

Considering higher education being a public good, as UNESCO advices us to do, affirms the role of the state.

Indeed, the Ugandan state is committed to the financing of higher education and research, as the government has placed science and technology among the four priorities of the National Development Plan. A new ministry for Education, Science, Technology and Sports was announced in March 2015.

The Ugandan government's investment in research and development was in 2009 0.6%, of GDP, as compared to the African Union's recommendation of 1% of GDP. Recently six additional public universities were announced to be created by the government. The cake is small and the demands are many. Who provides the resources?

The choices here are for Uganda to define. Ownership is critical.

But ownership is not only critical when considering how knowledge is produced and defined – in terms of curriculum development.

Or when bearing in mind which resources to allocate to whom and when, in terms of annual budget allocations.

Rather ownership is a step *before* practical application: namely, the ownership of the complex reality of the Uganda higher education sector. Ownership of the knowledge system, in terms of what and where knowledge is produced, and for whom.

Thus, treating ownership as a *means*, not an end. A continuous process, requiring a historical understanding of the context, related to the dynamics of the day.

This is a choice that can be dedicated power.

b) The role of international funding agencies: choices

Considering the role of international funding agencies, which are possible *key choices*?

Funding is complex in its own right, as it is inherently asymmetrical. One party gives, the other receives – irrespective if the support is defined or untied. However, recognizing this constraint, funding is also a source of opportunity and development.

Funding comes with a responsibility.

In a setting of limited resources, it is important not to fall for those with the strongest appeals or greatest amount perseverance – but to consider the wider picture. Ignoring this, countries may run the risk of donors thwarting national priorities and needs by responding to singular initiatives or issues driven demands.

When funding, the responsibility is broader than the fulfilment of project objectives, including the wider impact. To take on this responsibility is a choice for international funding agencies to make, and for the recipient to demand.

Another area is donor harmonization.

International funding agencies can make choices on how to achieve donor alignment with *recipient priorities and ownership* as objective. Particularly focusing on long-term coherent support to research capacity strengthening, and core support for institution building.

Ending

I would like to end with noting that:

there are no shortcuts to scientific knowledge, being a fundamental condition for development.

For scientific knowledge to play its role, resources must be allocated. The terrain is complex, *there is no single answer*. What we must remain with is that actors have choices. There are alternatives and multiple answers. The goal is not to find a reply, but *to find a method to find answers*.

Choice is a responsibility we carry in our different roles, when we work for mutuality, partnership and achieved purpose. When we honour our differences and optimise our mutual resourcefulness.

In so doing, whilst tilling our minds - we simultaneously dedicate power to choices. For the benefit of moving the frontiers of human knowledge.

Thank you

FINANCIAL POLICIES IN UNIVERSITIES

Barnabas Nawangwe[1]

Purpose

The purpose of financial policies is to establish guidelines for developing financial goals and objectives, making financial decisions, reporting the financial status of an Organization, and managing the Organizations' funds. Sound business practices and principles call for each member of staff to be accountable for safeguarding the assets and resources of the university, and for accurately recording the transactions of the university to appropriately report to constituents including shareholders, students, parents, donors, sponsors, and other interested parties.

Policy on Financial Management

The policy should include a policy statement, which should state that every officer of the University has a responsibility to ensure maximum transparency and integrity in managing the financial resources of the University.

The policy should identify the body responsible for oversight in financial management and specific committees. In the case of public universities, oversight is provided by the University Council and committees include the Finance Committee and the Audit and Risk Management Committee.

[1] Prof. Barnabas Nawangwe is a deputy vice chancellor in charge of finance and administration at Makerere University, Kampala

In accordance with statutory requirements, a public University:

a) prepares annual financial statements following the close of each financial year, certified by the Chairman of Council, the University Secretary and the University Bursar
b) submits annual financial statements to the Auditor-General
c) prepares and maintains a *Financial Management Practice and Procedures Manual* of policy and procedures for the University's accounting and internal controls
d) Prepares and submits to the appropriate Minister in charge of Higher Education within four months of the close of the financial year an annual report which includes a copy of the audited annual financial statements.

The policy should provide the legislative framework guiding financial management, e.g. UOTIA and the various financial management acts of parliament as well as the expected or approved sources of revenue.

The policy must mention the key responsible officers as well as the powers and authority of each one of them.

Financial Management Responsibility Policy

The policy statement should indicate that all staff are accountable for processing and recording financial transactions in a timely and proper manner.

Purpose

This policy should as a buildup on the Financial Management Policy provide further guidance on the proper accounting for transactions. It should identify the particular officers responsible for the transaction cycle at each stage and their role and responsibility in ensuring proper accountability.

General Provisions

This policy should require that all financial transactions are recorded in a timely manner and accounted for within the University's financial accounting system, in a way that allows for the preparation of financial statements in conformity with accounting principles generally accepted by the relevant authorities.

The policy should identify the overall responsible for proper financial accountability, in the case of public universities, the University Secretary. It should further identify the key responsible persons at the process centres and their responsibilities.

Budget Policy

Makerere University, as a statutory authority established under the *Universities and Other Tertiary institutions Act 2006,* is required to undertake planning, budgeting and reporting in accordance with the following legislation:

- Finance Act
- Public Finance And Accountability Act Uganda

A Public University is required to prepare and manage its budget in conjunction with an approved strategic plan. Conventionally, detailed accrual budgets are prepared as five distinct programs:

- **Operating** - revenue and expenditure of all units relating to teaching, support activities and central overhead commitments

- **Research and External Services** - research training and institutional grants schemes, research infrastructure (derived either from central allocations out of operating funds or from external sources) and external revenue for specific research, consulting, testing or continuing education projects

- **Asset Management** - the major building program, maintenance programs, University minor works, IT infrastructure program and library resource allocation

- **Central Financing** - central financing receipting and distribution.

Purpose

The policy is intended to guide the University in proper budgeting, to monitor the source and application of funds provided from Government, donations, international and domestic fee-paying students, external service activities and commercial-like operations.

General Provisions

The budget is an integral part of the University's planning process and is achieved through the steps described below:

Step 1 - Development of Finance and Infrastructure Plan
Step 2 - Development of budget package
Step 3 - Development of draft programs and faculty / division / institute budgets
Step 4 - Budget signed off with Vice-Chancellor
Step 5 - Budget endorsed by Planning and Resources Committee and approved by Council
Step 6 - Half year reforecast

Step 7 - Second half year reforecast (Second half Yr1)
Step 8 - End of Year Financial Reporting (First half Yr2)

Budget reporting

Under the *UOTIA*, public universities are required to report on its budget at least once every three months. The University's budget reporting should include:

i) Submission of Annual Budget
ii) First half reforecast report
iii) Second half reforecast report
iv) Financial Outcome Report.

iv. Policy on Asset Management

General

An asset is anything of material value and which provides a potential future economic benefit to the University. In public universities, the University Secretary is responsible for the strategic management of the University's assets including its property, plant and equipment.

The asset management framework should identify the key elements associated with asset management, namely acquisition, use, disposal and investment. For property, plant and equipment it considers a 'whole of life' approach including operational requirements, acquisition, enhancements, and disposal of assets, all of which have an impact on asset valuations and depreciation.

The University may control other assets under arrangements with other bodies, or under terms of leasing or tenancy agreements.

Cash Assets

Cash assets include monies that are held in petty cash and in the University's bank accounts and those monies held by other approved financial institution for short term investment purposes. It is essential that particulars of all monies due to the University are identified and appropriately recorded so that they may be collected on or before the due date. Staff members who collect such monies are responsible for the safe custody of the collections from the time of receipt until deposited into authorized University bank accounts. Procedures for management and control of monies should be outlined in the University's Financial Management Practice and Procedures Manual.

For public universities, bank accounts may only be opened with the approval of the University Secretary and only in the name of the University. The University Secretary is responsible for authorizing officers to operate these accounts.

Receivables

A receivable is money owed to the University for Goods or services purchased on credit. Receivables include trade receivables which are sales to regular trade customers that have been completed but not yet paid for, and student outstanding invoices.

All University debt is administered either through the student management system for student fees or through the University's finance system for all other activities.

Prior to performing any work or services that will result in a material debt by a potential customer to the University; the responsibility centre performing the work or services must perform a credit check on the customer to ensure that the likelihood of a default is minimized.

Credit notes

Credit notes are raised to cancel or amend an invoice raised in error and may only be issued subsequent to approval being given by an officer authorized to commit funds to specific limits, in accordance with a Schedule of Authorities and Delegations.

Inventories

Inventories for purposes of a public university assets include land held for resale and stock held by the University Bookshop. Public universities do not normally purchase land for the purposes of resale, however where this is the intention the Financial Management Practice and Procedures Manual, should identify the appropriate method of managing and accounting for the asset. All purchases of land must be notified to the University Council.

Items such as stationery, spare parts, consumables and components, loose tools, consignment stock and minor equipment held for resale to students or the public are not considered to be assets. However, these items are to be managed and controlled as outlined in the Financial Management Practice and Procedures Manual.

Property, plant and equipment

A Fixed Assets Register is maintained by the University for all non-current assets with acquisition costs in excess of an amount approved by Council. This register records all data necessary to identify and locate assets, together with other relevant information (e.g. depreciation, life expectancy).

Heads of responsibility centres should exercise efficiency and economy in acquiring assets on the University's behalf and observe University and Government purchasing policies.

Insurance of assets

The University Secretary oversees the appointment of an insurance broker to manage the University's insurance requirements.

Rental of assets

When not required for University purposes, University assets may be hired to staff and outside bodies on terms and conditions contained in the University's policy for user charging.

Leasing of assets

A purchase versus lease appraisal should be prepared by a college or department to validate a recommendation to either lease or purchase an asset. Heads of responsibility centres should obtain the approval of the University Secretary before entering into commitments for leasing assets.

Loss or damage of assets

Heads of responsibility centres are responsible for reporting any loss of or damage to assets as soon as possible to the Security Manager, who will take action to prevent the loss recurring. Where appropriate, an insurance claim should be completed as existing law.

In the event of a possible offence under the Uganda Criminal Code or other act or law, the Security Manager is required to advise the police and the University Secretary, who shall notify the Auditor-General. Where official misconduct by a member of the University is indicated, the Security Manager must instead report the matter to the DVC (F&A) who shall notify the Staff Tribunal. The University Secretary is responsible for ensuring that all material losses are recorded in the Record of Material Losses Register (Non-Cash).

Write-off of assets

Action to write-off assets must be in accordance with the delegated authority (Schedule of Authorities and Delegations). The University Council should allocate thresholds for authority to write off by the Vice Chancellor and University Secretary.

Depreciation

Assets are depreciated according to accounting standards and policies prescribed by legislation. Depreciation is calculated by applying the straight-line method. Further details are provided in the Financial Management Practice and Procedures Manual.

Disposal

Disposal of items can be made when assets are no longer required, have reached the end of their useful life, or are technically or economically redundant. Approval for disposal of assets and write-offs is in accordance with the delegated authority (Schedule of Authorities and Delegations).

Assets review

At minimum, an annual review of assets is to be undertaken to verify the existence of assets recorded in the Fixed Assets Register and to assess the serviceability of those assets (remaining life and depreciation rate). Any discrepancies are to be investigated by the responsibility centre. Detailed procedures should be provided in the Financial Management Practice and Procedures Manual.

Heads of responsibility centres should also annually review asset usage to determine whether excess capacity exists that may benefit another responsibility centre by mutual arrangement.

Control of assets

In addition to the above controls, heads of responsibility centres should also:

a) implement procedures ensuring as far as possible the security of assets under their control
b) ensure assets are properly maintained with a view to maximizing the period of effective use
c) ensure assets are not exposed to any hazards which may result in the insurance contract being rendered null and void in the event of a loss.

Intangible Assets

An intangible asset is an asset that is without physical substance, such as intellectual property (IP) and information technology software. Software (including purchased software) that is not an integral part of hardware is treated as an intangible asset.

Where the software is an integral part of the related hardware (for example the operating system), it is treated as Property, Plant and Equipment.

To assess an internally generated intangible asset, the project needs to be identified at the earliest possible stage. Internally generated assets arising from development of an internal project must demonstrate that the asset will generate probable future economic benefit.

Software development can be undertaken in-house and will include activities such as design and construction, testing, specifications works, pre-production use, alternatives, improved products, processes or service. Further details on intangible assets are provided in the Financial Management Practice and Procedures Manual.

Policy on Borrowing

Generally

Under the UOTIA, public universities may borrow, with the approval of the Permanent Secretary, Ministry of Education

The principles applying to borrowings are as follows:

i) Council, following recommendation from Finance and Planning Committee, recommends all borrowings to the Secretary to the Treasurer for approval via the Permanent Secretary, Ministry of Education;
ii) borrowings must be in Uganda shillings and undertaken in Uganda;
iii) borrowings will generally be from approved commercial or development banks, with any guarantee or conditions being approved by the Secretary to the Treasurer;
iv) funds required to meet borrowing repayments are to be accounted for in the annual budget and commitments are to be reported in the University's Financial Statements;
v) the University's liquidity level is to be maintained at all times to meet all reasonably anticipated operating cash flow requirements of the University, as and when they fall due;
vi) and total borrowings should be a mixture of fixed and floating interest rates wherever practicable.

Borrowings

Borrowings may be approved in the following limited circumstances:

a) to further the University's research activities and to commercialize intellectual property;
b) to support the Asset Management Program;
c) to address unexpected shortfalls in cash flows.

The University Secretary has delegated authority, following endorsement of each request by the Vice Chancellor, to approve access to funds from commercial banks for up to 30 days and within pre-approved limits.

All other borrowings require Council approval following recommendation from Finance and Planning Committee. Such recommendations are to include a detailed business case clearly identifying the benefits of the loan, including a detailed cash flow projection prepared on a discounted cash flow basis.

All borrowings are approved within the context of the published University Consolidated Budget and Asset Management Plan.

Policy on Expenditure of University Funds

Official Expenditure

Expenditure is to be incurred for official purposes only and, if required, officers must be able to identify the relationship or nexus between the expenses and the official business of the University.

Under no circumstances shall University expenditure be incurred for personal or private purposes. Prior to committing to the expenditure of money, an appropriately delegated officer must ensure that the expense:

i) is an appropriate and reasonable use of University funds
ii) is subject to available funding
iii) complies with all applicable legislation
iv) is able to withstand public scrutiny
v) is the most economical and effective outlay for its purpose
vi) is appropriate for the effective operation of the University
vii) is to be incurred in line with approved University procedures (e.g. University Procurement Regulations).

Expenditure must be able to be supported on the basis of reasonableness and be publicly defensible. Expenditure is to be properly declared and documented.

Authorization of Expenditure

Ultimate responsibility for the correct expenditure of University funds rests with Makerere University Council.

Council has delegated authority to the Vice-Chancellor to expend funds within approved budget limits and consistent with the University's plans, policies and procedures. However, the expenditure of funds made available to the University by way of bequest, donation or special grant must be approved by Council, in accordance with the UOTIA.

Policy on Private or Unofficial Expenditure

Generally

Items that fall under the category of official expenditure are in most cases obvious. They are those expenses that clearly relate to the carriage of official duties and responsibilities. This would include payments relating to entitlements and conditions of employment such as official travel expenses payable to a staff member.

However the issue of what " should not " be charged to the accounts of the University is subject to judgment in terms of the relationship, either direct or implied, of that expenditure to the carriage of official duties and responsibilities. Examples of expenditure in this grey area, which requires particular discretion by financial delegates prior to approval, include expenditure on entertainment, purchases such as flowers for special occasions, and any expenditure that on face value could be argued to be private in nature (such as outlays for non-official goods and services).

Non-official or private expenses should not be provided unless a reasonable nexus can be established between the expenditure and the carriage of official duties and responsibilities. Examples of expenses that are generally regarded as non-official include:

i) non-official entertainment and travel costs (e.g. excessive or lavish entertainment expenditure and, whilst travelling, personal video hire fees, mini-bar alcohol consumption, personal grooming, recreation activities etc)

ii) tips or gratuities (except when the University officer is travelling on official business in a country in which it is customary)

iii) dinners/functions at a University officer's private residence (unless specifically authorized by the Vice-Chancellor before the event)
iv) casual drinks (off campus)
v) parking for non-business related trips
vi) valet parking (unless there are no other alternatives)
vii) parking and traffic fines
viii) gifts of an essentially private nature (e.g. birthday or wedding gifts for staff members).

Nature of expenses unclear

In circumstances where the nature of expenses is unclear, the University officer should meet the expense in the first instance and subsequently submit a claim with appropriate rationale to Corporate Finance for determination.

BEING OUR KEEPERS: FUNDING PUBLIC UNIVERSITIES IN UGANDA

Samuel Sejjaaka[1]

Abstract:

This paper reviews the issues that have led to a dearth of poor funding of public universities. The changing economic landscape, structural adjustment and growing demand have all contributed to making public funding more and more inadequate. There are currently 7 public universities and a host of private Universities/institutions purporting to provide some form of tertiary education. I posit that the proliferation of 'universities' is a symptom of a flawed educational policy that presupposes that supply will create its own demand. Further, it is obvious the rush to seek higher education has led to a failure in delivering quality and maintaining a research agenda in public universities. The fact is that university education should not be taken as a privilege. It is however too late for public universities to remain the ivory towers they used to be. They must become business-like and debureaucratise. They must become socially relevant development partners, creating and inventing products that improve their communities. They must rationalize their wage bills and create endowments that make them sustainable businesses.

Key words: 'debureaucratise', endowment, funding, public universities, structural adjustment, Uganda

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Introduction

A public university in Uganda is defined or determined on the basis of its ownership and mandate. The mandates setting up Public Universities in Uganda are to be found in the University and other tertiary institutions Act, 2001 (UOTIA). Under this Act, a "public university is a University established by the Minister with the approval of parliament under section 22, and maintained from public funds". There are currently seven public Universities that have been established by parliament on the basis of different economic and political considerations rather than strategic educational policy interests (see appendix 1). These public Universities have been set up in continuation of a tradition first established by the colonial governments of the pre- independence era. Alongside these public universities, there are 31 other private universities and tertiary institutions offering programs of a varied quality. Thus for each public university, there are about four private institutions, reflecting a rising demand for higher education and the direction education has taken, away from placing emphasis on vocations.

Public university education in Africa and especially East Africa was initially introduced for the purpose of training a tiny elite meant to take the reins of leadership in the newly independent country (ies). Students admitted to Makerere, the first college, received full scholarships, covering tuition and full board, health and transport and, indeed, even an allowance known as 'boom' meant to cover their personal needs. The scholarship was offered on the basis of merit rather than need. From the point of view of the students who got the fellowship, entry into Makerere was an extraordinary opportunity. But from the point of view of the society at large, the small numbers of those admitted to Makerere was evidence of extraordinary privilege. It was clear to many that, if used fully, the teaching facilities of the university could support many more students. Just because Makerere the hotel was full did not mean that Makerere the university was also full (Mamdani, 2007).

The financing of public universities of Uganda is not without controversy as policy makers have noted, even though they have not done much apart from offering platitudes. The political and economic upheavals that characterized many of the African countries marked the onset of the development challenges being experienced by many of public universities in the provision of higher education. This was partly due to the paradigm shift where many key stakeholders in the provision of higher education including National Governments and International Development Agencies focused their attention to provision of basic and secondary education in developing countries, to the disadvantage of Higher Education. This was based on the argument that social and economic returns from basic education were far greater than those from Higher Education. The World Bank, for example, reduced the proportion of funds allocated to higher education from 17% for the period 1985-89 to just 7% over the period 1995-2000 (Ddumba Sentamu, 2013).

By 2012 the Government of Uganda was sponsoring about 4000 (6%) students per intake out of about 60,000 qualifying students to the public universities based on outstanding class performance. These increases, however, have occurred in the face of declining or stagnant unit cost funding for education facilities, infrastructure and academic staff. The state and other stakeholders must address the problem of funding higher education before standards are severely compromised (NCHE, 2011). It is these challenges that this paper attempts to examine and suggest some solutions. I posit that due to the growth in numbers, it is no longer realistically possible for the government to pay for whoever seeks higher education. Public universities must therefore reinvent themselves to remain relevant citadels of learning and research.

The Impact of SAPs on Funding of Public Universities

The concept of structural adjustment was first muted in 1981 when the Obote government signed an agreement with the World Bank/ International Development Agency to support fiscal and monetary reforms, including control of inflation, realignment of the exchange rate, market liberalization and return of expropriated properties (Sejjaaka, 1995, Opio, 1996). The first attempts at adjustment improved the current account position but were not sustainable because deteriorating political environment. A second attempt at adjustment was initiated in 1987 when the National Resistance Government reinstituted the World Bank supported Economic Recovery Program (ERP) with similar objectives. Of relevance to this debate, was the effort to liberalize and reduce the public sector borrowing requirement (PSBR) by eliminating as much as possible, expenditures that were deemed better suited to private capital? The immediate problem in Uganda, according to Mutebile (1991) was economic: a severe fiscal crisis combined with a persistently fragile balance of payments position. Such disequilibria were unsustainable and had to be corrected immediately in his opinion. The efforts to address the fiscal disequilibria referred to started with those agencies that were least able to challenge the Secretary to Treasury and education was one such area.

The adoption of market reforms meant that higher education was defined more and more as a private rather than public good. When education becomes a private investment and not a public good, the principle of universal provision necessarily falls by the way (Vernon, 2010). While one may agree with this categorization of higher education as a private good (because indeed it is exclusive and commands a market price), it is erroneous to disregard the positive externalities of a quality higher education system in creating knowledge and fostering development. The effect of commercialization is that different public universities compete with each other, charging variable rates for different degrees depending on the quality of their service and the branding of their product. Departments and programs get cut and many are reduced to teaching factories where the link between teaching and research is severed. Campuses may close altogether or be sold off in pieces (Vernon, 2010).

Thus higher (university) education was commercialized at the expense of vocational education and research. Mamdani (2006) condemned Makerere's embrace of a crudely defined "market" as mere "commercialization" encouraged by a government eager to abandon its own responsibility for public higher education. "Vocational" programs began to proliferate for which Makerere lacked both space and qualified staff. Mamdani (2006) convicts Makerere's leaders of destroying the devotion to academic excellence that survived tyrannies and wars in the 1970s and 1980s by capitulating to the World Bank in the 1990s. Given the state's retreat, academics in higher education had to find their own means, even if that process was crude and uncoordinated. In essence, what was going on was that the state by withdrawing had created a vacuum and therefore a feeding frenzy.

The above commercialization of university education, according to Mamdani (2006) was passed off as innovation, when it was improvisation at best. Because of a dwindling public provision, directorates, faculties and departments were left to their own devices (decentralization) to create programs to which 'private' students would contribute, in order to supplement incomes of university academic staff. The decentralization championed by the World Bank fostered ferocious competition for students and resources. Improvisation, cynically celebrated as "innovation," became the order of the day (*Ibid*, 2006). Programs of study drawing on several disciplines were slapped together and taught by cheap part-time staff, many of whom did not meet stated criteria for employment. In the process, the very concept of disciplines was eroded to the point of extinction in all except science-based (read 'dry') faculties. Dangling the lure of money, the more aggressive faculties "poached" staff from rivals, fighting "turf wars". Secretarial Studies, Tourism, Environmental Management, which had nothing to do with the Faculty of Arts were suddenly being taught therein at the justification of staff, the dean and senate.

The commercialization of university education had a several effects. First it allowed government to abrogate its responsibility to regulate higher education by leaving it to the mercy of market forces. Since we were operating in a liberalized environment, then it was logical to let markets determine what was taught and how it was packaged as Mamdani (2006) and Kasozi (2009) have pointed out. After all, government didn't have to invest as heavily as it ought to have done at this level, especially given the competing demand for funding for universal primary (and later secondary) education. Second, it legitimized to proliferation of private universities, with political support to help fill the void by dwindling government support. So long as those who could afford to pay found themselves in an appropriately named institution, then this provided relief at the political level. The unfortunate decline in the production of middle level technicians from technical institutions has also continued. The closing of technical institutes to create universities has continued. Students, parents and policy makers tend to prefer university over technical education. As a result, the perception that the quality of Uganda's higher education is declining more real, particularly because of declining capita grant funding.

Third and perhaps more debilitating, through tacit liberalization and decentralization outcomes, it emboldened the demand for and creation/ licensing of regional public and private universities. Probably besides Makerere and Kyambogo, the creation of all other public universities has been politically, rather than strategically driven. And herein lies the crisis of financing higher education. As the NCHE (2011) noted, the major factor contributing to current problems in the higher education sub-sector is funding. Education institutions, **public and private**, receive less funds than it costs to produce a graduate. This is what the unit costs studies done so far show. Students cannot pay higher than the average income per capita. But the money must be found or institutions will deliver inferior higher education.

Public universities, are constrained by mandates that create top heavy bureaucracies, including large councils, a Chancellor, Vice Chancellor and two deputies, an academic registrar, a secretary, a bursar and a host of other administrative positions. In many instances, these bureaucratic positions are self-serving and do not assist public universities in creating value or furthering their actual mandates. The clamour for more public universities, has thus served a wider political objective of creating jobs rather than furthering the cause of intellectualism. Outside of Mbarara (medicine) and Busitema (agriculture), it is difficult to see what roles the other universities would play in the furtherance of knowledge creation as few of them conduct research. Busitema itself is a replication of the activities that had been going on in Makerere's Kabanyoro Farm Institute. The decision to relocate agriculture students to the main campus was very telling of the debilitating nature of some market reforms or the commercialization of higher education as Mamdani (2006) has referred to these changes.

Institutional Growth and Enrolment

Institutions of higher learning have grown from 148 in 2006 when NCHE first published "The State of Higher Education and Training" to 187 in 2011, representing a growth of 26% in that period. In the period 2010/11, the number of registered universities increased from 29 to 34, representing an increase of 30%. In 2006, there was one "Other

Degree Awarding Institution", Uganda Management Institute. Since 2006, a second one, Team Institute of Business Management has been licensed. By 2010, there were three university colleges; two private (Burham affiliated to UCU and Kisubi Brothers University College, affiliated to UMU) and one public (College of Health Sciences, Makerere). In 2011, NCHE established 8 Constituent Colleges of Makerere University. Overall, the private sector owns 73% and the public only 27%. In fact, there has been no growth in absolute terms in government ownership of institutions (NCHE, 2011). Enrolment has also been increasing since 2000. Between 2006 and 2011 total enrolment increased from 137,190 to 198,066; representing a growth of 44.4%. Only 55,000 (38%) were in other tertiary institutions and 143, 005 (about 72%) in universities! It is like producing two doctors to one nurse or 10 engineers to one technician (Kasozi, 2015). On the other hand academic staff numbers have not kept pace with student enrolment growth. While students grew by 14.2% in 2010/11, staff grew by only 10.6%. In 2010, there were 7871 academics and by 2011, the number was 8702.

It is common knowledge that the points based system has done very little in enabling better access to *quality* higher education for all Ugandans despite the proliferation of institutions. Due to the costs involved, many students fail to join public universities or tertiary institutions and even those who are admitted to the universities, fail to sit for the examinations due to failure to pay the required fees (MOES, 2012). On the other hand, the majority of the students joining the higher education institutions come from 'good' schools but children of the poor who cannot afford to go to 'good' schools do not access higher education because of relatively poor academic performance in most of the rural based schools. This has led to a lot of hostility from the public since the neediest are not accessing this sponsorship.

There is a paucity of data about the actual state of funding of public universities, let alone higher institutions of learning. Several attempts have been made to compute the **unit cost** of university education but these have been disputed. The fact is that more and more university services are being provided for by contributions from private students. By implication, a greater portion of funding for recurrent activities at public universities is being paid for by private students. One metric that cannot be disputed however is the per capita contribution to university education, regardless of ownership and distribution of between type of student (government or private). Table 1 below shows the contribution form government to universities versus admissions for the years 2003/4 to 2013/14. It is obvious that absolute contributions have increased over the years but per capita contributions have been falling against a rising tide of admissions.

Between 2003/04 and 2007/8, per capita contributions fell from Ugx 721,305/= per student to Ugx 591,197. They increased slightly over the years 2008/09 to 2012/13, peaking at Ugx 766,924 per student, before falling below the pre 2009/10 level of Ugx 682,959 in absolute terms. The data for contributions to all universities relate to contributions from government (MOFPED) for public universities, but the data for admissions (UNCHE) relate to all admissions to universities. Even in this unrefined form, the data gives a clear idea of the funding gap in its entirety, especially that the number of publicly sponsored students did not exceed 2% in any one year under review (UNCHE, 2011).

Challenges of Funding Public Universities

Kasozi (2002) identifies several challenges of financing public universities. These include the management challenge, the financing of these institutions, meeting the ever increasing demand for higher education, devising of relevant curricula, addressing the dearth of qualified academic staff, the formation of a comprehensive national higher education policy, and the maintenance of institutional autonomy tempered by accountability of each of these new university institutions. With these challenges in mind, we must engender a paradigm shift. In any case, as Vernon (2010) has noted, the financing of public universities can no longer be sustainable under the old mode. As numbers have increased and public universities have introduced fees, it was inevitable that public funding would peter out.

The historic role of public higher education in fostering social opportunity and social mobility cannot be underestimated however. Many of today's leaders, in both developed and developing countries (including the writer) were beneficiaries of the public university system. Therefore the necessity to reinvent or rethink how public universities live off the ever-declining resource envelope is more real than imagined. The "logic" of 'massification' is inevitable and includes greater social mobility for a growing segment of the population, new patterns of funding higher education, increasingly diversified higher education systems in most countries, generally an overall lowering of academic standards, and other tendencies (Altbach, Reisberg, and Rumbley, 2009). These need to be addressed as part of the solutions to maintaining standards and a general feeling of academe kinship.

Proposals on Funding Public Universities

The surge in demand for higher education and the financing models for this sector have important implications for students and society.

Table 1: Per Capita Contribution to University Education (2003/4 – 2013/14)

Item	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Total Budget	61,914	72,154	79,094	82,811	86,131	97,206	118,404	131,123	130,638	168,739	158,538
YoY Growth in Budgets	-	17%	10%	5%	4%	13%	22%	11%	0%	29%	-6%
University Enrolment	85,836	108,295	124,313	137,190	145,690	159,824	173,369	183,985	198,066	220,021	235,463
YoY Growth in Enrolment		26%	15%	10%	6%	10%	8%	6%	8%	11%	7%
Per Capita Investment	721,305	666,268	636,252	603,620	591,197	608,204	682,959	712,684	659,570	766,924	673,305

Source: MOFPED, UNCHE, Extrapolation

The trends in financing have generally led to increasing austerity in universities and other postsecondary institutions (overcrowded lecture halls; outdated library holdings, less support for faculty research, deterioration of buildings, loss of secure faculty positions, faculty brain drain as the most talented faculty move abroad). The austerity has been most crippling in Sub- Saharan Africa but it is serious throughout developed and developing countries (Altbach, *et al*, 2009).

In response to these financial pressures, universities and national systems have sought solutions on the cost and demand side. The first - increasing class sizes and teaching loads, substituting lower cost part-time faculty for higher cost full-time academic staff. Policy solutions on the revenue side include cost-sharing - generally associated with tuition fees and 'user charges' for room and board (Senteza Kajubi, 1992). Tuition fees have been introduced in countries where higher education was formerly free or nearly so (China in 1997, United Kingdom in 1998, Austria in 2001). Many countries most notably in Sub- Saharan Africa, have significantly increased charges for student living (Altbach, *et al*, 2009) but these increments have been politically capped and do not cover the actual unit costs of providing higher education in most instances. Student grants and scholarships have been reduced in transition countries as well as in Asia and in many countries in Africa. A number of countries - notably Japan, the Republic of Korea, the Philippines, Indonesia, Brazil and other countries in Latin America and East Asia have kept the public sector small, elite and selective. Much of the costs of expanded participation have been shifted to parents and students through the encouragement of a growing private higher education sector (*Ibid*, 2009).

Finding ways to sustain quality provision of higher education, with appropriate access for qualified students, will require careful planning that attends to both short- and long-term needs. Privatization is inevitable and universities will have to pay increasing proportions of their operating expenses by generating their own revenue. Besides tuition fees, public universities will have to create income from research funds, income from the sale of university-related products, consulting and research services and university-industry linkages. In some cases, such financial sources contribute to the commercialization of the institution and conflicts with the traditional roles of the university. In this new paradigm then, public universities must reinvent themselves if they genuinely wish to continue carrying a research agenda.

Debureaucratisation

For public universities to survive the advent of cost sharing and increasing demand for their services for an increasingly socially upwardly mobile society, they must unlearn debilitating behaviours. The new rule in financial management is that if a task is repetitive, then it must be automated. Public universities have unwieldy bureaucracies that 'reinforce' inefficiency rather than facilitate business. A top-heavy administration with vague job descriptions, large councils, academic senates, management committees, faculty boards, departmental committees and the like are a thing of the past. All these organs undertake fairly mundane and repetitive tasks like minute reading, approving programs, and results! Strictly speaking from my experience in corporate boardrooms, the conduct of university business is just that – unbusiness-like. Kasozi (2009) has also noted the changes taking place in Kenya and points out that the Kenya Universities Act created a University Funding Board managed by a board of trustees, through which all monies from the state and other donors will be channelled to reach universities. This he argues, save university institutions from direct government micro management, increases their autonomy and saves governments from headaches of attending to regular university problems. If public universities negotiate with governments in an unbusiness-like manner, and with begging bowl in hand, then they cannot remain centres of influence. Beggars never make rules. In Uganda, the Higher Education

Rationalization Staff Salaries

"There is a saying that 'a disease that will kill a man starts as an appetite.' The appetite for increased allowances in this University is increasing at Rocket speed and we think the University officials should take heed ..." Makerere Student Guild Memo to the Turyagyenda Committee (Page 113, Mamdani, 2007). How true. Allowances have become the bane of teaching and administrative staff in public universities. No meeting whether routine or ad hoc can be held without a demand for and payment of allowances. This means that in order for university staff to do the very work for which they are employed, they must also be paid allowances! Thus staff we concoct and devise all types of excuses to form committees and hold meetings in order to maximize their utility from allowances rather than to serve the institutions they work for. A Senate meeting may run for two or three days and august Professors will collect US $ 10 per day as sitting allowances! Administrative staff will hold 'admission meetings' lasting weeks to collect allowances on a daily basis for the work that they were employed to do in the first place.

A closer examination of this 'allowance syndrome' shows that salaries can be rationalized (increased) by aggregating all these allowances and statistically determining an average pay for each cadre. This way, work gets done as soon as possible, without missallocating staff hours to the computation of and distribution of minute allowances. A single spine system for payment of remuneration was proposed in the university but it has also not worked as evidenced in the recent strike by administrative staff. The failure to operate a single spine system runs through both academic (arts and science) and administrative (contract and non-contract) staff. In the former category, 'scientists' are to be paid more than ‘artists’ which is itself a fallacious argument because it is not market driven. Professors ought to be paid on the basis of their output and capacity to attract funding for projects into the public universities. This however is not the case as rewards are based on having been able to secure a professorship rather than proven ability and usefulness to the university. There is therefore no incentive to be productive. Rather there are incentives in holding both academic and administrative positions to benefit from travel per diem and the said meeting allowances. While not improving funding, these practices have also encouraged mediocrity to thrive in public universities, especially where some appointments have been politicized. Apart from Makerere, there is no public university or college where one can point to a competitive process of appointing leadership.

Rationalisation of Programmes

The commercialization and ‘massification’ of university education created a problem of uncoordinated and not so strategic institution of programs. Mamdani (2006) noted that several programs were started in faculties and departments simply to survive. For example the Faculty of Arts at Makerere started degrees in secretarial studies and environmental management. At the same time, the department of forestry was offering another course in eco-tourism! These were rationalized by a large and unruly senate that had defaulted into camps, with those in ‘dry faculties’ fighting those in ‘wet faculties’. These situations need to be addressed.

The rationalization process means that the unnecessary duplication of programs must be eliminated or minimized. Programs must have a natural home and within that context, program gaps should be closed, by enabling the provision of a more comprehensive and wholesome training. As these program gaps are closed, the benefits of specialization should become more self-evident through production of graduates who are more malleable in terms of workplace training. Institutions also need to renew themselves by revising and updating their programs. Teaching archaic knowledge serves no purpose. Lastly, there needs to be a more collaborative approach in the way universities relate to each other. We are in this together and official pooling of resources (as opposed to moonlighting for example) creates a win win situation.

Creation of Value through Applied Research

Mamdani (2006) calls for a genuine revolution: shifting "vocational" courses to community colleges and making public universities research centres serving national needs. The Kenya Universities Act emphasizes research functions of universities. As a country, we need to step up funding for universities, especially in the research area (Kasozi, 2009.) What is good for the goose, must be good for the gander. The research agenda we see in public universities is not socially relevant in many cases. Where good research findings have been made, they are not in the public arena. For example, Makerere and the National Agricultural Research Organization have propagated seven types of disease and drought resistant maize varieties. This is a socially relevant agenda which is not publicly shared. Rather we have been railroaded by the 'invention' of a car, the Kiira EV!

There is also an attempt to disaggregate knowledge by promoting the myth that 'sciences are better than arts'. This disembodiment of knowledge is dangerous because progress is a social construct. Hence social scientists are expected to study our societies and cultures and define our problems. Scientists then create solutions that solve those problems! Scientists do not exist in a vacuum. Imagine if the efforts of the scientists in our universities were directed to the development of a cheap water filter for use in rural areas. Such a pragmatic invention would reduce the national health budget by about 30%. Today one of the biggest threats we face as a society is the extinction of the naturally existing biodiversity. Are our public universities conscious to this problem and working to economically solve it? These are the kinds of things we ought to be doing in public universities rather than 'inventing' cars.

Endowment Funds

Given that Public Universities are funded from the consolidated fund, there has been a definitive failure to self-perpetuate. Like the proverbial fellow who is given fish, the administrations of public universities have largely remained a burden on the public purse, because it serves the patronage system and partly because the system does not create incentives for becoming self-sustaining. In other words, if the government has set up a public university as a charge on the public purse, how does a vice chancellor work to reduce the relevance of the 'owner' by becoming self-financing? This is against the requirements of the law and would also negate the patronage system we have inferred above. Therefore, there are scant efforts to undertake long-term investment of funds received through the government vote system so as to create future institutional (as opposed to faculty) endowments.

Public universities like Makerere with incredibly valuable property in the most up market locations in the city have failed to use them for the benefit of institutional income generation. Some of these properties have been lost to land crooks while others remain decrepit and commercially misused. It is ironical that a poorly paid professor can still be housed in a property capable of generating an income three times his remuneration! So who gets housed and who doesn't? These archaic privileges have persisted up to now and reinforce the patronage system. Thus in very set up of these universities and the laws that created them we see a failure to wean them of the public purse and to develop into independent centres of learning because they do not generate long term incomes for their institutional sustenance, based on investment. Non- tax revenues, generated by the institutions have been spent on allowances or in furtherance of opportunities to generate more non-tax revenues (classrooms) as opposed to investment in projects to sustain the institutions.

Conclusion

The government, its agencies, students and other stakeholders must accept that the cost of providing quality higher education is high and increases with rising costs of living and demand from a burgeoning population. If stakeholders are not ready to accept cost sharing, institutions will cut back, as they are already doing, on education inputs, which in turn will translate into the delivery of inferior higher education. Public universities are likely to suffer most because they are more prone to political vagaries and itinerant students than private universities. Currently, these institutions (public universities) have more funding because of government allocations, historical and intake of private students. However, lack of institutional autonomy in the management of fees is likely, in the long run, to place them at a disadvantage vis-à-vis private institutions.

The survival and growth of public universities will also require a radical rethink of how these institutions are run and the types of managers they chose to lead them. It is no longer enough to be an academic. Rather it requires an entrepreneurial mindset to devise pragmatic ways of achieving the mandates of universities – teaching and research. A sustainable existence will only be achieved through an unbundling of the hubris that has come to form these universities. Teachers will have to teach, researchers must undertake socially relevant research and managers will have to learn to fish, rather than wait for fish.

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THE INTERPLAY BETWEEN QUALITY MOVEMENT, REPUTATION AND FUNDING ON PRIVATE STUDENTS' CHOICE OF UNIVERSITIES IN UGANDA

Wilson Muyinda Mande

ABSTRACT

The current study purpose to analyse the influence of the quality movement on private students' choice of universities in Uganda. First, the paper points out the fact that there is a quality movement in Uganda's higher education sub-sector. Second, it was found that quality movement have a significant relationship with the reputation of a university [r (392) =.629, p<0.01]. Third, there was a significant relationship between reputation and funding [r (392) =. 596, p<0.01]. Fourth, there was a significant relationship between funding and choice [r (392) =.512, p<0.01]. Fifth, there was a significant relationship between quality and choice of a university by private students [r (392) =.636, p<0.01]. It was concluded that quality influenced students' choices of universities in Uganda.

INTRODUCTION

The central task of this paper was to analyse the influence of quality movement on private students' choice of universities in Uganda. In Uganda the students who join universities can be differentiated by the way their tuition is paid. Those whose tuition is paid by the state are referred to as government sponsored, and those who pay for themselves are referred to private students. The study was premised on the fact that since the 1990s there was liberalised university education in Uganda. This metamorphosis in higher education ushered in a quality movement. The drivers of the quality movement in Uganda's higher education in the last one generation have included: (i) Response to unemployment of university graduates; (ii) The push by national regulators and their networks; (iii) The liberalisation of university education in the country; (iv) Increased incidences of academic dishonesty; (v) Rising unemployment especially of university graduates; (vi) Remonstrations by employers over insufficient or lack of skills among graduates. These six factors explain the crystallisation of quality practices into a movement. With the above drivers, quality movement in higher education took route. However, the question is did the interplay between quality movement and reputation and finance influence students' choice of a university?

Justification of the study

It is an open fact that the quality movement is well recognised in the country. All Ugandan universities, public and private, have for more than a decade now endeavoured to comply with the quality requirements and demands. Universities have had differing degrees of attainment.

In view of that, one would harbour the assumption that private students who join the universities and pay for themselves would be influenced by quality considerations in a particular university. However, all universities get private self-sponsoring students in spite of the universities differences in quality attainments. This phenomenon raised the question, how much did quality considerations influence private students' choice of universities in Uganda.

It was often noted that some private students would choose a university even when such a university would have received scathing criticism over quality (Matthews, 2011; Sylvester, 2013, Spaull, 2015). Furthermore, some students complained over dubiety of quality in various universities (Kayiira 2009, Businge 2010, and Businge 2011) but would still go ahead and join them. All this raised a question of how much influence did quality movement impose on private students when they make choices of universities. The above situation made the current study necessary.

Purpose of the study and the specific objectives

The purpose of this study was to analyse the extent to which the quality movement influenced private students' choice of universities in Uganda. This problem was broken down into the following specific objectives: (1) To analyse the relationship between quality movement and university reputation; (2) To analyse the relationship between reputation and private students' choice of universities; and (3) To assess the influence of quality movement on private students' choice of universities.

LITERATURE REVIEW

The available literature was reviewed under a number of themes including quality of university education, total quality management, choice, reputation, teaching, and facilities.

Quality of university education

Nyaigotti-Chacha and Ayoo (2001) examined the strategies of the inter-university council for East Africa in promoting quality assurance in East African universities. Nyaigotti-Chacha and Ayoo provide the following as the quality assurance mechanisms spearheaded by the inter-university council for East Africa: (i) monitoring admissions policies; (ii) regular students' assessment; (iii) guidelines for appointment, (iv) promotions and review of academic staff; (v) introduction of new courses, (vi) regular audits of affiliated institutions; (vii) re-orientation of staff; and (viii) student assessment and teaching. All this worthwhile work of the inter-university council for East Africa. The focus was not on exploring why students move from one country to another in se arch of university education.

Quality Education

Academic quality can be understood as one way of describing how well the learning opportunities available to students help them to achieve their rewards. It is about making sure that appropriate and effective teaching, support, assessment and learning opportunities are provided for. The way forward is to educate students in the important role that they play in the higher education system not as naïve customers and enduring co-production process with uncertain outcomes (Eagle and Bremman, 2007). In early attempts to define quality in higher education, Harvey et al (1992), noted that there are many ways to define quality in higher education and that any definition of quality in higher education is "stakeholder relative".

They also noted that there may be many stakeholders including students, employers, teaching and non-teaching staff, government and its funding agencies, accreditors, validators, assessors, and community at large, each with their own criteria and perspective. In addition to that, Lewis and Smith (1994), the significant amongst these stakeholders must be the active participant in higher education, namely the students.

Total Quality Management in higher education

Amid environmental pressures from stakeholders, there is a substantial interest in Total Quality Management (TQM) in higher education (Coate, 1990; Cope and Sherr, 1991; Cornesky et al., 1991). Debate about quality has been on for quite some time (Craft, 1992;

Goodlad, 1995). The current study therefore makes a contribution to that important and valuable debate that has been on for a long time. There are many people (Schrock & Lefevre, 1988; Mortimore and Stone 1990; Lagerweij and Voogt, 1990; Crawford, 1991; Green, 1994; Harvey and Knight, 1996) who have endeavoured to clarify the concept of quality in education. However, they have not laboured much on the quality of education and choice making by international students who wish to enrol in private universities in Uganda. This study will fill that gap.

Choice

There is literature on choice criteria used by international students to select countries and universities to study. Wilkins, Balakrishnan and Huisman (2012) studied the motivations for students to study at international branch campus in United Arab Emirates. They found that the main motive of students who choose to study at an international branch campus are different to those students who choose to study at home campuses. Although this is a useful study, it is different in that if focuses on choice to study at a branch of a foreign university but in one's own country. The concerns of the above study are different from the current study. In Wilkins et al study students do not have to move out of their country but in the current students have to leave their home country. So there is a gap which the current study will fill.

Wilkins *et at* (2012) contended that there are mainly six factors: recommendation of family, quality of education, recognition of degree gained, university reputation, economic and cultural links and cost issues that influence international students to choose to go to the three developed countries of USA, UK and Canada. It is true many international students have found themselves in one of the three countries because of the above reasons. The above findings cannot be generalised and applied to the East African region as far as students choosing Ugandan private universities are concerned. So the current study seeks to ascertain whether cost plays a key role in this matter.

In a study carried out in Indonesia the factors considered by Indonesian students when choosing a university were: cost, reputation, proximity, job prospect, and parents. These were the five most important factors (Kusumawati, Yanamandram, and Perera, 2010). Although the factors include cost, it is not possible to take it that impact of cost in Indonesia is the same in Uganda. This implies that there is still a need to explore the influence on cost the choices of universities international students make when they decide to come to Ugandan private universities.

Quality and Reputation

The complete guide to universities (2013) reports that "Most people would like to go to the best university that they can". Some of the ways they find out which are the best is use of League Table rankings. By bringing together a variety of measures the League Table rankings try to give a reasonable and independent basis for deciding how good a university or a subject within a university really is. The Subject Tables rank universities on the basis of their research quality, the entry standards of their new students and how successful their graduates are at finding work or further study. It was found in **National Student Survey of 2012** that 83% of students at UK Universities are satisfied with the quality of their degree course. This was good information which showed that in UK reputation is critical in choosing a university. However this literature does not link cost, quality and choice of university by international students. For that matter therefore, there was a gap which the current study sought to fill especially as far as private students' choices of universities were concerned in Uganda.

Teaching

Pedagogy can be defined as "the science and art of education, specifically instructional theory. An instructor develops conceptual knowledge and manages the content of learning activities in pedagogical settings. Modern pedagogy has been strongly influenced by the cognitivism of Piaget, the social-interactionist theories of Bruner, and the social and cultural theories of Vygotsky. Students learn as they internalize the procedures, organization, and structures encountered in social contexts as their own schema. The learner requires assistance to integrate prior knowledge with new knowledge. Children must also develop metacognition, or the ability to learn how to learn" (*Wikipedia,* 2013).

It was recently noted that: (i) The university should have a deliberate plan to train lecturers to update their knowledge and skills; (ii) To train students to learn to learn; and (iii) University to put in place facilities and resources for both lecturers and students (Mande, 2007).

Benefits of quality teaching

(1) It emphasises independent thinking.
(2) It encourages learners to be innovative
(3) It promotes competence of learners
(4) It allows learners' room to process information into knowledge on their own
(5) It enables all students to develop own learning styles.
(6) It leads learners to be adaptive.

Mande's work as reviewed above is useful. However it did not focus on the relationship between pedagogy and choices of universities. For that reason there is a gap which the current study seeks to fill.

Facilities of a University

It has been stated by the University of Essex (2013) that high facilities for students, staff and visitors contribute to quality of educational life in a University. Similarly the University of Minnesota (2013) outlines the role of the University Facilities Services management in improvement the quality of environment for the university community.

In the area of ICT Akuegwu, Ntukidem, Ntukidem and Gaja (2011) found that availability of ICT facilities for quality instructional service delivery in Universities in Akwa Ibom and Cross River States, Nigeria was significantly low except internet-connected desktop computers and institutional cybercafés; lecturers' utilization of ICT facilities was significantly low; lecturers from federal universities in the two states utilize ICT facilities more than their state universities counterparts.

Lecturers from universities in Akwa Ibom State differed significantly with their Cross River State counterparts in their utilization of some of the ICT facilities. Thus, recommendations were made to enhance the provision and utilization of ICT facilities in Nigerian universities. In view of the above literature reviewed, it is right to assert that the importance of facilities in universities has been clearly underscored. However, none of the above studies have focused on facilities and cost or choice. This means that there is a gap in the foregone studies. That gap is to be covered by the current study.

The relationship of variables (quality movement, reputation, funding and choice of a university) in this current study were conceptualised as indicated in figure 2 below.

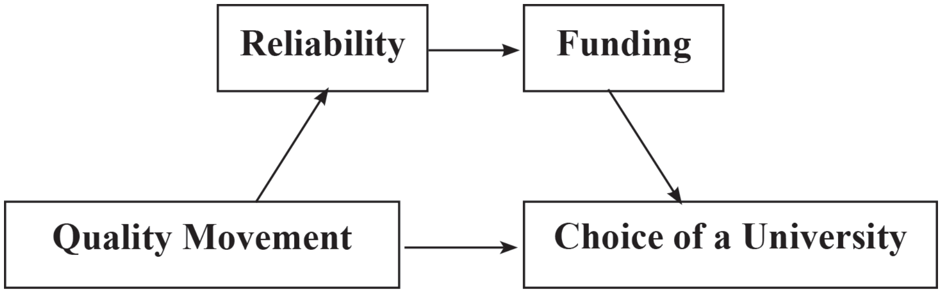

Figure 2. Conceptual Framework

The conceptual framework tallies well with the objectives of the study. The first objectives is represented by the relationship between quality movement and reputation; the second objective is reflected in the relationship between reputation and choice of a university; and the third objective was represented by the relationship between quality movement and choice of a university.

METHODOLOGY

The field research for this study was conducted in the universities of Makerere, Kyambogo, Mbarara University of Science and Technology, Nkumba, Kampala International, Busoga, Islamic University in Uganda, and Uganda Christian University.

Research design

The study used a cross-sectional design. A good field research required a plan for conducting field research (Ahuja, 2005). So data was collected from a cross section of respondents from the above universities. The major research methods used in this study was the survey method. In tandem with that method, quantitative and qualitative data was gathered using a questionnaire and interview guide. The use of several methods was very useful because it was possible for the study to gain greater validity and reliability than employing a single methodological approach (Gill and Johnson, 1991, White, 2002). Views of respondents were analysed according to themes as they rhymed with objectives.

Sample and sampling techniques

The number of people in all the departments of the four universities was rather big. In the current study, the rule of the thumb approach was used to determine the number of respondents. The advocate of use of the rule of the thumb (Roscoe, 1975) in determining a sample size, contended that in social science research any sample between 30 and 500 was sufficient to give credible results. So a total of 392 respondents who are mainly students. The sample of 392 was considered an appropriate sample for the study. All these students responded to the questionnaire.

In order to get to the respondents a convenient sampling technique was employed. Convenient sampling was where data was gathered from members of the strata who happened to be available at the time of the field research and who were conveniently ready to provide the required data by filling the questionnaire (Sekaran, 2003). It were therefore those university students who happened to be available in the universities during the period of the field research who participated in this study a respondents.

Research methods

Several methods were used to collect data from the field. These methods were:

(a) Survey method

This method of data collection is one where respondents provide answers in pre-determined order (Saunders, et al. 1997). For this study a questionnaire was administered to 392 respondents from the four universities. The survey method was deemed appropriate because it was possible to gather facts and figures from a large number of respondents. In that way, it is a quite useful methods (Gilbert, 1995). Indeed it was the only method that could generate responses from a large number of people at four different points in a short time.

(b) Unstructured interview

Unstructured interview method is one of the four types of interview. Others being: the structured; the non-directive; and the focused (Cohen and Manion, 1994). The unstructured interviewing is where there is great freedom and flexibility (Saunders, *et al*., 1997). This method was considered useful for some line managers who had oversight responsibilities even other line managers. These included Principals and Deans in some instances.

The major research instrument

Questionnaire. The main tool used to obtain primary data from respondents was a questionnaires. As already indicated, the questionnaire had several main sections: demographic characteristics; quality movement, reputation, and choice. The items on the questionnaire were measured by a Likert scale of: strongly disagree = 1; disagree= 2; neither disagree nor agree = 3; agree = 4; and strongly agree = 5. This scale applied to all sections except the first of demographic characteristics.

Validity and reliability

The issue of validity and reliability of the research instrument and its outcome were taken into account. It was noted that validity was concerned with the idea that research design fully addressed the research objectives. In the current study, validity was established through a validity test using the content validity index (CVI). The instrument was validated using the scale of: not valid at all = 1; somewhat valid = 2; valid = 3; and quite valid = 4. The items rates as valid and quite valid were summed up and divided by the sum of all. The product was the validity test was 0.683. Since conventional research wisdom requires that a credible research instrument should have validity score between 0.5 to 0.7 (Amin, 2005; Sekaran, 2003; Sullivan, 2001). So the validity score of 0.68 meant that the questions that were posed were relevant and valid to the study variables.

The reliability was also considered. The reliability test was done using the Cronbach's (1964) alpha (α) test so as to ascertain the internal consistency of the study variables. The results of reliability test were as indicated in Table 1 below:

Table 1: reliability test results

	Scales	*Cronbach alpha coefficients*
1	Quality movement	0.67
2	Reputation	0.82
3	Funding	0.66
4	Choice	0.77
	Average	**0.73**

Source *computed using SPSS version 20.0*

The average alpha was 0.73 and its implication was that the study variables were reliable and consistent. The 0.73 was within the acceptable range of scores for a reliability (Amin, 2005). So that matter therefore, it is apposite to infer that the scale used were reliable.

Data Analysis

The quantitative data collected from the field was analysed using SPSS software program. The frequencies, the descriptives, the correlations and regressions were all done with the aim of answering the hypotheses research objectives. The qualitative data collected from unstructured interviews and document analysis were analysed thematically in consonance with the specific variables of the study.

PRESENTATION OF RESULTS AND DISCUSSION

This section contains the results obtained from field investigations, their interpretations and discussion. They are presented in three broad themes of quality movement, reputation and choice. Each of these is explained, its field results presented, interpretation given and test of the related hypothesis reported.

It is appropriate to analyse the nature of the quality movement in Ugandan higher education. As already noted, quality movement in Ugandan universities focuses on improving the components that make up higher education. Such components include: bettering teaching so as to make learning possible, relevant and exciting to university students; quality improvement being integrated and therefore institutionalised in the university life; taking into account view of most if not all higher education stakeholders who included students, employers, the state, other educational institutions, higher education regulators and academics.

Quality movement

Quality movement in Uganda's university education system, was driven by many factors. The subject of quality movement and choice has ever been considered albeit in other contexts like In USA (Buchanan, 1995), in Europe Friend-Pereira, Lutz & Heerens (2002), in India (Mishra, 2006), and in the UK (Kenny, 2006). These studies brought to fore several issues: (i) that there is such a thing as quality movement in higher education; (ii) that quality movement is regional and specific; and (iii) that quality movement in each country had its antecedents. However, none of these studies covered Uganda.

Antecedents of quality movements in higher education

The factors responsible for the emergence of quality movement in Uganda included the following:

(a) Response to unemployment contributed to emergence of quality movement in universities

The challenge of unemployment in the country. The issue of graduate unemployment in Uganda is a complex matter. First of all, it was estimated that an average of 400,000 young people graduated from Ugandan universities with various qualifications. However, there were usually about 9,000 jobs or vacancies for university graduates to occupy. This meant that about 31,000 graduates without immediate employment opportunities in the sectors (public and private). Second, the youths, that is, those aged between 18 and 30 years constitute 23% of the 34,634,650 population in 2014 (*Uganda Census of 2014*, main report, 2016). This meant that they youths were about 7,965,970. It was further noted that 36% of the university graduates were not meaningfully and gainfully employed. Other commentators in Uganda put the unemployment percentage much higher. Although the accuracy of the percentage of unemployed graduates could be debated, the fact remained that jobs for university graduates were scarce in Uganda. This situation compelled some observers to prophesy that the country was seated on a time-bomb (Kiwumulo & Nabatanzi, 2011; Sekadde, 2013;; Mwesigwa, 2014; Mbogo, 2015; Namatovu, 2015; Ssenkumba, 2016).

The situation of unemployment had been precipitated by several reasons. One, it was held that unemployment of graduates was caused by education system which was a replica of the colonial system which trained people to be teachers, clerks, lawyers and the like thereby not giving graduates the necessary skills (Mwesigwa, 2014); Two, ILO's view was that unemployment in Uganda was partly caused by a mismatch between acquired education and available jobs (Ahaibwe & Mbowa, 2014). The preponderance of unemployment was largely blamed on the university education. Since governments and private companies had failed to create enough jobs for the university graduates, it is universities that were expected to equip their students with that turned them into skilled entrepreneurs. That is, job creators and not job seekers.

In response to the criticism of developing of creators, universities embarked on quality improvement as one of the strategies of producing skilled graduates who would be ready to create their own jobs on day one. As that endeavour became wide spread because each university, wanted to remain relevant in the higher education market, quality considerations became a movement.

(b) The institution of higher education regulators and networks also propelled quality movement

Another factor that helped to develop the quality into a movement, was the development of quality standards by higher education regulators.

In Uganda although there was quality at University, there was no law and body that focused eminently on quality. The *University and Other Tertiary Institutions Act* was promulgated in 2001. Therefore after the Uganda National Council for Higher Education (NCHE) was set up. The NCHE being the regulators of higher education in the country, gazetted a quality assurance framework for universities in 2014. Besides the regulator, professional bodies like Uganda Law Society (ULS); the Institute of Chartered Public Accountants in Uganda (ICPA); the Uganda Medical and Dental Practitioners Council (UMDPC); the Uganda Architects Registration Board (UARB) to mention but only a few. Such professional bodies were granted legal status and therefore they were legally empowered to set minimum quality standards in Universities. So, almost all Ugandan universities endeavoured to attend. Interuniversity council of East Africa (IUCEA) also had quality prescriptions for the member universities.

As a result of the tremendous focus on quality at international, continental, regional, national, and institutional levels, a number of organs were created at all these levels to support and promote quality of higher education. This is encapsulated in Table 2:

Table 2: Agencies promoting higher education quality

Quality assurance agency	*Catchment area*	*Primary purpose*
International Network of Quality Assurance Agencies in Higher Education (INQAAHE)	Global level	Supports external quality assurance agencies to improve their performance.
African Quality Assurance Network (AfriQAN)	African Continental level	Set up under AAU to prop quality assurance initiatives of national institutions.

East African Quality Assurance Network (EAQAN)	East African Community	Created in 2011 to foster collaboration ad linkage of quality assurance practitioners in East Africa.
Quality Assurance Forum of Uganda (QAFU)	Country level	Set up to promote the role quality assurance personnel in Ugandan universities
Directorates of Quality Assurance (DQA)	University level	Officers appointed by universities to oversee the compliance with quality standards at university level.

Source: *IUCEA Principles and Guidelines* (2014); *NCHE Quality Assurance Framework* (2014).

In view of the information on Table 2, it could be noted that quality is a movement that every university is involved in. It is taken seriously by all stakeholders of higher education. So could be argued from the above discussion that promulgations of laws, establishment of organs concerned with quality regulation and networking with quality agencies across universities and nations contributed significantly to entrenching the quality movement in higher education in Uganda.

(c) The unprecedented increase in numbers of universities and enrolment of students

The history of university education in Uganda is rather simple and straight forward. In 1922 Makerere College was established in Kampala. In 1963, the University of East Africa was established on

June 29, 1963 to serve the nations of Kenya, Tanzania, and Uganda. The University was originally instituted as an independent external college of the University of London. This arrangement of higher education obtained until 1970 when the University of East Africa was split into three independent universities of Nairobi, Dar es Salaam and Makerere. Until 1988 and 1989 when the Islamic University in Uganda and Mbarara University of Science / Technology were established respectively. For all the years before the 1990s, the enrolment at Universities were rather small, that is below 5,000 as indicated in Table 3 below.

Table 3: *Changes in general university enrolment in Uganda*

Decade	*Number of universities in Uganda*	*University enrolment*	*Percent growth*
1950s	1	250	-
1960s	1	888	72%
1970s	1	2,581	47%
1980s	2	4,045	49%
1990s	9	17,578	60%
2000s	24	34,773	72%
2010	31	120,646	61%
2015	38	180,360	82%

With the establishment of Makerere College in 1922 and the changes that occurred thereafter, g at one institution, Makerere, government had a monopoly of University education in Uganda. A monopoly is a situation in which a single group owns all or nearly all of the market for a given type of product or service. During the period from 1920s to 1990s the cost of university education was shouldered by the state. All people who joined the university and other tertiary institutions had the cost of their education underwritten by the state.

Liberalisation of University education in Uganda began in earnest in 1990s. Besides the quasi- governmental Islamic University in Uganda established in (1988), private universities that started in the 1990s were Ndejje University (1992), Uganda Martyrs University (1993), Nkumba University (1994), Bugema (1994), Uganda Christian University (1997), Busoga (1999) and Kampala University (1999). By 2013 Uganda had six public universities and 34 private universities. The private universities funded their operations using mainly from the tuition fees which they charged. The charges differed greatly depending on the university and the nature of the programme

Since the number of universities and students had catapulted, there was need to regulate the work of universities. Consequently, quality movement emerged and took root in the country.

(d) Response to ubiquitous academic dishonesty

It is true that the issue of academic dishonesty has dogged the higher education for quite some time. In 2012 it was revealed that academic dishonesty was one of those factors that affected the career growth of universities' academic staff in the country (Namagembe & Ntayi, 2012). These was also the incidences of plagiarism (Bunoti, 2010). Uganda was not the only country where incidents of academic fraud occurred. It was a world-wide problem (Eckstein, 2003). Students' cheating in examinations also became ubiquitous in the last one decade (Lathrop & Foss, 2012; Heneghan, 2012; Kalundu, 2009)). This implied that quality had been compromised. For that matter universities had to ensure that quality was restored, hence the quality movement taking root in the country.

(e) Response to skills gap among graduates contributed to emergence of quality movement

There has been a recurrent criticism of university graduates being incompetent in the workplaces. A survey carried out in 2014 indicated that half of the graduates from East African universities lacked employability skills (Ernest, 2014). Consequently it was reported that employers shunned East African graduates. Among the skills that graduates were assumed to lack was literary competency. That was probably why some of them could not write convincing job applications letters (Agaba & Kifubi, 2016). It was further believed that shaky employability skills partly led to big percent rates of graduate unemployment in East Africa as indicated in Table 4.

Table 4: *unemployment of graduates due to skills gap*

	East African nation	*percent*
1	Uganda	63
2	Tanzania	61
3	Burundi	55
4	Rwanda	52
5	Kenya	51

It was noted that lack of competencies in communication compelled law faculties to introduce pre-entry examinations for prospective law entrants (Ahimbisibwe, 2016) Although Uganda National Examinations Board (UNEB) complained about this requirement, law faculties contended that there were students who joined law programmes and failed to measure up to expectations. Yet they had usually joined with very good grades at UNEB. This translated into high failure rate and incompetent after university (Ahimbisibwe, 2016). This reflected badly on universities. So to keep with quality, universities introduced pre-entry tests.

Besides law students, there was a complaint raised against the hospitality programmes. It was observed that many Ugandan graduates were usually left out of jobs because they were considered incompetent (Nalubega, 2012). As if that was not enough issue, it was held that some Ugandan graduates did not meet the needs of the job market (Mwesigwa, 2014, January). It was pointed out that about 62% id youths in Uganda were unemployed. Of these 36% were university graduates (Kanyeheyo, 2015). This was in a way a call on universities to rethink their curricula so that graduates obtain skills that could turn them into entrepreneurs and self-employed citizens. Some graduates claimed that they did have the requisite skills (Nahamya and Mukakanya, 2013). It was only when graduates were able to create their own jobs that they would be regarded to have received quality education. In pursuance of that objective, many universities emphasised internships. All this implied that universities did not impart requisite skills into their graduates.

Universities in Uganda took these issues of skills gap very seriously. They took several measures to address these gaps. One of the measures was quality improvement. Consequently, a quality movement emerged as each institution endeavoured to promote quality so that its graduates could be accepted by the job market. For that matter was appropriate to argue that the urge to plug the skills gap contributed to the promotion of quality movement in the country's higher education.

Regarding the question whether there was a significant relationship between quality and reputation, a test was carried out. First the correlation results indicated that there was a significant positive relationship between the two variables [r (392) =.632, p<0.01]. This implied that the higher the quality and better the reputation of a university.

When a simple linear regression matrix was executed, it produced results which showed that the Adj. R^2 was .397. From this, it was noted that quality of a university contributed 40% to the university's reputation. The same test revealed that there was linearity between the two variables, that is, quality and reputation [F (1, 390) = 258.847, p<0.01]. From this statistic one could conclude that the more quality a university exhibits, the more and better reputation a university enjoys. Furthermore, the results revealed that there was a significant relationship between quality and reputation [β = .632, p<0.01]. Reputation is a result of quality attainment. This implies that without quality, a university is less likely to a reputation.

Reputation and funding of universities

The importance of reputation went without saying because it gave assurance to stakeholders some confidence. It increased the visibility of a university. The most reputable universities in the world have good track records in research, innovations, and have a massive pool of well-placed alumni. Given the importance of reputation, all universities use several approaches to maintain or promote institutional reputation. Some of the approaches used to promote institutional reputation included the following:

University ranking. Universities build reputation by improving their web-based ranking. The students interviewed at Nkumba University argued the internet based ranking was good because it showed the sponsors and prospective employers that a specific university exists first of all, and secondly that it was doing well. The internet based ranking also led to a healthy comparison of universities. For most students (90%), university ranking gave confidence to people who studied and worked there. This enabled many prospective students to readily and willingly associate with a university even if it was abroad. So the ranking of Universities promoted the reputation of a university. In table 5 the ranking of Ugandan Universities was projected as an indicator of institutional reputation.

Table 5: *The ranking of universities in Uganda, January 2016*

	University	*Uganda*	*East Africa*	*Africa*	*Globally*
1	Makerere University	1	2	11	1156
2	Mbarara University of Science & Technology	2	26	58	2647
3	Uganda Christian University	3	46	179	9050
4	International School of Business & Technology	4		553	8942
5	Kampala International University	5	58	250	11786
6	Kyambogo University	6	27	330	13521
7	Uganda Martyrs University	7	44	377	14322
8	Gulu University	8	41	291	8169
9	Makerere University Business School	9			12741

10	Islamic University in Uganda	10	47	378	14338
11	Uganda Technology and Management University	11	141	482	14026
12	International University of Health Sciences	12	199	412	14826
13	Bugema University	11	203	374	14026
14	St Augustine International University	14	273	439	15213
15	Ndejje University	15	141	482	15607
16	International University of East Africa	16	170		15736
17	Mutesa I Royal University	17	245	494	15794
18	Uganda Management Institute	18	68	514	16133
19	Nkumba University	19	89	557	16653
20	Mountains of the Moon University	20	157	556	16721
21	Busitema University	21	102	581	17033
22	Kampala University	22	126	427	17069
23	Victoria University	23	86	618	17429
24	Busoga University	24	166	732	18540
25	Livingstone international university	25	243	836	19453
26	Bishop Stuart Univerity	26	151	852	19549
27	Cavendish University	27	184	937	20205
28	African Rural University	28	254	987	20651

29	Uganda Institute of ICT	29		1025	20881
30	Virtual University of Uganda	30	206	1058	21189
31	Muni University	31	255	1059	21216
32	St Lawrence University	32	161	1178	22144
33	Kumi University	33	240	1189	22215
34	Kabale University	34	169	1205	22402
35	University of Africa	35			22466
36	Uganda Pentecostal University	36			23151
37	All Saints University Lango	37		1222	23180
38	Soroti University	38		1336	23214

Key: Uganda - these are rankings of 2016; East Africa - these are rankings of 2015

Africa - these are rankings of 2016; Global – these are rankings of 2016

From the above university ranking of 2015 and early 2016, it emerged clearly that Makerere University was ranked number 1 in Uganda in 2016 and number 2 in East Africa in 2015. In Africa Makerere was ranked 11th and globally 1156th. In Uganda, therefore, Makerere was the most reputable university. Students who participated in this study as respondents testified that they had known about the ranking of Makerere University since 2012. This had partly influenced their making of Makerere the first choice. About 96% of the respondents intimated that they had preferred Makerere because of its reputation.

It could be inferred that Universities took quality improvement very seriously because they wanted to keep their reputation. Besides ranking reputation was built around the alumni of a university. Many universities usually tried to associate with their successful alumni by awarding them honorary degrees. Although the criteria for giving an award are (a) significant contribution to well-being of society, (b) outstanding academic achievement, and (c) significant contribution to the development of a particular institution, universities use these honorary awards to boost their reputation. When notable members of the society associate with a university, it promotes the reputation of a university just as much as it raises the fame of the individual recipient. Given the reputation considerations, it was common for a university to publicise its notable alumni. It was in this spirit that universities gave out honorary degrees to already successful personalities. For instance in the recent past Ugandan universities gave out honorary degrees as shown in Table 6 below.

Table 6: Some instances of honorary doctorates awarded by Ugandan universities

	University	***Degree***	***Awardee***	***year***
1	Makerere University	LLD LLD LLD D.Sc. LLD LLD Professor	(i) To a president of a foreign country (ii) To a former president of foreign country (iii) To reigning president (iv) To an excellent scientist (v) To former resident of a neighbouring nation (vi) To person who raised more for a university (vii) Honorary professorship	2016 2012 2010 2010 2009 2007 2006
2	Mbarara University of Science and Technology	D.Sc. LLD	(i) awarded to career vice chancellor (ii) To reigning president	2010 2012
3	Nkumba University	LLD LLD LLD LLD	(i) To the third founder of the university (ii) To the fourth founder of the university (iii) To a prominent business person (iv) To a successful judge of globe repute	2014 2014 2014 2014

4	Islamic University in Uganda	LLD LLD LLD D.Lit.	(i) To a prominent politician (ii) Former Diplomat (iii) Secretary General Muslim Congress (iv) To well established personalities	2014 2012 2010 2005

It could be noted that universities have a culture of awarding honorary doctorates to a few reputable individuals with the aim of boosting university's reputation.

The relationship between funding and reputation of a university was tested by a Product Moment Correlation and a simple linear regression. The bivariate correlation yielded results which indicated that there was a positive significant relationship between the two variables [F (392) =.596, p<0.01]. This meant that the reputation of a university was supported significantly by funding. This implied that universities with weak financial standing would definitely project poor reputation nationally and internationally.

The simple linear regression matrix produced results which showed that funding had a linear relationship with reputation [F (1, 390) = 215.348, p<0.01]. It followed that the more funding a university had the more reputation it built. Furthermore, the regression test revealed an Adj. R^2 of .354. In that way, funding contributed 35% to promoting the reputation of a university. In view of these revelations, it was inferred that funding and reputation bedfellows that needed to be treated seriously together by universities because without one the other would be negatively affected.

Funding and choice of university

Funding of university education has several dimensions. There is funding form of capital investment in educational institutions, in case universities. A university with all academic programmes calls for a lot of money to be invested in infrastructure, laboratories, equipment, farms, libraries and many more. In Uganda this has been an uphill task. Even public funded universities often times have sought financial assistances from international donor agencies like Carnegie, Ford Foundation, Rockefeller, and others. Private universities because of their status could not easily access bilateral and multilateral funding. So some which sought financial help from associated religious institutions, while others have picked loans from banks in order to put the necessary infrastructure in place. Once in a while a government grant is extended to a private university.

Recurrent expenses is another dimension of funding universities. Most if not all universities in the country are dependent on tuition fees. Paying staff salaries, utilities, taxes, and others depends on the money generated from tuition fees. Given the weak economy, most students cannot pay the required fees in time nor pay it fully. Oftentimes when university administrators try to enforce fees payment, students respond with strikes claiming they are poor, they have no money, but the universities should let them study even though they have not paid (Nakayiwa, 2015). From this it is clear that universities regardless of their status have had financial challenges in the last twenty or so years.

Universities in the country different fees policies. Besides that, there are often attempts by the universities to increase the fees in order to raise more money and be able to meet the expenses. Students have often protested against fees increment whenever universities have attempted to rise the fees. Between 2008 and 2015 there were about 26 strikes in various universities over fees (Mande and Nakayita, 2015, Nakayiwa 2015). This meant that on average there were about three fees related strikes in the universities across the country.

The relationship between funding and choice of a university was first tested by bivariate correlation. This yielded a positive moderate significant relationship between the two variables [r (392) =.512, p<0.01]. This implied that funding as factor contributed to students' choice of a university. Fees paying students often consider the issue of funding when deciding on which university to join.

The question was further subjected a simple liner regression test. The results of this test indicated first that there was a linear relationship between funding and students' choice of a university [F (1, 390) = 138.393, p<0.01]. From this statistic it was possible to note that any significant changes in funding in a particular university led to a significant changes in students' choice of a university. The second set of results were β = .512, p<0.01. This showed that there was a definite relationship between the two variables. Overall it was revealed that funding qua funding contributed 26% to students' choices of universities. Funding should be taken as a one of the main factors that influence the choices of students. Even where there were facilities like students' loans and bursaries, still students remained cautious.

Choice of a university as influenced by the quality movement

Choice implied that one had equal chances and capacity to pick one of the alternatives available. In this case it meant that prospective university students had several universities from they selected one to go to. There were several factors that influenced the way choices about universities in Uganda are made. These factors include: (a) academic programme; (b) study arrangement (c) university; and (d) location of a university. In view of these factors it is right to argue that choice making is a continuum. This continuum is illustrated in Figure 2 below:

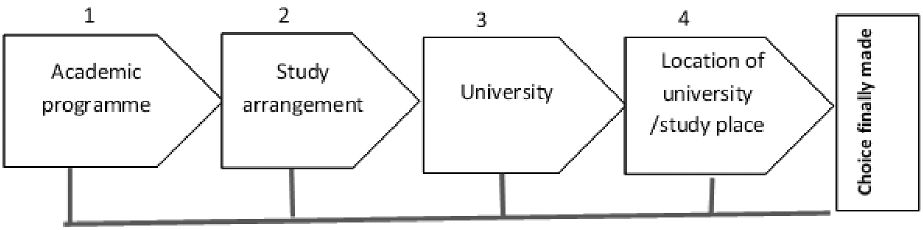

Figure 2: continuum of choice making for a university

Most students if not all students begin by electing the academic programme they want to pursue at a university. Next they select the study arrangement. That is, whether full time, part-time, evening, weekend, distance or online study arrangement. The third step on the continuum is choosing a university. Since some universities have campuses or study centres in a countries or cross borders, students have also make choices of location which could be a country, a campus, or study centre.

(a) Choice of an academic programme

There are very many programme of study at both universities. These academic programmes were offered in the five broad categories of (i) Arts and humanities, (ii) natural sciences, (iii) science and technology, (iv) life and medical sciences, and (v) social sciences. On whether students chose the academic programme they finally enrolled on, they were chosen as representative academic programme because of their popularity among international students. When international students were asked to state whether they personally chose the academic programmes they were offering at the two universities, they answered in affirmative.

It is worth noting that as far as privately funded students were concerned, joining a particular university was majorly a personal choice. The way choices of the academic programme were made was that students chose the academic programme they wanted to study but also were able to finance. When they arrived at a university, they had an opportunity to change the academic programme especially after the freshers' orientation week. Again it were students making the choices.

(b) Choice of study arrangement

In Ugandan universities there are basically four study arrangements. These are: (i) Day, (ii) Evening, (iii) Weekend, and (iv) Distance or online. The respondents who took part in this study, revealed that students personally made choices to join particular study arrangement as shown in Figure 3 below.

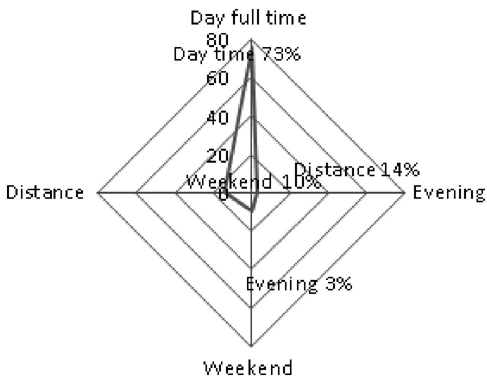

Figure 3: Students' choice of study arrangement

It can be ascertained that when it came to which study arrangement, students made personal choices. Most privately funded students (73%) prefer Day programme. This is because many of them being undergraduates preferred to study full time. For that reason, it was just appropriate for to enrol on the Day full time study arrangement. Distance and weekend study arrangements took 14 and 10 percent respectively. The Evening attracted the least percentage (3%) of the students.

(c) Choice of a University

Joining a particular university was a matter of choice. In order to determine whether or not privately sponsored students made personal decisions to join and enrol in a particular university. Students indicated that they themselves participated in deciding on a university to study in. Figure 4 shows the percentage of students who made personal decisions to join a particular university.

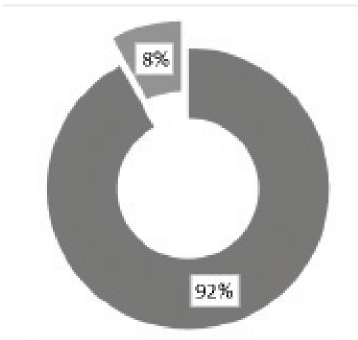

Figure 4: whether students themselves chose the university they were studying in

From Figure 4 above, it is seen that 92% of the students who participated in the current study indicated that they personally made the choice to study in their universities where they were. This choice making was very good because it made students feel confident and happy.

Although students make decisions themselves, it was important to find out how they made the decisions join the universities. There were usually three models of decisions making. These were: the satisficing, rational, and implicit favourite.

The satisficing decision-making model allows the problem to be solved with the first solution that meets the established criteria. It may not be the best solution. In case of students and choice of universities, this model implied that students would join a university they had heard about or seen. As long as it was university, that was all.

The second model which was implicit favourite decision-making model which provided a decision maker a means to evaluate other solutions against a perceived best decision. Once all other solutions were found to be less favourable than the implicit favourite, then the implicit favourite solution was selected. Some of the students who said that they used this model were those who came joined universities because a brother or sister had studied in that university. So they chose a university mainly because they knew one or more alumni who was successful.

The third was the maximizing or rational decision-making model. This model had the following steps: (a) Prioritize the problems; (b) Understand the problem; (c) Analyse the facts; and (d) Determine a course of action. About 80 percent of privately sponsored students who took part in this study indicated that they used this model. They stated that before deciding on the university they first considered whether the university offered a course of their interest; then cost of studying that in that particular university. They also said that in most cases they got information on several universities, analyse that information and then decided on one of them.

In view of the above facts, it was apposite to conclude that privately sponsored students made decisions based on facts about universities. They obtained information prior to deciding to join a particular university.

All the three aspects (choice of academic programme, choice of study arrangement, and choice of a university) constituted students' choice to study in a particular university as indicated by the results of the multiple regression in Table 7 below:

Table 7: Multiple regression of items where choices were made.

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.372	.100		3.729	.000
	(i) Choice of academic programme	.133	.033	.156	4.072	.000
	(ii) Choice of study arrangement	.199	.022	.279	9.136	.000
	(iii) Choice of a University	.189	.033	.222	5.719	.000

a. Dependent Variable: choice of university

The results in Table 7 show that the three aspects had Beta values ranging between .156 and .272 with significance levels of less than

0.01. In view of the results it was appropriate to conclude that each of the three items contributed significantly towards what constituted choices students made when joining a particular university.

Quality movement and Choice of the University

	Public Universities	*Approx. private students*
1	Makerere University	21,000
2	Kyambogo University	12,000
3	Mbarara University Science & Technology	1500
4	Gulu University	2500
5	Busitema University	2000
6	Muni University	200
	Some of the Private Universities	
7	Kumi University	1,000
8	Islamic University in Uganda	6,000
9	Uganda Christian University	11,000
10	Kampala International University	12,000
11	Kampala University	10,000
12	Nkumba University	6,000
13	Bugema University	5,000
14	Busoga University	5,000
15	Uganda Martyrs University	5,000
16	Ndejje University	5,000

Test of Hypothesis 3: Quality movement and Choice of the University

The third null hypothesis (H3o) stated that “There is no significant relationship between quality and choice of Ugandan Private Universities by international students”. In order to test this hypothesis the Pearson’s Product Moment Correlations test was first done and it indicated that there was a strong relationship between Quality of education and Choice of a university.

With reference to the results of Pearson’s Product Moment correlation, it is right to state that there is a strong positive relationship between quality and choice of university $r (392) = .636$ $p<0.01$. This positive relationship means that the better the quality of the university in terms of reputation, pedagogy and facilities the more international students will choose to study in a particular university. The students who participated in the current study intimated universities had several elements of quality.

The above finding was further corroborated by the results of a regression matrix. This test showed first that there was a linear relationship between quality and choice of a university [$F (1, 390) =256. 369$, $p<0.01$]. The more reputation a university has the more a university is likely to attract students’ choices.

Quality status of a university, according to the Adj. R^2 of .403, was 40%. The implication of this statistic was that quality was an important influencer of students’ choice of a university. Many students were aware that quality had and influence on prospective employers. If an institution was known for having a good quality education, its graduates were more likely to find employment.

In view of the above arguments and statistics, it is true to conclude that the purpose of the study was achieved. The purpose was “to analyse the interplay between quality movement, reputation, funding and students’ choice of universities in Uganda”. The analysis done revealed the quality movement with the related aspects were a major influencer on students' choice of a university.

SUMMARY

This study explored the interplay between quality movement and choice of a university. It was pointed out that a quality movement had emerged in the country. The antecedents of the quality movement in Uganda's higher education were discussed. Then the interplay between the four variables was also assessed systematically.

Overall it was found and proved that a strong relationship existed between quality and choice of a university. It was therefore important to conclude by stating that choice of university is partly influenced the quality of the university. In view of that it was good to advise that Universities would do better to consider working on quality as it was a major influencer of students' choices of universities in the country.

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GOVERNMENT COMMITMENT TO TRANSFORMING UGANDA INTO A KNOWLEDGE BASED ECONOMY

Jessica Alupo

The closing remarks given by Honourable Jessica Alupo, the Minister of Education and Sports at the 4th Uganda Vice Chancellors' Conference held at Imperial Royale Hotel in Kampala. Below is her speech:

The Guest of Honour,
The Ambassador of Sweden,
Dignitaries from the various national and international organisations,
Vice-Chancellors and Rectors here present,
Deputy Vice Chancellors,
Academic Registrars,
Quality Assurance Officers,
Distinguished Guests,
Ladies and gentlemen.

It is with great pride and pleasure that I join you today, to share a few personal thoughts and moments, and to participate with you in this 5th UVCF Conference. May I also in a special way congratulate you, Vice Chancellors upon having organised yet another vibrant conference in which the cream of the intellectuals in our country meet to discuss issues that propel higher education in our country to greater heights.

On a personal note, I would like to thank, the conference organising committee for inviting me, the second time, to be part of this memorable conference. I believe that with time, you Vice Chancellors, and key stakeholders in the higher education sector, through this Forum have developed a specialized focus and competence which makes you stand out as key players within the field of university education. Thank you for making this contribution to our country.

Government Commitment

Allow me to inform you that the Government is committed to transforming the country into a knowledge based economy, where creation, adaptation and use of knowledge are envisaged to be critical factors for economic growth and development. Universities play a critical role in the generation of knowledge that translates into social economic development. It is on this premise that government has committed itself to support university education through a number of avenues including the students' loans scheme, and direct support to individual universities. My Ministry is also determined to ensure that Government's commitment to increase access to University education is realized. I am also glad to mention that deliberate effort has already been made to support Universities with modern equipment for Science and Engineering workshops, support for infrastructure development and securing/offering scholarships for Graduate and PhDs to enhance supply of qualified human resources. I am aware that this support may not be sufficient yet.

However, I must commend you all because even with minimal government support you have already made a tremendous contribution to higher education especially after the liberalization of the education sector. This is with the consideration that the number of private universities has steadily increased in the last 10 years. I appreciate this healthy private – government partnership in the provision and promotion of the University/tertiary education. The fact that this Forum brings together both private and public universities is another strong indication that all of us are fighting for the same cause. – improving higher education.

University Concerns for consideration by the Ministry

On the same note, I am aware of some of the major concerns of universities that have been forwarded to my office through this Forum as I was being invited to this conference. Some of them included:

i. Agreeing on a conducive taxation regime for procurement of inputs into the functioning of the institutions including the formalities for regarding the institutions of higher learning as non-profit organizations for taxation purposes;
ii. The suggestion of the Forum to hold Annual Meetings with the President of Uganda for purposes of briefing the President on the status of Universities and Higher Education in general and also to exchange ideas on future developments;
iii. The suggestion for the Forum to hold regular round table discussions with officials of the Ministry of Education Science Technology and Sports for purposes of initiating the implementation of Conference policy resolutions and also establish a working relationship with the Ministry officials;
iv. Involvement of Vice Chancellors through this Forum in the discussions regarding avenues for sourcing Government funding and consequently be involved in the national budgetary process; and
v. Involvement of this Forum in the National Planning process especially for issues concerning University and Higher Education.

I believe these are viable concerns with mutual benefits to both universities and government. I therefore pledge to work hand in hand with this Forum to forge a way forward regarding the highlighted concerns.

The ministry (MoES) will continue to urge Government through other relevant bodies to continue ensuring a conducive environment to harness the growth of higher education. Such initiatives will include lobbying for more investment in higher education through support for research, support for institutional infrastructural development (in terms of workshops and laboratories, lecture theatres, Hostels, sports facilities etc.), revision and formulation of conducive higher education policies, and political stability to allow universities prosper freely without undue interference.

Higher education policy formulation and review

With regard to formulation and review of higher education policies, my ministry is ready to work with this Forum to revise existing Higher education policies and if need be advocate for new policies to allow for equitable growth and development of both private and public universities. It is my prayer that we will be able to work together to initiate discussions with key players in government to address issues of mutual concern between all parties concerned with higher education. I strongly believe that it is only by vigilantly discussing our challenges, exchanging ideas, and working upon our resolutions as a team that we shall be able to move forward and remain at the forefront of the academic and social economic development of our country.

Support for Private Universities

Further still, notwithstanding, the ever present need to increase support for public universities, my office is aware of the plea to government for financial support towards private universities. I am also aware and agree with many of you that if private universities are going to thrive, they too need financing from government. This is because the graduates produced by the private universities serve the nation in the same way those from the public ones do. It is therefore upon this premise that this Forum and my office should work together to push for policies that benefit the entire higher education sector including private and public universities. I strongly believe that with your intellectual contribution and a little more effort on our part as the Ministry, we shall be able to find ways of addressing the daunting concerns of universities and Higher Education in Uganda.

Conclusion

As I conclude my remarks, I encourage you to stay connected through this Forum, and to remain focused on positively impacting communities, your country, the region and the entire globe through providing quality higher education. The path you chose is not easy to chart – and it is certainly not risk free especially for those who have invested in providing private university education. It is however, not only necessary for building our country Uganda, but also a very noble path. I thank you all for a job well done and urge you to continue working relentlessly towards achieving the common goal for which this forum was formed. With those remarks, I declare this Conference closed.

FOR GOD AND MY COUNTRY

THE UVCF 5TH CONFERENCE RESOLUTIONS

The theme for the conference was *funding of universities in Uganda*. The importance of funding university education for benefit and development of the country was underscored by all facilitators at the conference.

Resolutions intended for the universities

1. Universities become more innovative in finding ways of increasing the funding for their activities.

2. Public universities should be more transparent in the use of funding from government and private sources.

3. Universities should create niches for themselves. This will reduce duplication of academic programmes and competition among the universities.

4. Each university should engage in research so as to create local knowledge.

5. Universities consider the use of e-learning approach in delivering higher education academic programmes. This will save money for universities.

6. Universities consider making university education affordable in terms of cost. If the cost was reduced, there would be more students joining universities thereby helping Universities to earn more revenue.

7. Universities need to work on Human Resource requirements very seriously so that there is enough number of PhD holders and Professors. In that way capacity will be available and moonlighting will reduce.

8. Universities can collaborate with the Norwegian Petroleum Academy (NPA) to build competence in oil and gas technology.

9. Universities should consider training graduates for employment globally and not only nationally. This is possible as long as they have the skills and competences.

10. Universities need to create a join admissions board so as to reduce the problem of a student applying to several universities.

11. Universities should have research agenda. This helps to create impact in a particular area.

12. Universities should think of more sources of funding in addition to tuition fees.

13. It is beneficial for universities to engage in some form of business. E.g. universities could set up companies to run such businesses.

14. University should use the endowments and other assets to generate income.

15. Universities must have written financial policies to guide financial management and accountability in the universities.

16. Universities ought to enhance the spirit of collective responsibility in financial matters of the Universities.

17. Universities should consider evaluation of implementation of the resolutions that have been at UVCF conferences since they began.

18. Universities should adopt the renewable energy so as to reduce on wastage.

Resolutions intended for government

1. Government considers to support higher education especially in the area of research in both public and private universities.

2. Government considers supporting more systematically science education in both public and private universities.

3. Government should come up with a national human resource plan which will enable universities to train relevant numbers of people for each sector.

4. Government should expand the funding for the students' loan scheme managed by Higher Education Students' Financing Board (HESFB)

5. Governance structures of universities as provided by law should be revised in order to reduce on the cost of university education.

6. Government should consider reducing taxation on private universities so that universities can invest that money in quality assurance education.

7. Government should consider instituting an education tax.

8. Government should dedicate 1% of its GDP to higher education sector.

The resolutions outlined above were adopted by the 5th UVCF conference held on the 2nd October 2015 at Imperial Royale Hotel in Kampala, Uganda.

Uganda Vice Chancellors Forum Conference
Held on 2nd October 2015
Imperial Royale Hotel in Kampala, Uganda

UGANDA VICE CHANCELLORS' FORUM STRATEGIC PLAN 2015-2020

October 2015

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EXECUTIVE SUMMARY

This document sets out the Strategic Plan for 2015-2020 for the Uganda Vice Chancellors' Forum (UVCF). The Uganda Vice Chancellors' Forum (UVCF) fills in the niche of being the only Forum that embraces all recognized universities and degree awarding Institutions in Uganda promoting Higher Education and relevant policies. The forum has a vision of being an advisory forum to Government on Higher Education and a mission to promote higher education through information and experience sharing.

The strategic plan begins with the contextual analysis in which the forum operates. It then describes the background to the forum and the process which was followed in the development of the strategic plan. A situational analysis is presented in terms of the strengths, weaknesses, opportunities and threats and this leads to the strategic goals. There are four strategic goals and each has key activities which need to be undertaken.

The four objectives in the strategic plan include:-

i. To promote relations and cooperation among recognized universities and degree awarding Institutions in Uganda
ii. To scale the provision of advisory services to Government and other relevant bodies on various methods and policies of promoting University Education in Uganda
iii. To increase the number of publications and any other activities relating to Higher Education in Uganda
iv. To ensure financial sustainability of the UVCF

The above goals are set out to be realized through successful implementation of a range of strategic activities as indicated in the strategic plan. The Strategic Plan also spells the implementation framework including the critical success factors for implementation as well as a monitoring and evaluation matrix.

MESSAGE FROM THE CHAIRPERSON

A growing number of policy makers, scholars and practitioners throughout the world now reaffirm the importance of higher education to overall socio-economic development of countries. International donors, including the World Bank and several large foundations who initially favoured investments in primary and secondary education at the expense of higher education now have made an about-turn and now support investment in higher education arguing that there are immense benefits in investing in the sector.

The Uganda Vice Chancellors' Forum was constituted in 1996 by a group of Vice Chancellors and Heads of Institutions who felt the need to have a united voice and share lessons on mutual concerns that affected the sector. The Forum was conceived as a platform that would enable leaders enhance the sharing of knowledge, information and practices concerning higher education issues. The Forum also was aimed at advising Government on various policies for promoting University Education and Higher Education in general.

As Chairperson I am pleased that for the first time in history of UVCF a Strategic Plan has been drawn up. The plan should enable UVCF to achieve more concrete goals in the activities of UVCF. The plan clearly states out the goals to be achieved with the necessary elaboration on the program, budget and activity matrix.

The Strategic Plan is a clear road map for the members to meaningfully participate in promoting University Education and Higher Education in Uganda. In the same vain the Strategic Plan should enable the stakeholders gain a clear insight into the activities of UVCF as it impacts on the growth of University Education and Higher Education in Uganda.

In built in the Strategic Plan is a monitoring and evaluation framework

MESSAGE FROM THE EXECUTIVE DIRECTOR

The Uganda Vice Chancellors’ Forum (UVCF) fills in the niche of being the only Forum that embraces all recognized universities and degree awarding Institutions in Uganda promoting Higher Education and relevant policies. The **major objectives** and goals of the Forum are;

i. To promote relations and cooperation among recognized universities and degree awarding Institutions in Uganda.
ii. To enhance sharing of knowledge, information and practices in member institutions.
iii. To advise Government and other relevant bodies on various methods and policies of promoting University Education in Uganda.
iv. To engage in publications and any other activities relating to Higher Education in Uganda

The Executive Director pledges to execute the Strategic Plan in accordance with its provisions of the program, budget and activity matrix. The implementation of the Plan will be in accordance with the guidelines given by the General Assembly and the Executive Committee of the UVCF. In this process, Annual budgets will be drawn out in accordance with the plan.

The Executive Committee in conjunction with the Executive Director will seek financial and other strategic support for the implementation of the Plan. The Executive Director will ensure that the monitoring and evaluation provisions as set out in the plan are carried out.

CHAPTER ONE:

THE CONTEXT

1.0 INTRODUCTION

A growing number of policy makers, scholars and practitioners throughout the world now reaffirm the importance of higher education to overall socio-economic development of countries. International donors, including the World Bank and several large foundations who initially favoured investments in primary and secondary education at the expense of higher education now have made an about-turn and now support investment in higher education arguing that there are immense benefits in investing in the sector. For the higher education sector in particular to pray their rightful role in development, universities and other higher educational institutions must offer quality education and meet the needs and expectations of the various stakeholders. This undoubtedly also requires appropriate policies by government which provides a conducive environment for the performance of the sector. The University Vice Chancellors and other leaders of tertiary institutions have a key role in influencing policy and deliver the expected quality. This function can be done through advocating and lobbying governments to design and implement good higher education policies.

While there are differences between countries and within countries regarding their demography, funding, physical infrastructure, levels of academic support, qualified academic staff, management and decision making, the challenges in the tertiary sector in Uganda are not different from those in other African countries. Addressing them requires a collaborative approach among different stakeholders. With the numerous changes in the Higher Education (HE) sector, decision making has often become more challenging than before. Uganda's higher education sector in particular has expanded in terms of number of institutions and student explosion. The liberalization of the sector has created new challenges for those in leadership positions within universities. There is also a significant gap between labour market demands and programs offered by tertiary education institutions which creates another challenge for university and tertiary education managers**.** The Vice Chancellors of universities and other leaders should crystalize and provide advice to policy makers on how to address the teething problems facing the higher education sector.

The Uganda Vice Chancellors' Forum was constituted in 1996 by a group of Vice Chancellors and Heads of Institutions who felt the need to have a united voice and share lessons on mutual concerns that affected the sector. The Forum was conceived as a platform that would enable leaders enhance the sharing of knowledge, information and practices concerning higher education issues. The Forum also was aimed at advising Government on various policies for promoting University Education and Higher Education in general.

The Forum holds quarterly General Meetings and organizes Annual Conferences at which topical issues are discussed and policy guidelines produced that result into publications of bulletins. Overall the **beneficiaries** of this Forum include, all recognized Universities, and degree awarding Institutions. From its establishment, the forum has expanded in terms of membership, financing and scope of activities. There is increased interest in the number of development partners and all these developments need to be harmonized through a common strategic direction. At its 43rd meeting held in March 2015, it was agreed by the forum members that a strategic plan needed to be developed. This strategic plan is thus in response to the request by the members and will be a guiding document to propel the forum in the next 10 years.

1.1 THE FORUM'S BACKGROUND

UVCF was set up in 1996, as a united voice and a platform to share lessons of mutual concerns on Higher Education. The **ultimate goal** of the Uganda Vice Chancellors' Forum was to promote University and Higher Education in Uganda through enhancing the sharing of knowledge and providing advice to Government and Universities on various policies on promoting university education. The **major objectives** and goals of the Forum are;

i. To promote relations and cooperation among recognized universities and degree awarding Institutions in Uganda.
ii. To enhance sharing of knowledge, information and practices in member institutions.
iii. To advise Government and other relevant bodies on various methods and policies of promoting University Education in Uganda.
iv. To engage in publications and any other activities relating to Higher Education in Uganda

Membership of the Forum includes, the Vice Chancellors', Heads of Institutions Deputy Vice Chancellors, Academic Registrars, and the two (2) Executive Directors of National Council for Higher Education and the Commissioner for Higher Education in the ministry of Education, science, Technology and sports. The Forum is a legal entity with a Constitution. Under the Constitution the Chairperson is elected from amongst his or her contemporaries for a two (2) year renewable term assisted by a Secretariat. The Secretariat is based at the Virtual University of Uganda and is headed by an Executive Director.

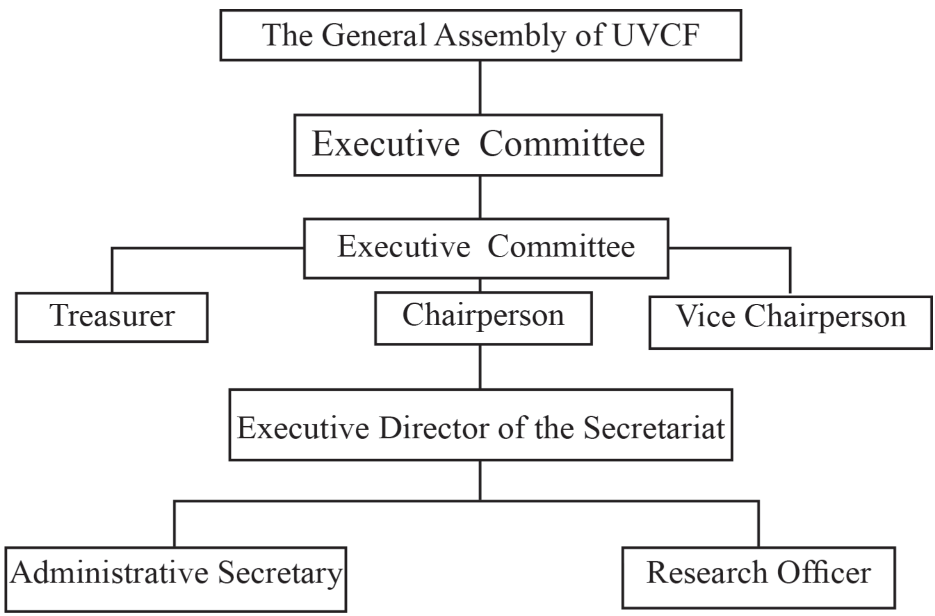
1.1.1 The Forum's Niche

The Uganda Vice Chancellors' Forum (UVCF) fills in the niche of being the only Forum that embraces all recognized universities and degree awarding Institutions in Uganda promoting Higher Education and relevant policies.

1.1.2 The structure

The forum has a general assembly, the executive committee, the committees and the secretariat which is headed by the executive Director and shall have other officers who shall be aligned to the strategic goals. The following organogram illustrates the structure of the forum.

UVCF ORGANOGRAM



1.1.3 The rationale of the strategic plan

Since the forum was started in 1996, it had had no strategic plan to guide its operations. Until recently, the forum did not have a functional secretariat to guide and forum on the activities of the forum. With the secretariat now being constituted with key staffs, the forum needs to forge its direction. This strategic plan ensures that the right and appropriate strategies are formulated and implemented by the forum to influence government policy on higher education and also improve the sharing of knowledge and practices among members.

1.1.4 The process in the development of the strategic plan

At its meeting of March 2015, members realized the need for developing a strategic plan. The forum has been engaging with the NPA after realizing that higher education was ignored by the National Development plan yet Higher education sector is an important player in the transformation of society. In this regard, a consultative approach was adopted in the planning process and the process ensured interactive engagement with different stakeholders. The approach also involved reviewing critical documents relating to higher education globally, in Africa, regionally and within Uganda. The analysis of three key questions helped the forum forge its future direction as contained in this strategic plan. These questions were:

- “What was the forum established to do “
- “For whom was the forum established “
- “How does the forum intend to excel in its activities

The process of ‘strategic planning’ included an understanding of the forum’s vision, mission, values and then development of appropriate strategies.

- **Visioning:** In consultation with the key stakeholders a visioning exercise for the forum was undertaken to get an acceptable vision. This vision outlines what the forum wants to be, or how it wants the world in which it operates to view it. The forum's vision is a long-term view and concentrates on the future direction of the forum.

- **Mission:** After the visioning exercise, the fundamental purpose of the forum as succinctly captured in the mission was formulated. This mission describes why UVCF exists and what it does to achieve its vision was formulated and agreed upon.

- **Values:** The planning process then formulated fundamental beliefs and values that would need to be shared by all the members of the forum. Values drive an institution's culture and priorities and shall provide a framework in which all decisions of the forum are to be made.

- **Strategy:** The plan then developed strategic objectives that will drive the forum in its fulfilment of the mission. Each of the strategies was accompanied by a set of strategic actions that are to be implemented by the forum.

A diagram of the strategy formulation process that was followed is set out in Fig 1 below.

Fig 1. Strategy formulation process

1.1.5 Situational Analysis

An analysis of UVCF's situation reveals the following strengths, challenges, opportunities and threats

Strengths

i. Motivated and dedicated members
ii. Committed and competent Executive Committee and Secretariat staff
iii. Existing linkages and partnerships with local and International institutions and organizations.
iv. A focused organizational and administrative structure.
v. Functional local, Government and international engagement
vi. Skills and Technical Know-how of staff within universities
vii. Appropriate Legal and institutional framework
viii. Best practice sharing among members on issues affecting the sector
ix. Recognition by Government
x. Diversity of membership of the forum

Weaknesses

i. Limited financial resources
ii. Lack of a UVCF home
iii. Inadequate secretariat staff
iv. Inadequate website
v. Lack Communications strategy
vi. Lack of commitment from some members
vii. Failure to influence policy of government
viii. Failure to attract degree awarding institutions to the forum
ix. Lack of MOUs with local and international partners
x. Poor visibility of forum activities

Opportunities

i. Linkages with international Vice Chancellors' Forum
ii. Local, Regional and international Partnerships
iii. Staff-student exchange and their benefits
iv. Harmonization of curriculum within East Africa
v. Existence of student bodies which can help in national mobilization of students
vi. Sitting on important national committees in the education sector
vii. Collaboration with regional bodies
viii. New Technologies that can facilitate effective management of the forum
ix. Cross-pollination among universities including governance best practices
x. Government support in Higher Education
xi. Research and publications
xii. The enthusiasm of the Forum members
xiii. Shared staff among public and private universities
xiv. Regulating the sharing of expertise
xv. Credit accumulation transfer scheme by NCHE
xvi. Collation research
xvii. Resources on government student loans
xviii. Collaboration with professional bodies

Threats

i. Inadequate government support
ii. Sidelining of private universities in key government decisions
iii. Lack of involvement in education policy making
iv. Accountability of vice chancellors
v. Autonomy of universities
vi. Allowing students and staff dismissed from one university to another

vii. Government regulations without consulting universities eg taxation
viii. Lack of capital and operating funds
ix. Little public knowledge of UVCF
x. Disparity of government support for public and private

CHAPTER TWO:

THE VISION, MISSION AND STRATEGIC OBJECTIVES

2.1. Vision

To be an advisory forum to Government on Higher Education

2.2. Mission

To promote higher education through information and experience sharing.

2.3. Core Values

UVCF will strive to promote and espouse the following values:

a) **Professionalism:** making sure that all members conduct themselves with the highest ethical standards and taking responsibility of all their actions

b) **Creativity**: committing to stimulating the culture of governance and leadership advancement, that promote the interests of all stakeholders of individual member institutions

   Integrity: adhering to ethical and moral principles in all the educational, research and innovation processes

c) **Transparency**: seeking to provide accountability and value for money

2.4. Strategic Goals and Objectives

To attain its mission, UVCF will strive to attain the following strategic goals actions under each of the goals.

Strategic goal 1. To promote relations and cooperation among recognized universities and degree awarding Institutions in Uganda

Strategic actions:-

i. Enhance sharing of knowledge, information and practices in member institutions
ii. Formulating projects for relevant research for Forum activities
iii. Sharing of information through Annual Conferences
iv. Quarterly general meetings with member institutions
v. Have a regular dialogue sessions with students and their leaders on matters affecting them
vi. Have a regular forum to interact with members of governing councils of individual institutions
vii. Have a forum to interact with academic and administrative staffs of individual institutions
viii. Advocate for teaching, and research that blends different disciplines will be encouraged with a great focus on industry inclination
ix. Advocate for creating synergies with individual universities in addressing internal governance and leadership problems

Strategic Goal 2. **To scale the provision of advisory services to Government and other relevant bodies on various methods and policies of promoting higher education in Uganda**

Strategic actions

i. Conduct policy oriented research on higher education issues
ii. Develop regular policy briefs to government
iii. Engage the legislature and other government actors to consider higher education a critical pillar of development
iv. Organize regular interactive sessions with ministry of education
v. Develop and implement an advocacy strategy for lobbying HE stakeholders
vi. Lobby for policy on engagement of students with government and private sector
vii. Strengthen functional Forum activities of Conferences and Meetings
viii. Regularize representation with the National Council for Higher Education and such relevant bodies
ix. Be involved in relevant high-level and influential Committees/task forces/panels
x. Proposing alternative forms of education

Strategic goal 3: **To increase the number of publications and any other activities relating to Higher Education in Uganda**

Strategic actions

i. Advocate for full integration of the use of e-learning within the educational process for information access, collaboration, and communication

ii. Develop and implement a research and public strategy

iii. Signing an MOU with Research and Education Network of Uganda (RENU)
iv. Strengthen the UVCF website.
v. Develop a communication strategy
vi. Generation of quality publications and reports
vii. Dissemination and Publishing of UVCF publications
viii. Engage in publicity drives with the media and public.
ix. Engage in public awareness drives

Strategic goal 4. To ensure financial sustainability of the UVCF

Strategic actions

i. Develop and implement a resource mobilization strategy
ii. Develop and implement the governance policies and financial for UVCF
iii. Cultivate linkages with strategic partners
iv. Improve and diversify UVCF financial resource base
v. Lobby for budgetary allocation from Government of Uganda for the Forum and member Institutions.
vi. Seek funding from development partners.

CHAPTER THREE

STRATEGY IMPLEMENTATION

3.1. Introduction

The strategy implementation stage the more complicated stage of the strategic management process, as it requires managers to convert strategies into actions that will ultimately result in a high level of performance. This requires strategic Leadership in this process and shall require a more hands-on approach as opposed to the strategy development stage, which was involved with the planning and analysis aspects of the business.

All the forum members will require a thorough understanding and awareness of the forum's business and environment, and should develop the ability to effectively implement these strategies and convert them into positive results. The capabilities of all the employees, as well as the resources and processes of the business, will play a vital role in undertaking the tasks required to achieve the objectives of the strategies.

3.2. Strategy Implementation Framework

The first step in implementation will be to identify the activities, decisions, and relationships critical to accomplishing the activities. There are six principal administrative tasks that should shape a manager's action agenda for implementing strategy. In general, every unit of the forum will be required to ask, "What is required of to implement their part of the overall strategic plan and how they can we best get it done?" The specific components of the six strategy-implementation tasks will include:

1. **Building an organization capable of executing the strategy**

   The forum shall have the appropriate structure necessary to turn the strategy into reality. The forums personnel will need to possess the skill needed to execute the strategy successfully. Related to this is the need to assign the responsibility for accomplish key implementation tasks to the right individuals or groups.

2. **Establishing a strategy-supportive budget**

   If the forum is to accomplish strategic objectives, top management shall need to provide the people, equipment, facilities, and other resources to carry out its part of the strategic plan. Once the strategy has been decided on, the key tasks to perform and kinds of decision required shall be identified, and formal plans developed. The tasks shall be arranged in a sequence comprising a plan of action within targets to be achieved at specific dates.

3. **Installing internal administrative support systems**

   Internal systems that include policies and procedures to establish desired types of behaviour, information systems to provide strategy-critical information on a timely basis, and whatever inventory, materials management, customer service, cost accounting, and other administrative systems are needed to give the organization important strategy-executing capability will need to be established. These internal systems shall be required to support the management process, the way the managers in the forum work together, as well as to assist in monitoring strategic progress.

4. **Devising rewards and incentives that are tightly linked to objectives and strategy**

   People and departments of the forum shall be influenced, through incentives, constraints, control, standards, and rewards, to accomplish the strategy.

5. **Shaping the corporate culture to fit the strategy**

   A strategy-supportive corporate culture will need to be established to cause the organization to work hard (and intelligently) toward the accomplishment of the strategy.

6. **Exercising strategic leadership**

   Strategic leadership which consists of obtaining commitment to the strategy and its accomplishment will be critical by all actors in the forum. It shall involve the constructive use of power and politics, and politics in building a consensus to support the strategy.

CHAPTER FOUR

MONITORING AND EVALUATION MATRIX

4.1. Introduction

The proposed activities as presented in the matrix below are intended to operationalise the strategic directions proposed for each of the above objectives. The matrix spells out the time frame, measurable indicators, required resources, means of verification for each activity and critical assumptions. Thus it forms a basis for monitoring and evaluation.

MONITORING AND EVALUATION MATRIX

OBJECTIVES (What we want to achieve)	**INDICATORS (How to measure change)**	**MEANS OF VERIFICATION (Where and how to get Information)**	ASSUMPTIONS	**ASSUMPTIONS (What else to be aware of)**
Goal: **To promote University and High Education in Uganda through enhancing the sharing of knowledge and providing advice to Government and Universities on various polices on promoting University Education**	The % increase of Universities and other Degree awarding institutions offering quality and relevant programs in Uganda	Ministry of Education NCHE Education	Supportive political, economic and social environment	Political and economic stability in Uganda and the region prevails

Outcome 1 **To promote relations and cooperation among recognized universities and degree awarding Institutions in Uganda.**	i. No of knowledge sharing activities undertaken by member institutions ii. No. of projects for relevant research activities iii. No. of annual conferences held iv. No of Quarterly general meetings with member institutions v. No. of sessions with students and their leaders on matters affecting them	Reports of forum activities Minutes of executive committees, allowances Minutes of general meetings, allowances	Commitment of all members Mobilization of required resources	As above

	vi. No. of meetings with members of governing councils vii.No. of meetings with academic and administrative staffs of individual institutions			
Outcome 2 **Advise Government and other relevant bodies on various methods and policies of promoting University Education in Uganda**	i. No. of policy oriented research undertaken ii. No. of policy briefs to Government iii. No. of dialogue meetings with parliament	Reports of forum activities Minutes of meetings with different stakeholders Reports from Reports of Ministry of Education Reports from NCHE representatives	Availability of funding Commitment of the secretariat and executive committee	Continuous government support and recognition of the UVCF.

Outcome 3 **Engage in publications and any other activities relating to Higher Education in Uganda**	iv. No. of quarterly meetings with MOESTS v. A developed strategy for lobbying HE stakeholders vi. Number of meetings with representatives of universities on NCHE vii.No. of forum members sitting on influential committees 1.1 At least 5 quality publications/ reports generated by 2020	Data from the Secretariat, Statistics from the member institutions Records from forum	Willingness of university based scholars to be involved Availability of funding	Drive for Policy Oriented Research and commitment from member institutions

Outcome 4 **To strengthen the financial provision of UVCF**	1.2 No. of public awareness drives 1.3 No. of commissioned studies 1.1 Resource mobilization strategy developed 1.2 No. of capacity fundraising activities 1.3 Percentage of budgetary allocation from Government of Uganda for the Forum and member Institutions. 1.4 % of enerated	Data from the Secretariat, Information from Ministry of Finance, Ministry of Education Member Institutions		Willingness by government and development partners to support and fund UVCF activities and programs

Outcome 5. Enhanced Publications on HE	funding from development partners. 1.5 % of contribution from member institutions 1.6 Number of income generating activities g 1.1. A research and publications strategy developed 1.2. No. of Publications on HE 1.3. An MOU signed with Research and Education Network of Uganda (RENU)			

Outcome 6 Advocacy for Higher Education.	1.4. Forum website fully developed and updated 1.5. A communications strategy developed 1.1 Promoting quality Higher Education. 1.2 Advocating for access to Higher Education.	Statistics from NCHE Ministry of education,		Government in terms of Budget for both Government aided and private higher Educational Institutions
Detailed budget to be developed every activity year. Activity year to coincide with the forum year.				

REPORT ON THE 5TH UVCF CONFERENCE 2ND OCTOBER 2015

Introduction

The Uganda Vice Chancellors Forum is a platform that allows Vice Chancellors and other senior stakeholders in Higher Education to meet and front issues of mutual concern in the area of higher education. This is done through quarterly meetings and annual conferences. The UVCF has so far held 5 conferences. The subsequent report gives the detailed proceedings of the just concluded 5th UVCF Conference held on 2nd October at Imperial Royale Hotel. - Kampala. The Guest of Honor at the 5th UVCF Conference was Rt. Hon. Ruhakana Rugunda – Prime Minister of the Republic of Uganda and he gave the opening address.

The theme of the Conference was " Funding Universities" and the Key Note Address was given on "*The Role of International Agencies in Funding of Universities"* by the Ambassador of Sweden to Uganda. Owing to the Conference theme, three Sub themes - "Funding of Public Universities"; "Funding of Private Universities" and "Financial Policies in Universities" guided the conference as given by the different presenters.

Discussions were held after each presentation and resolutions for both Government and Universities were drawn and presented at the end of the conference. A copy of the resolutions/ petitions from the UVCF conference to government was handed over to the Minister of Education. She graced the conference by officially closing it. In her closing remarks, she urged Vice Chancellors through the UVCF to work hand in hand with her office regarding issues of mutual concern between government and universities.

PROGRAMME OF THE 5TH UVCF CONFERENCE 2ND OCTOBER 2015

AT IMPERIAL ROYALE HOTEL THEME: "FUNDING OF UNIVERSITIES"

PROGRAMME TIME	OPENING SESSION
8:00 a.m-9 :00a.m	**Registration:** Secretariat
9:00 a.m-9:10a.m	**Welcome Remarks:** Chairperson UVCF – Prof. Venansius Baryamureeba
9:10 am- 9:40a.m	**Opening Address:** Guest of Honour- Rt. Hon. Dr. Ruhakana Rugunda
9:40a.m-09:50a.m	**Presentation of awards:** Guest of Honour- Rt. Hon. Dr. Ruhakana Rugunda **Vote of thanks:** Prof. John Kasenene- Vice Chancellor Mountains of the Moon University **Group Photograph**
09:50a.m -10:20a.m HEALTH BREAK HOTEL	
SECOND SESSION	
10:20a.m-11:05a.m	**Keynote Presentation :** ***The Role of International Agencies in Funding of Universities*** **Presenter:** His Excellence Urban Andersson- Ambassador of Sweden
11:05a.m-11:25a.m	**Session Chairperson:** Prof. Venansius Baryamureeba-Vice Chancellor UTAMU **Discussion**

11:25a.m -12:10p.m	**1ST Presentation : Funding of Public Universities** **Presenter:** Dr. Samwiri Sejjaaka – Chairman Uganda Development Bank
12:10p.m-12:35p.m	**Session Chairperson:** Prof. Christine Dranzoa-Vice Chancellor Muni University **Discussion**
12:35p.m -1:15p.m	**PANEL DISCUSSION** **Panelists:** ▪ Mr.Tumusiime Paul ▪ Mr. Gupta Rajeev ▪ Dr. Vincent Sembatya **Session Chairperson:** Prof. Christine Dranzoa-Vice Chancellor Muni University *(5 min. Per person followed by Discussion*)
1:15 p.m-2:15p.m	**LUNCH BREAK HOTEL**
THIRD SESSION	
2:15pm-2:50p.m 2:50p.m-3:20p.m	**2nd Presentation: Funding of Private Universities** **Presenter:** Dr. Ahmad Kaweesa Sengendo-Rector Islamic University in Uganda **Session Chairperson:** Prof. J. M. Sebuwuufu-Vice Chancellor University of Kisubi **Discussion**

3:20 p.m-4:05p.m	**3rd Presentation : Financial Policies in Universities** **Presenter:** Prof. Barnabas Nawangwe-Deputy Vice Chancellor (Finance and Administration) Makerere University
4:05p.m-4:40p.m	**Session Chairperson:** Mr. Augustine Omare – Secretary General UNESCO Uganda **Discussion**
CLOSING SESSION	
4:40p.m-05:10p.m	**Resolutions:** Prof. W. M. Mande-DVC Nkumba University **Official Closing:** Hon. Maj. Jesca Alupo-Ministry of Education and sports
5:10p.m- 5:40p.m	**Closing Prayer**

WELCOME REMARKS BY UVCF CHAIRPERSON PROF. VENANSIUS BARYAMUREEBA

Right Honourable Dr. Ruhakana-Rugunda
Prime Minister of the Republic of Uganda;
Honourable Minister of Education, Science, Technology and Sports
Your Graces and Eminences, the Religious Leaders;
The Ambassador of Sweden
Vice Chancellors
Deputy Vice Chancellors
Academic Registrars;
Invited Guests;
Ladies and Gentlemen;

Thank you all for honouring this invitation and accepting to be here at this 5th UVCF Conference. Your presence is a sign of commitment to the calling of selfless service to issues concerning Funding of Universities as indicated in today's Conference theme.

Right Honourable sir, the idea to have the Uganda Vice Chancellors Forum was conceived in 1996 at the Uganda Martyrs University in November. Thereafter the Uganda Vice Chancellor's Forum was formed around 1997 making it 19 years of age in 2015. The Forum is composed of both Public and Private Universities in Uganda now totalling to 35. Membership of the Forum includes the Vice Chancellors, Deputy Vice Chancellors, Academic Registrars, the two (2) Executive Directors of National Council for Higher Education (NCHE), and the Commissioner for Higher Education in the Ministry of Education and Sports.

Objectives of the UVCF

The objectives of the Forum are:

a) To promote relations and cooperation among recognized Universities in Uganda;
b) To enhance sharing of knowledge, information and practices in member institutions;
c) To advise the government and other relevant bodies on various methods and Policies of promoting University education in Uganda;
d) To engage in publications and any other activities relating to higher education in Uganda.

Annual Conference themes

In a bid to achieve its objectives, the UVCF has been organizing annual conferences for its member universities and other higher education stakeholders. So far four conferences have been held since 2011 under the themes of:

1st Conference: Relevancy of University Education in Uganda's Transformation.
2nd Conference: Universities in the Changing Employment Context in Africa.
3rd Conference: Higher Education System in Uganda.
4th Conference: University Governance.

Right Honourable Sir, you may note that all these themes focus on key issues that affect higher education in Uganda which Universities seek to address so as to come up with resolutions which if implemented at individual, group and national level would greatly contribute to the quality of higher education in Uganda.

The previous conference pointed out the role of titular leadership and University Management Organs and Student leaders in governance and resource mobilization. After that discussion UVCF is ready to work with the Minister of Education, Science, Technology and Sports to actively engage in discussions and consultations concerning national planning and budgeting for human resource development to meet the national development needs of the country. This is in addition to supporting research and innovations in both public and private higher education institutions through National Council for Higher Education.

The theme for today's conference is: Funding of Universities and today, we have University Vice Chancellors, University Secretaries, University Planning Officers, Academic Registrars and Quality Assurance officers who are responsible for university funding. Vice Chancellors in this seek to iron out some of the challenges faced by Universities as stewards of their finances. I hope the issues to be discussed in the subthemes will guide us into deeper appreciation of the pertinent issues regarding funding of universities.

You will further agree with me that the Vice Chancellors' Forum and its activities such as this conference, give us the opportunity to discuss issues whose importance warrant that we, as the primary stakeholders in our individual institutions take on the primary responsibility of ensuring that available funding is utilized in a worthwhile manner.

To our esteemed regulators, sponsors and supporters, it is my prayer that you do not get tired of supporting us because our engagements in this cause ultimately benefit our entire education sector, our country Uganda and the region at large. Feel free to advise us, guide us and where necessary, direct us to the right paths as we steer our institutions to the greater goal of providing quality higher education for our country.

Right Honourable sir, fellow Vice Chancellors, and other participants here present, I welcome you to this interactive conference and hope it will enable us to discuss and map out mechanisms for more interactions and engagement towards the achievement of proper management of university funds in our institutions. In the end, our ability to make a difference on the local and international scene starts with practice of the basic principles at our individual institutions.

Ladies and gentlemen, I now have the pleasure to declare this conference officially opened.

‘

ATTENDANCE LIST UGANDA VICE CHANCELLR'S 5TH CONFERENCE 2ND OCTOBER 2015

S No.	NAME	UNIVERSITY	DESIGNATION
1	Ben Ssembojjine	Muteesa I RU	Academic Registrar
2	Jacqueline Akello	African Rural University	University Secretary
3	Kassim Sekabina	KIU	Director
4	Naris Tibendana	Kabale University	Planning & registrar
5	Musa Kasiita	Islamic University In Uganda (IUIU)	Academic Registrar
6	Michael Mawa	Nkumba University	Quality Assurance Director
7	Annabella H. Ejiri	MUST	Ref. Vice Chancellor
8	G.R.Nzarubara	SALU	Vice Chancellor
9	C. Obonyo-Kyayonka	Nkumba University	Academic Registrar
10	Lawrence Too-Okena	Soroti University	Vice Chairman
11	Jasper Ogwal-Okeng	Lira University	Vice Chancellor
12	Bro Francis Ibanda	UMU	Credit officer
13	Dr. Vincent Ssembatya	Makerere University	Quality Assurance Director
14	Prof. Kigongo Bukenya	MRU	Director University Council

15	Andrew Ayebare	Uganda Christian University	Planning
16	Abas Rutaro	Kampala International University	Director Planning
17	John Michael Edoru	Kabale University	Quality Assurance Officer
18	Revd Dr John Senyonyi	Uganda Christian University	Vice Chancellor
19	Joseph Ojom-Nek	ASUL	Academic Registrar
20	J.Y.Opon	Kumi University	Academic Registrar
21	Prof. P. Sebuwufu	SAIL	Quality Assurance Director
22	Prof.Byaruhanga Akiiki	Kampala University	Deputy Vice Chancellor
23	Gregory Tweheyo	Busitema University	Senior Planner
24	Doreen Tushabe		
25	Katri Ponjolainen	Embassy of Sweden	First Secretary
26	Sam Onyait	Africa Renewal	Deputy Vice Chancellor (AA)
27	Rev.Fr.Dr. Kiiza Tom	MMU	Academic Registrar
28	Young Lee	Kumi University	Vice Chancellor
29	Aloysius Byaruhanga	UMU Nkozi	Senior lecturer
30	Nakayita Margaret	Nkumba University	Administrative Secretary
31	Prof. W.M. Mande	Nkumba University	Deputy Vice Chancellor

32	Karungi Monica	Bishop Stuart University	Quality Assurance Director
33	Dr. Matovu Musa	Islamic University In Uganda (IUIU)	Director quality
34	FX Ssekaddu	Muteesa I	Academic Registrar
35	Benon Musinguzi	Uganda Christian University	Deputy Vice Chancellor
36	S. Kizza Nigubwe	Uganda Christian University	Quality Assurance Director
37	Prof. Maud Kamatenesi	BSU	Vice Chancellor
38	Prof. Mitchel Lejeune	VUU	Vice Chancellor
39	G.L Openjuru	Gulu University	Deputy Vice Chancellor
40	Janet Noreen Nambozo	Livingstone International University	Academic Registrar
41	D Akandwanirira	Bishop Barham Kabale	Planning officer
42	Prof. J.R. Ikoja Odongo	Soroti University	Vice Chancellor
43	Unban Anderson	Sweden	AMB
44	V.M. Okoth Ogola	Gulu University	University Secr
45	Prof. John Kasenene	Mountains of the moon University	Vice Chancellor
46	N.P. Etwel	Lira University	Academic Registrar
47	David Fugoyo	Africa Renewal	Deputy Vice Chancellor
48	Prof. V. Baryamureeba	UTAMU	Chairman
49	Ben Niwagaba	Academic RegistrarU	UUCF faculty dean

50	P.K. Tibenderana	Kampala International University	Vice Chancellor
51	V. Ndagije	Academic RegistrarU	Academic Registrar
52	Benon .W. Kalema	Nkumba University	Director planning
53	Vincent Byamukama	Africa Renewal University	Academic Registrar
54	Jovahn Turyamureeba	UCU/BBUC	Academic Registrar
55	E. Kyomuhangi-Manyindo	MUBS	Rep SR
56	Prof. John Culua	ASUL	Vice Chancellor
57	Julius Lukwago	AUUS	Administrative Assistant
58	Christopher B.Mukidi	UMU	Academic Registrar
59	Dorothy B.K. Kabingo	Nkumba University	Academic Registrar
60	Mathias Kiryowa	Makerere University	PhD scholar
61	Peace Tindyebwa	Bishop Stuart University	University Secretary
62	Anthony Clart Lwanga	African Rural University	Quality Assurance Officer
63	Nasani Batungi	Uganda Pentecostal	Vice Chancellor
64	M. Mugema	OPM	SPMO
65	Dr. A.M. Kagume	NCHE	DED
66	Michael Wanyama	HELFB	ED

67	Dr. M. Mpezamihigo	Islamic University In Uganda (IUIU)	Vice Rector (AA)
68	Sr. Dr. Speranza Namusisi	UMU	Deputy Vice Chancellor AA
69	Meddex Bulondo	Kampala International University	Human Resource Manager
70	Dr. Haruna Akbar	IUIU	Director FC
71	Hamza Segawa.	Kampala University	Academic Registrar
72	Dinah Nahabwe	MUBS	Quality Assurance Director
73	Prof. H. Sengendo	NU	Vice Chancellor
74	Prof. John C. Maviiri	UMU	Vice Chancellor
75	Wardah Rajab	Islamic University In Uganda (IUIU)	Director
76	Bentil Kweku	Aga Khan University	Vice Provost
77	Florence Mirembe	CUUL	Chairperson
78	Dr. Dennis Kilama	Africa Renewal University	Quality Assurance Director
79	Rose C Nanyonga	IHSU	Deputy Vice Chancellor
80	Prof. Scott Brown	FASU	Vice Chancellor
81	Dr. Nambole Moses	LIU	Quality Assurance Director
82	Paul M Kayongo	Ndejje University	Bursar
83	Penninah Kabaye	AUUS	President

84	Christine Kedi	UMI	Quality Assurance Director
85	Dr Rita Makumbi	Ndejje University	Quality Assurance Director
86	Wamala	St. Lawrence University	University Secretary
87	Dr Elizebeth Kyewalabye	MRU	University Secretary
88	Rajeev Gupta	MeLIMU	
89	Dr. Frank Mbaagu	St. Lawrence University	Vice Chancellor
90	Juliet Yiga	UMU	Quality Assurance Administrator
91	Dr. Alfred Alumai	Muni University	Research director
92	Baisi Godfrey Ndaada	Busoga University	Deputy Vice Chancellor
93	Irene Hilda Namuyomba	Busoga University	Quality Assurance Director
94	Elder Owk Ndiwalana	Busoga University	Deputy Vice Chancellor FAD
95	Prof. B. Kateregga	Kampala University	Vice Chancellor
96	Rehema Baguma	UTAMU	Director Acc Affairs
97	Faith Alabyoze	UTAMU	Finance & Admin
98	Annette Kasimbazi	Kampala International University	Deputy Vice Chancellor (AA)
99	Dr. Milka Singh	Busoga University	Director PDD

100	Dr. A. Kibikyo	Busoga University	Vice Chancellor
101	Nalala. N.Rita	Uganda Management Institute (UMI)	Academic Registrar
102	Guma Javilla	University of Kisubi(UNIK)	Quality Assurance Officer
103	Augustine Omare Okurut	UNAFCOM	
104	Simon. P Mabira	St. Lawrence University	Procurement Officer
105	Madrine Nakisooka	St. Lawrence University	
106	Prof. Patrick Manu	Bugema University	
107	Dr. John Amoah	Bugema University	Quality Assurance Director
108	Mghweno Leonard	Bugema University	Registrar
109	Asaf Adebua	Gulu University	Director planning
110	Fred Watseicon	Livingstone Int. University	Planning officer
111	Justin Ayebare	St. Lawrence University	Quality Assurance Officer
112	Bishop Dr Fred Mwesigwa	BSU	Chancellor
113	Rebecca Tumwebaze	UTAMU	Procurement Officer
114	Paul Tumusiime	Norwegian Petro Ac.	Country Manager

115	Pr. Godwin Sempebwa	BU	Academic Registrar
116	Prof. B. Nawangwe	Makerere University	Deputy Vice Chancellor (FCA)
117	Nanyonga Cathy	Conference organizing committee	
118	Suzanne Kwesiga	Conference organizing committee	
119	Dorothy Kabugo	Conference organizing committee	
120	Christine Nandala	Conference Organizing Committee	
121	Prof. W. Mande	Conference Organizing Committee	
122	Dr. K. Amaal	Conference Organizing Committee	
123	Prof. P. E. T. Mugambi	Chairperson Conference Committee	

INTRODUCTION

The Uganda Vice Chancellors' Forum held its fifth Conference on the 2nd of October 2015 Imperial Royale Hotel, Kampala. The one day Conference was guided by the theme ***"Funding Universities"***. The sub themes of the Conference were:

i. Sub theme one on: "Funding of Public Universities." was given by Dr. Samwiri Sejjaaka – Chairman Uganda Development Bank
ii. Sub theme two on: "Funding of Private Universities" was written by Dr. Ahmed Sengendo – Rector Islamic University in Uganda and given by Dr. Waldah.
iii. Sub theme three on: "Financial Policies in Universities, written by Prof. Barnabas Nawangwe - Deputy Vice Chancellor (Finance and Administration) Makerere University.

The participants of the Conference included a team of four representatives from each university. These included Vice Chancellors, Deputy Vice Chancellors, Academic Registrars, and the Quality Assurance Officer from each of the universities. Both private and public universities in Uganda were represented at the conference. The Guest of Honour at the Conference was Dr. Ruhakana Rugunda – Prime Minister of Uganda. Other invited guests included representatives from, National Council for Higher education, Ministry of Education and Sports, The Ambassador of Sweden to Uganda and other national and international dignitaries.

N.B: In tribute to the Late Prof. Eric Edroma, participants observed a moment of silence for his contribution to the Forum and University Education in general. Participants were informed that he would be laid to rest on 3rd October, 2015.

With reference to this report, the subsequent sections of this report are chronologically guided by the Conference programme.

Welcome Remarks

In his opening remarks, the Chairperson of the Uganda Vice Chancellors Forum- Prof. Venansius Baryamureeba welcomed members to the Conference. He also thanked and welcomed the Ambassador of Sweden to Uganda for having honoured the invitation to grace the Conference as a key Note Speaker. He also thanked the Prime Minister for his participation in the Conference and promised that the resolutions from the Conference will be sent to his office. From his remarks, the Conference participants noted that:

i. Those conferences such as this were one of the avenues through which Vice Chancellors and stake holders in university education could advise each other on issues of mutual concern.

ii. There are several issues of concern for universities. One of the most pressing issues is funding for both private and public. This was said to be equally important to all universities regardless of whether they are public or private because the students who are sent to the labor market have no mark of whether they studied in either private or public universities.

iii. The students' loans scheme should take cognizance of the rural students who might not pass highly but need a chance to study. The UVCF Chairperson declared the Conference open after his remarks.

Opening Address

The Conference was graced with the presence of the Prime Minister – Rt. Hon. Dr. Ruhakana Rugunda. He commended the Vice Chancellors for having chosen a conference theme that stirred significant interest for government and the general public. The highlighted issues in the Guest of Honour's speech were:

i. The efforts of the Vice Chancellors to promote the quality of higher education in Uganda were commendable

ii. Considering the number of universities in the country, (42 universities), it was essential that universities operate on the basis of sustainable financing arrangements.

iii. Both Public and Private universities in Uganda were confronted by the challenge of funding and therefore the channels of funding must be recognised and consolidated because they had for the last 90 years contributed substantially in meeting the cost of higher education.

iv. That government plays a fundamental role in funding higher education through a number of ways although its resource envelope was constrained.

v. It was necessary for the UVCF to explore ways and means through which the Uganda Vice chancellor Forum could sustainably finance the rapidly expanding university education especially through research.

Presentation of Awards

Several participants and supporters of the activities of the Forum and Higher Education in general were recognized and awarded at the Conference. The Uganda Vice Chancellors' Forum identified a number of Organizations/Associations that had in the recent past made significant contribution to Higher education in this country in the following areas:

i. Sponsoring Inter University research and publications
ii. Students' Sponsorship
iii. Assessment of students at Primary and Secondary school level for quality education.
iv. Establishing and maintaining quality standards in Ugandan universities and other degree awarding institutions in line with national, regional and international requirements.
v. Promoting information access, support and resource sharing to enhance knowledge and research development in Uganda.
vi. Promoting university collaboration and students talents through Sports activities.

In that regard, several awards were presented to selected organisations/ associations for their contribution to Higher Education in the above respective areas. The citations for the awards were read by Ms. Jacqueline Akello from the African Rural University. The awards were presented by the Guest of Honour – Dr. Ruhakana Rugunda, Prime Minister of the Republic of Uganda. The following bodies / organisations received awards at the Conference:

a) Regional Organizations included:
1. Aga Khan Education Services **(AKES)**
2. Inter-University Council for East Africa (**IUCEA**)

b) National Organizations/Associations included:
1. Association of Uganda University Sports
2. Consortium of Uganda University Libraries (**CUUL**)
3. Uganda National Examinations Board (**UNEB**)
4. Ugandan Universities Quality Assurance Forum (**UUQAF**)
5. Kabaka Education Fund

Photo Session

There was a photo session for all participants with the Guest of Honour. The Photos will be added to the UVCF Conference Album. Soft copies of the pictures will also be made for each of the university if the UVCF Members agree on it. The UVCF website will also have the photos uploaded in the photo gallery.

Vote of Thanks

The vote of thanks was given by Prof. John Kasenene – Vice Chancellor Mountains of the Moon University. He on behalf of Vice Chancellors of Ugandan Universities, Directors of Institutions of Higher Learning,(Public and Private), and all invited guests thanked the Rt. Honourable Prime Minister the Guest of Honour for his speech and the information contained therein. He urged those who had received awards, to hold them dear because they had received them on merit and had been blessed by the hand of the Prime Minister of the republic of Uganda. He further thanked the Prime Minister for the information shared at the Conference, the time spent to address the Conference participants, his empathy and understanding of issues regarding Higher Education. This was regarded as a true reflection of importance the Prime Minister attached to Higher education. He requested that the Prime Minister becomes a point of contact between Government and the Vice Chancellors through the Forum.

PRESENTATIONS

Three presentations were made. These were preceded by the key note address. Three presentations were given guided by the subthemes of the Conference. Brief discussions were made regarding the respective subthemes. It is from the discussions that resolutions for both government and universities were drawn.

Key note address:

The theme of the key note address was ***"The role of International Agencies in Funding Universities".*** In his address, His Excellence Urban Anderson - the Ambassador of Sweden to Uganda thanked all for attending the Conference and for the invitation to participate in the Conference as Key Note Speaker. The presentation was comprised of several parts which revolved around:

i. Why the Swedish Government Funds
ii. What they Fund and
iii. What the Swedish Government shall fund in Uganda

The three sections mentioned above were in the context of research funding by the Swedish government. The presentation was concluded with a section on the role of international agencies.

The participants debated on a number of issues and suggestions pertaining to the Key Note Address. These were as follows:

i. Funding for Capacity building and research should be spread across private and public universities. In the recent past public universities have had a better advantage regarding external research funding.
ii. Restrictive research policies of funding organisations may serve the agenda of the funding organisations but they limit academic freedom on the part of the universities
iii. There are cases where some private universities have made an effort to penetrate the Swedish funding but these usually are disappointed by the Swedish government which does not endorse projects initiated by private universities.
iv. For purposes of benefiting from external funding, teaching staff from private universities could benefit from research funds sent through public universities by forming collaborations of staff from both public and private universities.

PANEL DISCUSSION

The panellists of the panel discussion were:

i. Mr. Paul Tumusiime whose discussion focused on the Norwegian Petroleum Academy.

The Norwegian Petroleum Academy was providing a platform for partnerships with universities and enable students learn and acquire the globally acknowledged Norwegian oil and gas technology and safety practices. This would be done through established productive collaborations with both educational institutions and companies using online modules and books. Training Programmes were already being delivered in several parts of the world, thus Ugandan universities were encouraged not to lag behind. Universities in Uganda were said to have potential to tap into the available funding from the Norwegian Petroleum Academy by simply offering to use their existing infrastructure for learning purposes as study centers.

ii. Mr. Gupta Rajeev whose discussion focused on Affordable, Scalable, Adaptive, End-to-End, Learning Management Solutions.

The Digital University-in-a-Box platform offers end-to-end turn-key cloud solution, unlimited training, and unlimited support to enable universities and colleges through online education. Their mobile learning platform was designed for Africa to enable students Learn any time, from anywhere, using any device that can connect to the internet. According to mElimu, this system enhances quality improvement, access to higher education and increases revenue by optimising costs involved in higher education for both the students and the universities.

iii. Dr. Vincent Sembatya whose discussion focused on issues of mutual concern for both private and public universities in Uganda with specific reference to funding universities. The discussion dwelt on:
    a. Universities being able to create a niche for themselves this making it easy for the beneficiaries to know the best available grounds for training in specific fields.
    b. The existing misfit between study programmes and the national human resource gap and that currently the job market is flooded with graduates whose programmes of study do not tally with the available human resource gap. This partly explained why

graduates from the different study programs were ending up as bankers.

c. The need for increased Human Resource at universities in terms of academic staff. This was reflected in the rampart moonlighting where one teaching staff teaches at more than two universities.

d. The need for universities to be specific about their funding needs in terms of whether they need funding for capacity building, research, infrastructural development, etc. this would guide universities to the right available funders for their specific funding needs.

The following reactions were made in response to the panel discussions from the three presentations.

i. It was important for local universities to partner with local and international service providers to share notes and enrich the study programmes offered at universities. This would enable universities to offer demand driven programmes to their students.

ii. It was also important for universities to help in the development of the national manpower plan. This would solve the problems of having misfits between programmes studied at university and requirements of the labour market. There was also need to link the national development plan to the national education policy. Such linkages would eventually close to existing manpower gaps in relation to the study programmes offered at university/higher education levels.

iii. Universities needed to embrace the blended e-learning programmes to allow for increased access to higher education, and global interaction during the training process.

iv. Emphasis on private public partnerships (PPP) was important for purposes of tapping into the resulting advantages of such partnerships.

v. There was still a great need for universities to make an effort at changing the attitudes of employers regarding e-learning. Employers still had a negative attitude towards graduates of e-learning programmes.

vi. Moonlighting was not a result of limited manpower but an avenue of making an extra income on the part of the teaching staff.

vii. There was also need for government to improve existing infrastructure to allow for easier mobility of teaching staff from one university to another.

viii. Government was encouraged to balance its prioritization to include more funding for both private and public universities. However, Government needed to embrace a more direct effort to fund private universities.

ix. Regarding the Students' Loans Scheme, there was need for Government to benchmark from other countries where this practice is thriving for purposes of improvement. In the meantime, private universities should make an effort to get chartered for purposes of benefiting from the Students' Loans Scheme. The Forum also needed to increase their effort to urge Government to increase the Loans Scheme funds. This would allow equitable access to the many students who need Higher Education but cannot afford it for lack of funds.

x. There is need for Government to encourage and support an overhaul of the entire national Education policy.

xi. Universities also needed to think of a joint Admission Board to serve across all universities in the country for students joining university. This would avoid the rampart double admissions which waste a lot of resources.

Sub theme One and Discussion Funding of Public Universities

This presentation reviewed the issues that have led to a dearth of poor funding of public universities. According to the presentation, the changing economic landscape, structural adjustment and growing demand have all contributed to making public funding more and more inadequate. There are currently 7 public universities and a host of private Universities/institutions purporting to provide some form of tertiary education. It was suggested that the proliferation of 'universities' is a symptom of a flawed educational policy that presupposes that supply will create its own demand. Further, the presenter indicated that it is obvious that the rush to seek higher education has led to a failure in delivering quality and maintaining a research agenda in public universities. The fact is that university education should not be taken as a privilege. However, he further indicated that it is too late for public universities to remain the ivory towers they used to be. As such, they must become business-like and debureaucratize. They must become socially relevant development partners, creating and inventing products that improve their communities. They must rationalize their wage bills and create endowments that make them sustainable businesses.

Participants made the following comments regarding funding public universities.

i. Public universities need to make an effort to identify alternative sources of funding to be able to break the perpetual cry of inadequate funding from government.

ii. Universities- both private and public need to embrace specialized research agenda for purposes of funding their respective niches.
iii. There is need for public universities to reflect on how much each of the issues highlighted in the paper influences funding of public universities. This will enable universities to make informed decisions of how best to address the funding problems of public universities.
iv. For the case of Makerere University, the notion of limited Government funding as a public university when over 90% of the students population is privately sponsored may not hold a lot of strength when it comes to lack of funding. This may be the case with other public universities in Uganda.

Sub theme Two and Discussion: Funding Private Universities

This sub theme was based on funding for Private universities. The presentation and discussion rotated around a number of questions that need to be addressed. The presentation suggested that for Private Universities to be able to thrive competitively, the following questions needed to be addressed.

- What are the interests of key university stakeholders?
- How do we efficiently utilise the available financial university resources?
- How do we step up prudent financial management principles and practices?
- What options are available to increase the financial resource base of private universities? (e.g. Investment portfolios, finance and other resources mobilisation, reduction of waste and losses within university systems

- While public universities are required to adhere to the Government's financial management regulations that are issued from time to time by the Ministry of Finance, the Public Finance and Accountability Act, 2003, and the Budget Act, 2001, what pertains in private universities?
- Are there functional policies and regulations?
- How do private universities balance between quality and quantity (student numbers, number of academic programmes, limited human resource) under financial constraints?
- What are the priorities when allocating the limited financial resources (recurrent and capital budget)?
- How does the financial management systems address and contribute towards the mission, vision and the strategic direction of the private university?
- What are the fraud and risk management strategies in private universities?
- How about level of transparency, accountability and value for money in financial transactions?

In light of the above questions, it was suggested that there was need for private universities to diversify their sources of funding by streamlining the Traditional sources Vis a Vis the non- traditional sources of university funding. This would be done in adherence to the available financial policies (both Internal and External) governing the private universities.

It should however, be noted that this presentation was a result of a research that attempted to collect views from a number of private universities. A full report/ paper of the results of the research would be submitted to the Secretariat when fully completed.

The Conference participants highlighted the following suggestions in response to the presentation on funding private universities.

i. Private universities need to identify other sources of funding other than dependence of tuition fees collections. These could include fundraising from members of staff, alumni, and well-wishers.
ii. There is need for a business arm of every private university that will enable the university to engage in outsourcing services and charge user fees from the service beneficiaries. Such collections will reduce dependence on tuition fees alone.
iii. Universities- both private and public need to embrace e-learning. This reduces costs in a number of ways including paper printing. Online communication has proved to be very effective. The only hurdle would be attitude change for members of staff.
iv. Universities may also engage in low interest funding.
v. Government may not give direct funding to private universities but could be approached to support private universities by reducing tax levied on private universities.
vi. There is also need to create avenues universities to reduce wastage of the little resources that they may have.

Sub theme Three and Discussion: Financial policies in Universities

This presentation hinged on the purpose of financial policies as being the establishment of guidelines for developing financial goals and objectives, making financial decisions, reporting the financial status of an Organization, and managing the Organizations funds. Sound business practices and principles call for each member of staff to be accountable for safeguarding the assets and resources of the university, and for accurately recording the transactions of the university to appropriately report to constituents including shareholders, students, parents, donors, sponsors, and other interested parties. An attempt was made to present the various financial management policies in universities with examples of how these are applied in a public university setting such as Makerere University. These included:

i. Policy on Financial Management
ii. Financial Management Responsibility Policy
iii. Budget Policy
iv. Policy on Asset Management
v. Policy on borrowing
vi. Policy on Expenditure of University Funds
vii. Policy on Private or Unofficial Expenditure

It was also noted that many of the internal financial policies in public universities can also be adopted in private universities with or without amendments.

Participants also discussed and took note of the following.

i. There is need for university members of staff to assume collective responsibility regarding university finance policies and other resources. Accountability was a very important part in administration regardless of one's position in administration.
ii. Universities need to formulate or revise the existing policies to allow proper management of the limited available resources at the disposal of universities.
iii. With reference to public universities, some of the finance policies were too centralised and restrictive to allow productive investments. This was said to be caused by the bureaucracies involved. As such, public universities can hardly plan for involvement in income generating activities

without being tied down by the so many financial policies governing public universities as stipulated by the Ministry of Education. This kills the innovative business minds intended for alternative funding of public universities

iv. Universities need to be very well prepared and ready to be subjected to a lot of scrutiny and procedural requirements if they intend to benefit from government funding.

v. There is need for both private and public universities to create avenues of sensitising staff in relation to the existing financial policies of their respective universities

vi. Where it already exists, there is need to encourage participation of all stakeholders in evaluation of financial policies of universities. This will not only allow for familiarisation of the policies by staff but also promote adherence to these policies.

vii. There is need to find means of synchronising both the external and internal financial polices especially in the case of public universities to avoid defaulting from either set of policies. Otherwise staff may find themselves in difficult situations in case the requirements of external policies contradict those of the internal policies.

viii. An effort should be made by universities to make sure that their financial policies are compatible and in line with the national development policies.

THE EXECUTIVE COMMITTEE OF THE UGANDA VICE CHANCELLORS' FORUM

The UVCF constitution provides that "there shall an Executive Committee". This committee shall deputise for the UVCF between meetings and shall report all decisions to the UVCF.

Left to right: Prof Maviiri (VC –UMU); Prof Kwesiga (VC- Kabale); Prof Kamatenesi (VC – Bishop Stuart); Prof Lejeune (VC – Virtual University); Revd Dr Senyonyi (VC – UCU); Dr Mpezamihigo (VC – KIU); and Prof Mugambi (Executive Director of UVCF).

Hand Over

Prof. Joy Kwesiga who had served as Vice Chairperson and later Acted as Chairperson, handed over to the new chairperson of the UVCF executive committee, Prof Michel Lejeune.

PARTICIPANTS AT THE FOURTH UVCF CONFERENCE OF 5TH OCTOBER 2015

The right honourable Ruhakana Rugunda the prime minister of Uganda was the chief guest

Hon Jessica Alupo, the Minister of Education and Sports closed the conference

Ambassador Urban Andersson, the key note speaker of the day

Ambassador delivering his address

Prof. Wilson Muyinda Mande and Prof.Venansius Baryamureeba

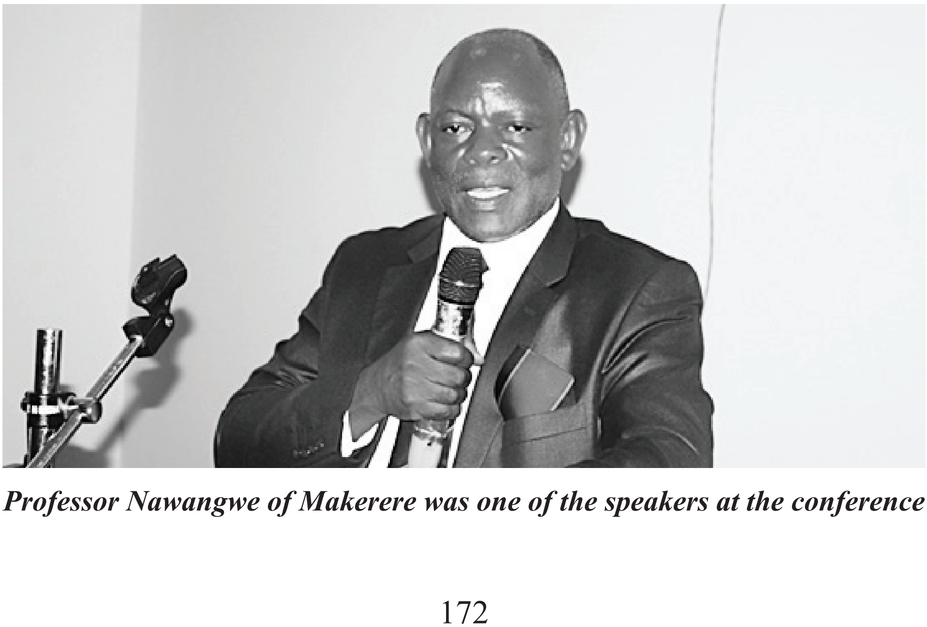
Dr Vincent Sembatya (in the middle) was one panellists at the conference

Dr rajab Gyagenda was one of speakers at the conference

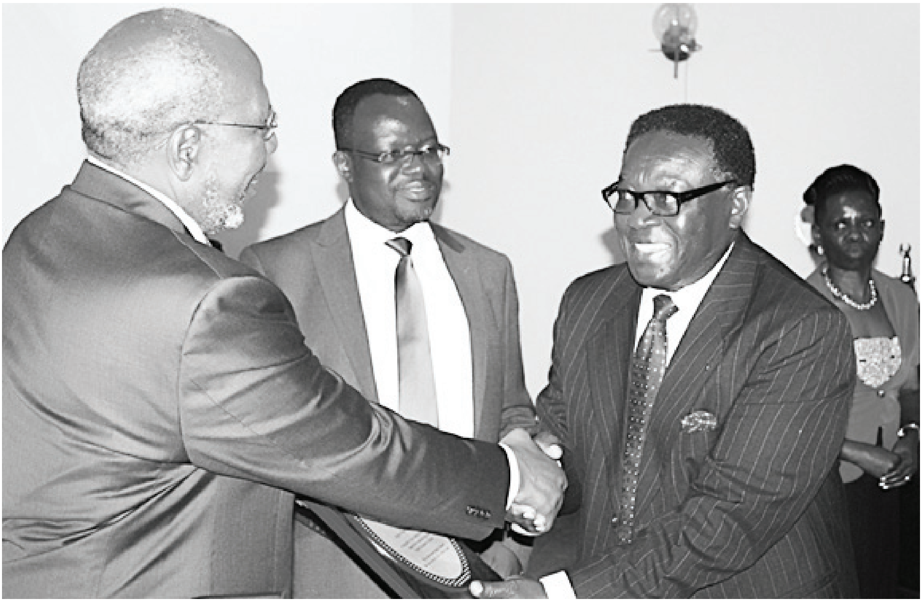
The University Secretary of the African Rural University for Women

Professor Patrick Manu of Bugema University

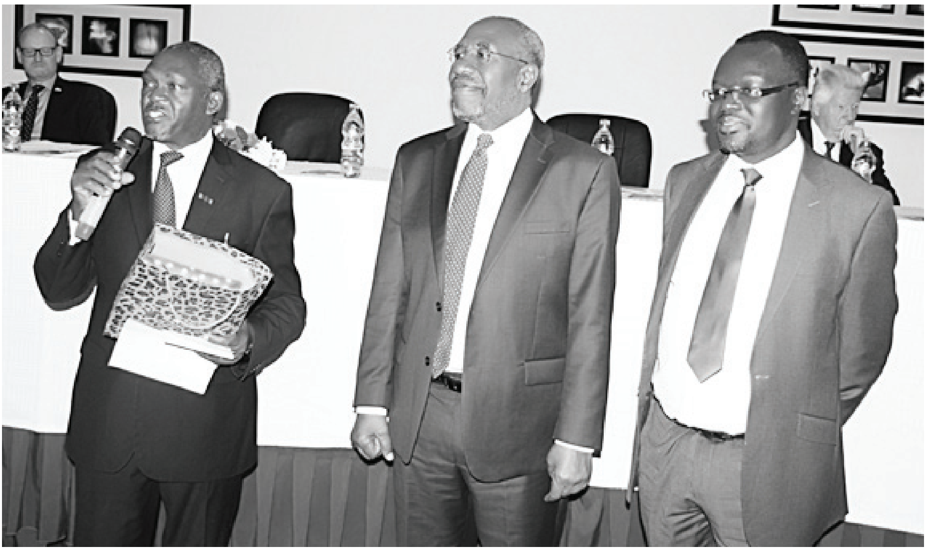
Dr Mpezamihigo the vice chancellor of Kampala International University



Professor Nawangwe of Makerere was one of the speakers at the conference



The Guest of Honour hands mementos to some participants



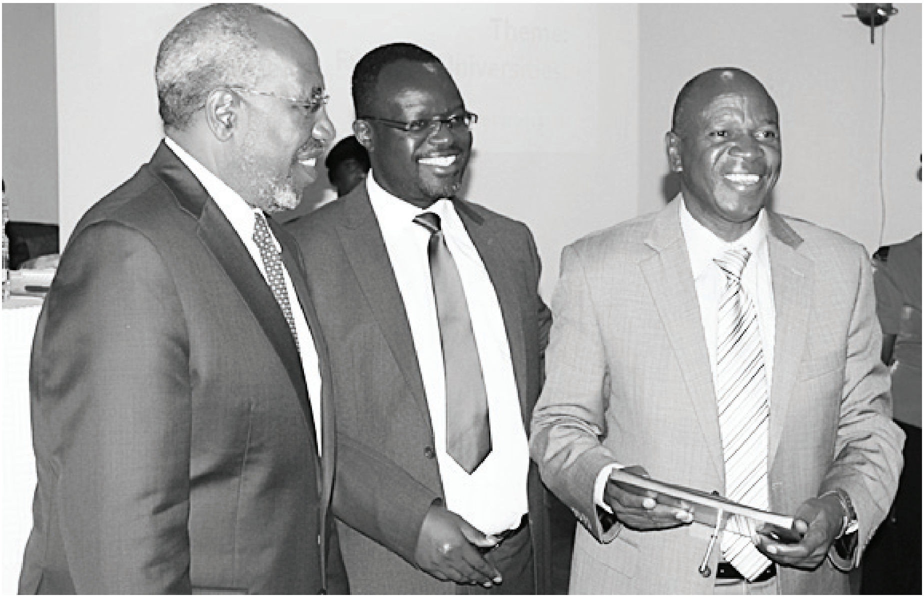
On behalf of the UVCF Prof Kasenene handed some gifts to the chief guest

Professor Kasenene of Mountains of the Moon University received a souvenir from the guest of honour

The Chief Guest gave a souvenir to the Consortium of universities Libraries

Assoc. Prof Mike Mawa Quality Assurance Forum received a memento from the guest of honour

The Universities' Sports Fraternity received a plague from the guest of honour



Dr Ruhakana Rugunda, Professor Ven Baryamureeba, and Dr Alex Kagume of NCHE

The Vice Chancellor of Mutesa I Royal University was given a plague

Professor Badru Kateregga the vice Chancellor of Kampala University

Professor gave a vote of thanks to the chief Guest

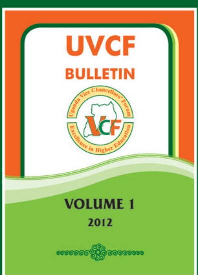
One of speakers at the conference

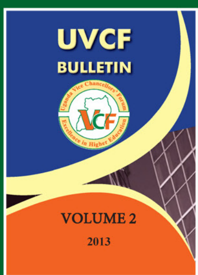
The newly appointed chairperson of the UVCF, Professor Mitchel Lejuene

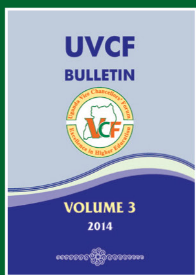
The opening of the 5th Uganda Vice Chancellor's (UVCF) Conference

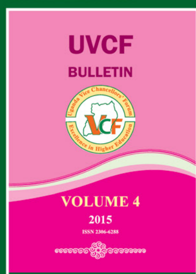
The closing of the 5th Uganda Vice Chancellor's (UVCF) Conference

PREVIOUS PUBLISHED UVCF BULLETINS









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