

UVCF

BULLETIN



VOLUME 6

2017

ISSN 2306-6288





UVCf BULLETIN

Volume 6, 2017

ISSN 2306-6288

Edited by

Wilson Muyinda Mande

UVCF Bulletin is published by

The Uganda Vice Chancellors' Forum

P O Box 23683 Kampala

Tel. +256 772 454 541/+256 772 361 351

Email: mandewm@gmail.com

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

Copyright: © UVCF

ISSN 2306-6288

Credits:

The editor is greatly indebted to all the people who contributed to the compilation of this issue of the UVCF Bulletin. Those who reconstructed papers from some oral presentation. Mr. Mike Nandala for typesetting the Bulletin and supervised the printing process. The UVCF underwrote all the expenses of producing this Bulletin.

TABLE OF CONTENTS

Part 1 : Preliminaries

	Page
Editorial <i>Wilson Muyinda Mande</i>	v
Opening Remarks by the Speaker of Parliament <i>Rebecca Kadaga</i>	x
Welcome Remarks by UVCF Chairperson <i>Prof. Michel Lejune Represented by</i> <i>Prof. Maud Kamatenesi Mugisha</i>	xv

Part 2 : Papers

Training of University Students for Global Competitiveness: Promoting Higher Education in Uganda Manufacturers / Employers Perspective..... <i>Ssebagala Kigozi</i>	1
Training of University Students for National, Regional, and International Employability <i>Charles Kwesiga</i>	29
Enhancing the Training of University Students For Employability in the East African Region <i>Wilson Muyinda Mande</i>	38
The Legal and Policy Considerations of University Education for Employment in Uganda <i>David J Bakibinga</i>	50

Part 3: Other documents

The UVCF 6th Conference resolutions.....	60
<i>Wilson Muyinda Mande</i>	
Closing remarks by the Honourable Minister of Education	62
<i>Janet K Museveni</i>	
Report on the 5th UVCF conference	64
Some photographs of the participants at the 6 th UVCF conference	79

EDITORIAL

The current 6th volume of the UVCB Bulletin focused mainly on the university training and employability of university graduates.

The theme for the 6th UVCB conference was training and employability of university graduates.. The facilitators explored a number of aspects related to the theme.

Sub theme One and Discussion: Enhancing the training of university students for employability in the region:

This presentation bordered on three objectives namely:

1. To bring out the view that since modern universities began, societal exigencies.
2. To outline the state of graduate unemployment in the region.
3. To propose the possible ways in which training of university students for employability can be enhanced.

In conclusion, the presentation indicated that Universities are expected to respond to societal demands. In that way, it is right to argue that society influences university curriculum. It was also indicated that the graduate employability crisis stems from the massive unemployment of university graduates. This situation therefore warranted that universities train students in such a way that they acquire employability skills. The models of training students for employability skills proposed are:

- i. Streamlining entrepreneurship training for a least a year
- ii. Setting up employability centres at universities
- iii. Creating synergy between university and industry.

Participants made the following comments regarding Enhancing the training of university students for employability in the region.

- i. That although universities seemed to be doing their work, there was still a missing link when it came to employability skills among graduates in Uganda. Therefore Universities needed to mainstream entrepreneurship across all programmes in the various university curriculum.
- ii. There was need for universities to work together with other stake holders to set up employability centers through creating synergies between universities and industry.
- iii. That universities needed to focus on producing a graduate who can interpret their environment and make something productive from that environment. There was therefore need to incorporate co –curricula training activities that translate into acquisition of employability skills alongside the mainstream curricula for the various university programme.
- iv. Employers were also not clear on what product /graduate they expect to be produced by the universities. Employers therefore need to come out with clear indicators on what kind of graduate they need so that universities can be guided on curriculum review and training so that universities produce demand driven graduates.
- v. There was also need for both universities and the industrial sector to come up with clear regulations regarding fieldwork placement otherwise at the moment industries are not obliged by law to accept student to be placed in their industries / organisations for training.
- vi. There's need for universities and other stakeholders to work together towards the professionalization of local knowledge,

in terms of packaging, and value addition, marketing, and its inclusion into the university curricula it the respective courses.

- vii. There is need for universities to look back and sieve through the effects of commercialization of higher education and find remedies for the problems that have already been created as a result of commercialization of education vis a vis offering the necessary training at university level.

Sub theme Two and Discussion: Training of university students for global competitiveness.

The aim of this paper was to present the effects of training of university students for global competitiveness specifically for National, Regional and International Employability. Reference was made to the World Economic Forum which defined, Competitiveness as “the set of institutions, policies, and factors that determine the level of productivity of an economy, which in turn sets the level of prosperity that the country can earn.” Therefore, the competitiveness of a country depends on the factors such as; the level of development of R & D activities and productivity, performance of various sectors, the country’s trade surplus, producing goods hosting high-tech in their nature, availability of expert and skilled labour force.

However, one of the main points in the realization of these factors was said to be the quality of the higher education. It was highlighted that Higher education had an important role in the formation of qualified labour. And the qualified labour carries the competitiveness firstly of the sector and then of the country up to higher ranks by increasing the performance and productivity of the companies.

The paper was discussed in the following way: Introduction and Background, the Global Competitiveness of Nations, Uganda’s Level of Competitiveness, University Education Contribution to Competitiveness, factors affecting undergraduate employability and finally, possible ways in which to enhance University education for global competitiveness.

The conference participants highlighted the following suggestions in response to the presentation on Training of university students for global competitiveness.

- i. That universities should venture into making an effort to produce graduates with innovative and creative ability.
- ii. That universities should devise means of encouraging student to study and work at the same time. This allows them to accumulate employable skills long before they graduate. It also enhances their learning abilities and allows them to relate academics with the world of employment.
- iii. That there was need for government to get more involved in financing higher education in terms of providing structures(such as science labs, skills training centres) that allow skills development for university students.

Sub theme Three and Discussion: The legal and policy considerations of university education for employment in the Uganda context

In this presentation the presenter defined the terms “legal” and “policy” and related them to University Education in Uganda. He also reviewed policy initiatives related to education in Uganda generally and particularly to university education over nearly a century.

The focus of the presentation however, hinged on laws and policies with a bearing on University education. The presenter further examined aspects which link University education to employment or employability and depart from the original concept of education as the imparting of knowledge and exposure to ideas. The presentation was concluded with a discussion and proffer recommendation, that Field Attachment be introduced in the curricula of all Universities since it would enhance the prospects of graduates being employed by employers or being positioned to start income generating activities on their own.

This time round all the four papers that were given all revolved around the training and employability of university graduates.

Wilson Muyinda Mande

OPENING REMARKS BY THE SPEAKER OF UGANDA PARLIAMENT: RT HON. REBECCA KADAGA AT THE 6TH UVCF ANNUAL CONFERENCE

The Guest of Honour,
Honourable Ministers here present,
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.

Introduction:

It is a great honor for me to be opening this prestigious conference with a theme that touches policy, its implementation and the outcome. As one of the policy makers in this country, I believe the policies we make greatly affect the output in every sector. In this case, our outputs are the graduates whose quality is directly linked to the policies, procedures and learning processes in the higher education sector. In that sense, I am also prompted to think that the theme of this conference - “Training of University Students for National, Regional, and International Employability of Students” is an indication that something needs our attention in the higher education sector.

To begin with, on one hand, I would like to believe that Universities are seats of academic learning and research and not purely employment training centres. On the other hand, we all know that employers are looking for a wholesomely packaged graduate by the time they join the competitive job market. Unfortunately, our graduates are many times found to be lacking in this “comprehensive package” when rated on the

global job market. There is therefore no question that we have challenges related to the employability skills of our graduates. However, our challenges in education must be seen in the context of Uganda's history and development.

Increasing Annual growth in graduate numbers.

Since the gates to privatize higher education in Uganda were opened in 1992, we have witnessed an increase in not only the number of universities but also the number of university graduates has greatly increased. On that note, allow me to, congratulate government and all those who heeded to the need to increase access higher education service in Uganda.

We also note that the number of graduates each year is increasing significantly and in some sectors to point of over-supply. However, while it is good to be positive the literate society we are creating, it is also important to be realistic about the current situation regarding our graduates. There is still a lot of progress that needs to be made for our graduates to be comfortably competitive on the regional and global job market.

The value of a degree to employers?

Although higher education in Uganda is an area that is improving as compared to the past, and that the job market is flooded with graduates, not all is well. Despite the apparent oversupply of graduate applicants, employers find disappointingly thin pickings; the reported increase in applicants has not raised quality. A case in point is the hotel and tourism industry in Uganda where a sizable number of top managers in these Ugandan hotels come from neighbouring countries like Kenya. Some employers are frustrated by the apparent lack of employability skills in their graduate applicants. In other words, just because one has a degree, doesn't mean they have reached the minimum standard expected by employers.

I would like to believe that this is a result of more than just the education system, it is also an issue related to the realities of the rapid growth in the global economy. With the forces of supply and demand in a growing market, there will always be companies that struggle to attract the best and brightest. In the context of graduate employability, there are many excellent, motivated graduates. With that background, the question is whether, besides their university, degree, these graduates have the necessary employability skills.

Real world experience – What is it? How do you get it?

Is therefore my opinion that a University education alone does may not adequately prepare our graduates for the “real world”. It is not just the knowledge that students require. They also need exposure during their transition from student to employee. Employers across the world have already realized this and tried to devise means around it together with those managing higher education in their respective countries. I believe this is an area that we particularly need to address as stakeholders and higher education providers in Uganda.

I also believe that our students need to receive sufficient exposure to workplace realities. Otherwise, when they enter the workforce, they may be overwhelmed by how to speak, act, deal with problems, deal with customers, company politics etc. It is also important to note that, many of the problems affecting the successful transition from student to employee are often less about the education and more about their exposure to workplace practices. It is at this point that I would like to urge those in the employment/industrial sector (I hope some are here present) to liaise with universities and provide opportunities to students to get exposure as part of their study.

I understand many universities have internships as a prerequisite before graduation. I also strongly believe we can push it further by encouraging part-time work as students study. Those students that have worked through their studies are better able to apply their knowledge to a familiar environment, thus improving the learning process, while also exposing

students to the workplace, assisting the transition to professional employee.

I am by no means an expert on Higher Education reform but it appears that there are many practical opportunities to pursue that can deliver real results in addressing challenges faced by those entering the workforce. I believe the outcome of this conference will start the journey leading necessary reforms whose implementation, especially in higher education, will ensure that our graduates are qualified not only in the hard skills, but also the soft skills necessary for employment.

You will agree with me that there is still much to be done and I believe that fact prompted the theme of today's conference. Nonetheless, the fact that we are here today is proof that all is not lost yet. There is still a lot of opportunity for cooperation by all parties concerned to improve the situation.

It is therefore my humble appeal that we work together as parliamentarians, industrial sector, social sector and you the education providers to improve our graduates. My office encourages policy dialogue with vice chancellors towards better alignment of higher education curricula, graduate skills, and the labour market needs. Our challenge therefore as stakeholders in higher education, is to help students understand and make explicit the transferable skills they acquire during their degree. In my view, we need to formulate policies and linkages that will enable universities and employers to enable students to develop these skills alongside their academic work.

To close my presentation today, and as we ponder on how to deal with the challenges we are facing today regarding our graduates, let us also be thankful for the progress that has so far been made in improving higher education. I congratulate you all on the individual and collective achievements that have brought us to this point.

On that note, it is with great pleasure that I officially declare this UVCF conference, on “Training of University Students for National, Regional, and International Employability of Students”, open.

I wish you good deliberations

FOR GOD AND MY COUNTRY

WELCOME REMARKS BY UVCF CHAIRPERSON

*Prof. Michel Lejune Represented by
Prof. Maud Kamatenesi Mugisha*

The Honourable Speaker of Parliament, Honourable Kadaga
Honourable Ministers present
Honourable Members of Parliament present
Members of the Diplomatic Corps present
Vice Chancellors
Members of the Academic Community
Ladies and Gentlemen

A most sincere welcome to this Forum Conference, the sixth of its kind. The theme chosen this year is “Training of University Students for National, Regional and International Employability”.

I apologize for not being able to attend the conference due to other commitments planned long ago.

It is a secret to nobody that regular meetings of the Vice Chancellors of Uganda are important not only to exchange views but also to lay down proposals for common action and map out routes for their implementation. The UVCF is and must be a strong advocate of quality Higher Education and give the Government of Uganda indications and advice as to how best to support Higher Education in our country. Without Higher Education there will be no development at all and we have seen how the Far Eastern countries such as Korea, Malaysia, Singapore and others have become strong partners in world development. This was mainly and essentially due to the fact that years ago they invested massively in Higher Education and thus gave their citizens the means to acquire knowledge which was the basis for future development. We can see where they have reached today and a culture of hard work and keenness to learn more and develop have become the motor of their development.

The situation should have been the same in our country Uganda, but unfortunately we observe that it is not so. In a research carried out for the Inter University Council of East Africa some months back, the results of which were published in the East African, it was stated that Ugandan graduates were the least employable. A situation we should not be proud of, especially that Uganda has always been considered as one of the best when it comes to education.

The conference of today is one more sign that prompts us to renew our appeal to the Government of Uganda to prioritize Higher Education in their budgetary planning and see it appear in a prominent place in the National Development Plan. I look forward to active collaboration between UVCF and Parliament in promoting Higher Education. Without this I am afraid we will not see much progress in the field not only of Higher Education and in research, but education in general, which remains the basis for future development.

I wish to convey to you all my best wishes for a successful conference and I hope the fruits will be lasting and most profitable for the growth of our country.

Professor Michel Lejeune

Chairman UVCF

TRAINING OF UNIVERSITY STUDENTS FOR GLOBAL COMPETITIVENESS: PROMOTING HIGHER EDUCATION IN UGANDA MANUFACTURERS / EMPLOYERS PERSPECTIVE

Sebaggala M. Kigozi

Executive Summary

The aim of this paper is to present the effects of training of university students for global competitiveness specifically for National, Regional and International Employability. According to World Economic Forum, Competitiveness is defined as “the set of institutions, policies, and factors that determine the level of productivity of an economy, which in turn sets the level of prosperity that the country can earn.” Therefore, the competitiveness of a country depends on the factors such as; the level of development of R & D activities and productivity, performance of various sectors, the country’s trade surplus, producing goods hosting high-tech in their nature, availability of expert and skilled labour force. But one of the main points in the realization of these factors is the quality of the higher education. Higher education has an important role in the formation of qualified labour. And the qualified labour carries the competitiveness firstly of the sector and then of the country up to higher ranks by increasing the performance and productivity of the companies. The paper will be discussed in the following way: Introduction and Background, the Global Competitiveness of Nations, Uganda’s Level of Competitiveness, University Education Contribution to Competitiveness, factors affecting undergraduate employability and finally, possible way in which to enhance University education for global competitiveness.

Background and Introduction

With an ever increasingly globalizing world, having a competitive power at an international level is extremely significant when considering

developing, emerging and developed countries. It is important to understand the main strengths and weaknesses of an economy so stakeholders can work together to shape economic agendas that address challenges and enhance opportunities. (Klaus Schwab, 2015)

Published since 1979, the Global Competitiveness Report series is today the world's most comprehensive assessment of national competitiveness. The 2015-2016 edition is being released at a time when the world economy is evolving against the background of the "new normal" of lower economic growth, lower productivity growth, and high unemployment and when several downside risks loom on the horizon: the normalization of monetary policies in the United States, exchange rate and commodity price fluctuations, geopolitical tensions, and political instability. Before the Global Competitiveness Index (GCI) Report, the macroeconomic ranks were based on Jeffrey Sachs's Growth Development Index and the microeconomic ranks were based on Michael Porter's Business Competitiveness Index. The Global Competitiveness Index integrates the macroeconomic and the micro/business aspects of competitiveness into a single index.

The Global Competitiveness Index (GCI) separates countries into three specific stages: factor-driven-, efficiency-driven-, and innovation-driven stages, each implying a growing degree of complexity in the operation of the economy. The World Economic Forum (WEF) further classifies these stages under 12 pillars. These are institutions, infrastructure, macroeconomic stability, health, primary education, higher education and vocational education, the efficiency of the output market, efficiency of the labour market, diversity of the financial markets, technological infrastructure, market size, operation diversity and innovation. Each of the components has a different importance and they are in interaction with one another. Among these, higher education and training pillars, are particularly important at the point of increasing company productivity in terms of competition power.

Education can be defined as the stock of skills, competencies, and other productivity-enhancing characteristics embedded in labour, or in other

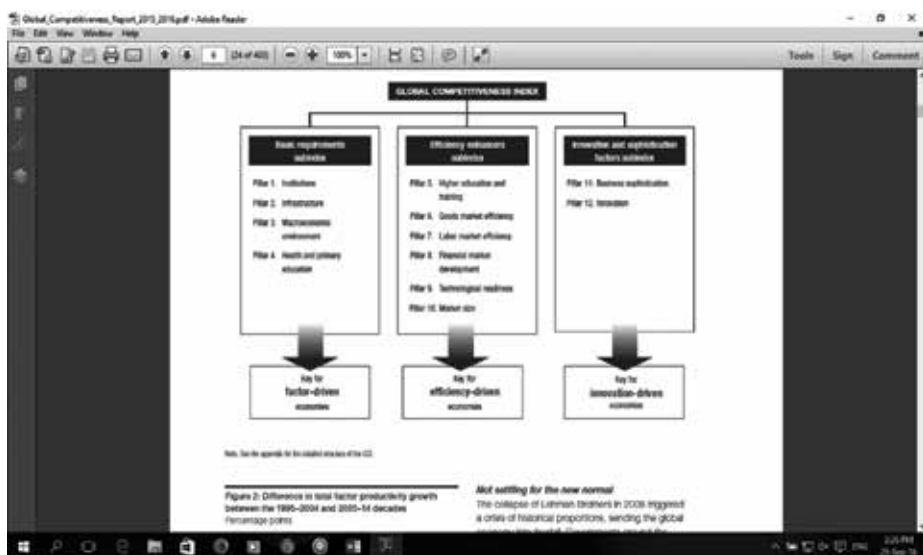
words the efficiency units of labour embedded in raw labour hours. In general, education as a critical component of a country's human capital—increases the efficiency of each individual worker and helps economies to move up the value chain beyond manual tasks or simple production processes (Klaus Schwab, 2015). Since (Schultz, 1961) human capital has been considered the “most distinctive feature of the economic system and further work has proven the impact of education on productivity growth empirically.

1. THE GLOBAL COMPETITIVENESS OF NATIONS

Enhancing competitiveness requires not only well-functioning markets; other keys to success include strong institutions that ensure the ability to adapt, the availability of talent, and a high capacity to innovate. In other words, a more competitive economy is one that is likely to grow faster over time.

The annual report notes that as a nation develops, wages tend to increase, and that in order to sustain this higher income, labour productivity must improve for the nation to be competitive. In addition, what creates productivity in Sweden is necessarily different from what drives it in Ghana.

According to the WEF, in line with well-known economic theory of stages of development, the GCI gives the following three stages of competitiveness which are driven by a total of 12 pillars as described in the diagram below:



Factor-driven Stage.

Countries compete based on their factor endowments—primarily unskilled labour and natural resources. Maintaining competitiveness at this stage of development hinges primarily on well-functioning public and private institutions, a well-developed infrastructure, a stable macroeconomic environment, and a healthy workforce that has received at least a basic education. As a country becomes more competitive, productivity will increase and wages will rise with advancing development. At this stage concentration is aimed at basic requirements and four pillar are of high importance: Pillar 1: Institutions, Pillar 2: infrastructure, Pillar 3: Macroeconomic environment and Pillar 4: Health and primary education.

Pillar 1: Institutions

The quality of the public institutions of a country, their competitiveness and their growth is determined by the legal and administrative framework within which individuals, firms, and governments interact. This further determines the efficiency and the behaviour of both public and private stakeholders which dictates the institutional environment. According to

WEF Finland scored highest with 6.10 out of 7 compared to Uganda at 101 out of 140 with a score of 3.45 out of 7.

Pillar 2: Infrastructure

Effective modes of transport (high-quality roads, railroads, ports, and air transport), electricity supplies that are free from interruptions and shortages, and a solid and extensive telecommunications network are essential to enabling entrepreneurs to get their goods and services to market in a secure and timely manner and facilitate the movement of workers to the most suitable jobs. These also increase overall economic efficiency and help to ensure that businesses can communicate and make decisions taking into account all available relevant information. Economies whose infrastructure is lacking face a big problem and are considered not to be competitive. Hong Kong(SAR) was the best with a score of 6.69 while Uganda was ranked 128 scoring 2.37 out of 7.

Pillar 3: Macroeconomic Environment

Although macroeconomic stability alone cannot determine the productivity of a country, high interest rates, running fiscal deficits limits and high inflation rates can be detrimental to efficient government provision of services and exacerbate its inability to react to business cycles. Companies will also not be able to operate efficiently in such an environment. Norway was ranked number 1 with a score of 6.83 out of 7 while Uganda ranked 67 scoring 4.76.

Pillar 4: Health and Primary Education

A workforce which has a sufficient quantity and quality of basic education will be healthy and conversely a health workforce will be able to educate the next generation. A healthy workforce will not only increase a country's competitiveness and productivity it will also reduce costs to business due to absenteeism. Finland scored 6.87 and was ranked highest while Uganda scored 4.46 ranked at position 120 out of 140.

Efficiency-driven stage

At this point, competitiveness is increasingly driven by higher education and training, efficient goods markets, well-functioning labour markets, developed financial markets, the ability to harness the benefits of existing technologies and a large domestic or foreign market.

Pillar 5: Higher Education and Training.

This pillar focuses not only on the secondary and tertiary enrolment rates but also on the quality of the education as evaluated by business leaders. This is further emphasized in chapters ahead of “Factors Affecting Undergraduate Employability.” Higher education and training increases the ability of the workforce to be able to go beyond simple production processes and products to higher value chains of complex tasks, changing environments and evolving production system needs. The need for vocational and continuous on-the-job training is crucial to ensuring that worker’s skills are constantly upgraded. While Singapore was ranked best scoring 6.20, Uganda was placed at position 130 out of 140 scoring only 3.9 out of 7.

Pillar 6: Goods Market Efficiency

The more sophisticatedly oriented and demanding the customers are the more efficient markets will be. This helps the markets to produce the right mix of goods and services that can be effectively traded in the economy thereby having the most efficient firms thriving. These firms are in-turn innovative and customer-oriented. Singapore was again ranked highest with 5.72 while Uganda was ranked at 120 with a score of 3.9.

Pillar 7: Labour Market Efficiency.

In order to increase performance, productivity and attract talent to a country, incentives must be provided for. In addition, the labour market must not only be efficient and flexible to allocate workers to their most effective use but it must also be able to do so rapidly and at a low cost and

additionally allow wage fluctuations without much social disruptions. Incentives must also be put in place to allow for promotion based on meritocracy and equity between men and women at the workplace. Switzerland which scored 5.8 out of 7 was ranked the best while Uganda which scored 4.65 was ranked at 27 and was Uganda's best ranked pillar.

Pillar 8: Financial Market Development.

Financial markets efficiency which is critical to productivity dictates that resources from savings of the domestic market as well as foreign markets must be allocated to business and investment projects with the highest rates of return rather than to the politically connected. This calls for loans to be availed to the private sector from a sound banking sector, well-regulated securities exchanges, venture capital, and other financial products in order to protect investors and other actors in the economy at large. New Zealand was best in this pillar's performance with a score of 5.73 while Uganda was ranked at the 81st position scoring 3.74.

Pillar 9: Technological Readiness.

Having the agility and absorptive capacity to fully leverage information and communication technologies (ICTs) in daily activities and production processes by adopting existing technologies, and having access to advanced products and blueprints is fundamental to increasing the productivity of a given nation. Foreign Domestic Investment is the main source of foreign technology especially for countries at a less advanced stage of technological development. Luxembourg scored best in this pillar with a rank of 5.73 while Uganda scored 3.74 and was ranked 81st.

Tenth pillar: Market Size

Large markets allow for economies of scale to thrive. It is therefore important that consideration is made for both foreign as well as domestic markets especially for smaller countries. Common markets such as the European Union and those with export-driven economies have taken advantage of this and have consequently rapidly increased their

productivity. The EAC, COMESA and the Tripartite are following next. With its huge population, China was ranked highest with a score of 6.98 and Uganda was ranked 82 with a score of 3.43.

Innovation-driven stage

In this stage, wages will have risen by so much that such economies are only able to sustain those higher wages and the associated standard of living if their businesses have the ability to compete using the most sophisticated production processes and by innovating new ones.

Pillar 11: Business sophistication

Quality of a country's overall business networks and the quality of individual firms' operations and strategies are the two elements that determine Business sophistication especially at an advanced stage of development. Switzerland was again ranked the best with a score of 5.78 while Uganda was ranked 107 scoring 3.54.

Pillar 12: Innovation

As economies approach the frontiers of knowledge, and the possibility of generating more value by merely integrating and adapting exogenous technologies tends to disappear, innovation becomes ever more important to increasing productivity. In these economies, firms must design and develop cutting-edge products and processes to maintain a competitive edge and move toward even higher value-added activities. This progression requires an environment that is conducive to innovative activity and supported by both the public and the private sectors. While Switzerland score 5.76 and ranked best, Uganda scored 3.16 and ranked at position 85.

2. NOTABLE ECONOMIES AND HOW THEY HAVE ENHANCED THEIR COMPETITIVENESS

i. United States: Automotive Manufacturing Technical Education Collaborative(AMTEC)

AMTEC is a joint programme by community colleges and major car manufacturers designed to respond to a severe shortage of skilled labour by equipping students with the high-end skills they need to work in the car industry. With increasing enrolment rates, driven by early recruitment in secondary schools, AMTEC has grown from a single vocational scheme (pioneered in Kentucky by Toyota in the mid-2000s) to an enormous programme encompassing 30 colleges and 34 plants across a dozen states. The fee-paying programme gives students two days a week in the classroom and three days of hands-on training. This is provided by Ford, General Motors, Toyota and BMW, all of which are involved in the design of the curriculum.

ii. European Union: The European Innovation Partnerships(EIPs)

EIPs is one of a series of European Commission initiatives launched in 2010 to improve conditions and finance for research and innovation, and ensure that innovative ideas can be turned into products and services that respond to major social challenges and create growth and jobs. EIPs develop strategic plans, accelerate the process of innovation and bridge the gaps between breakthroughs, such as research-and-development results and prototypes, and their commercialization and use. So far, five have been launched, focusing on active and healthy ageing, agricultural sustainability and productivity, smart cities and communities, water and raw materials.

Private partners take part in governance and implementation. They contribute to the work of the partnership by employing their own resources, and benefit from the opportunity to influence future legislation, standards and procurements, and to gain access to larger markets.

iii. India: Infrastructure Leasing & Financial Services Ltd (IL&FS Skills)

Due to widespread migration and a youthful demographic profile, India will have 270 million more working-age people by 2030. More than 60% of its population is below the age of 40. India faces the important challenge of providing its young people with skills that will appeal to employers and who can contribute to India's growth and a reduction of poverty.

The Infrastructure Leasing & Financial Services Ltd (IL&FS Skills) was founded in 2007 by a major infrastructure company as a for-profit venture to address the national skills gap by training young people from rural areas in 16 strategic sectors. It uses a public-private partnership model to work closely with 1,000 partner companies and the state-funded National Skill Development Corporation. IL&FS Skills operates institutes in 24 of India's 28 states. These follow an industry-recognized curriculum to ensure trainees are ready for employment, which in many cases is pre-guaranteed by partner companies. To date, 100,000 students have been trained in 18 "hub" skill schools and 355 "spoke" skill centres, with 85% successfully employed.

iv. Chile: Start-Up Chile

For a long time, Chile has been dependent on its mining, salmon aquaculture and other traditional industries, but recently there has been political willingness to convert the nation into the innovation and entrepreneurship hub of Latin America. Start-Up Chile was founded in 2010, to attract the world's best and brightest entrepreneurs to boost the number and quality of start-ups in the country.

With an average annual budget of \$11 million, Start-Up Chile offers 100 spots in its programme each year. It receives more than 1,500 global applications each time. Selected start-ups receive \$40,000 each, a one-year work visa and access to a community of more than 800 start-ups

ready to work collaboratively. So far more than 750 companies and 1,500 entrepreneurs have come to the country under the scheme.

v. *Morocco: Education for Employment (EFE)*

The Middle East and North Africa region (also known as MENA) suffers from the highest youth unemployment in the world, at 27.2% in the Middle East and more than 29% in North Africa.

Education for Employment (EFE) is a network of NGOs that creates economic opportunity for unemployed young people in the region by providing world-class professional and technical training that leads directly to jobs and entrepreneurship support. EFE-Maroc has partnered with 200 businesses, providing them with skilled entry-level employees. By the end of 2013, 6,600 young people, half of them women, had graduated from EFE-Maroc's job-placement schemes, nearly 5,000 students had been trained in job-search skills, and more than 860 young people had been placed in jobs.

vi. *Finland: The VIGO Venture Accelerator Programme*

The Finnish paradox, as it has been called, refers to the situation in which Finland, despite strong innovation and institutional capacity, has been unsuccessful in introducing new high-growth start-ups to the global market. Traditionally, the Finnish government has responded to the financing gap for innovative start-ups by providing its own capital to the market.

The government decided to launch a venture accelerator programme called Vigos in 2009, to coach start-ups to quickly enter the global market with the help of successful serial entrepreneurs, named accelerators. Since its launch, accelerator teams have attracted a total of €200 million in funding for their 60 target companies.

vii. *South Korea: Meister Schools*

Korea faces an overqualified and under skilled labour market. Specifically, 42% of Koreans are overqualified for their jobs. At the same time, 20% of small and medium enterprises (SMEs) report skills shortages. In particular, there is a shortage of technical workers, traditionally supplied by the specialized high schools. This combination of labour shortage and youth unemployment points to the existence of a skills mismatch between supply and demand in the labour market.

Established in 2010, the network of Meister Schools was specifically designed to prepare youths to work in high-skilled manufacturing jobs and other fields. They also seek to encourage a higher sense of status for such positions. Students enjoy free tuition and are referred to as young “meister”, the German term for master craftsman. They subsequently participate in internships and fieldwork, which can lead to a job offer as early as the end of their first year. They graduate with the equivalent of two years’ work and/or community college experience. The Meister Schools are still new and account for less than 2% of all South Korean high schools.

3. UGANDA’S LEVEL OF COMPETITIVENESS

According to the Global Competitiveness Report 2015-2016, Uganda is still considered to be in the first stage of development i.e. the factor driven stage of development. However, Uganda has made significant development progress over the last 50 years. The report indicates that out of 144 economies, Switzerland ranks first with a score of 5.76, Singapore in the second position with a score of 5.68, United States in the third position with a score of 5.61, Germany in fourth position with a score of 5.53, Netherlands in the fifth position with a score of 5.50 and Uganda is in the 115th position with a score of 3.66, surprisingly Uganda performed better than Egypt which is in the 116th position with a score of 3.66 and this could be attributed to factors such as the stable macroeconomic environment of Uganda compared to Egypt. The findings were based on the fundamentals of an economy which include

currency, commodity price fluctuations, geopolitical uncertainties and security issues.

To delineate Uganda's level of competitiveness, we consider her set of institutions, policies, and factors that determine the level of productivity. The level of productivity, in turn sets the level of prosperity that can be reached by an economy.

In comparison with other countries Uganda is benchmarking with, our level of competitiveness is still very low, especially in key transformational indicators such as infrastructure, technological readiness, innovation and higher education and training. It has also led to production of few goods and services that can be favourably traded on the global market.

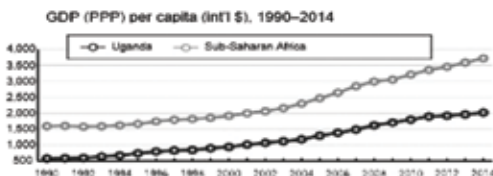
Statistics show that the population of Uganda varies from 34.9 million (UBOS, 2016) to 38 million (Klaus Schwab, 2015) with a GDP of USD 27.6 billion. Figure 1 below indicates a GDP per capita of USD 726 and only having a share of 0.07% of the entire World GDP. It should however be noted that the present GDP(PPP) per capita has grown from a merger USD 500 in 1990 to USD 1500 in 2014 as compared to USD 1500 to USD 3500 for the Sub-Saharan Africa averages in the same period.

*Figure SEQ Figure * ARABIC 1: UGANDA: Key Macroeconomic Indicators, 2014*

Uganda

Key indicators, 2014

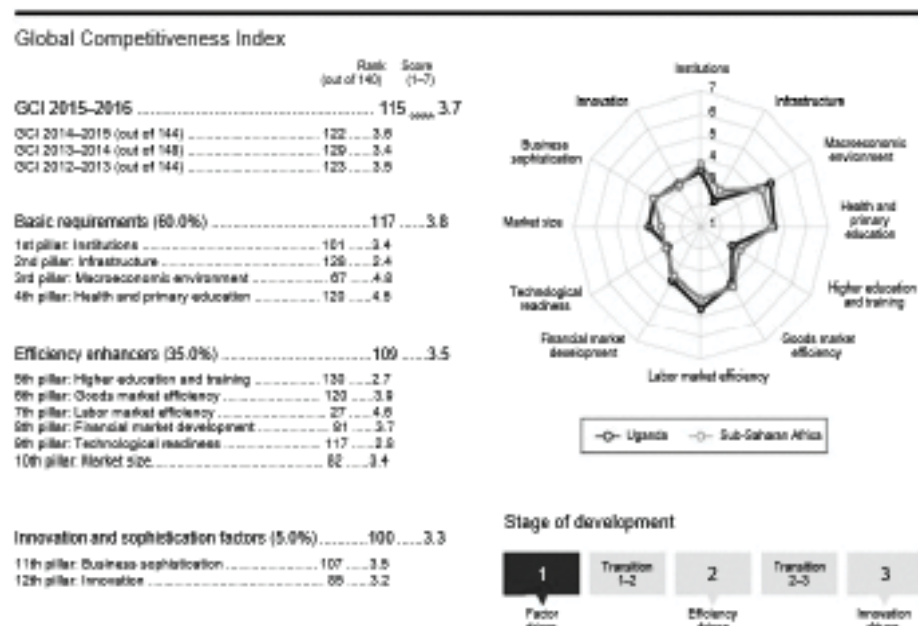
Population (millions)	38.0
GDP (US\$ billions)	27.6
GDP per capita (US\$)	726
GDP (PPP) as share (%) of world total	0.07



Source: Global Competitiveness Report 2015-2016

From figure 1 above, the GDP per capita (Purchasing Power Parity) has been increasing since 1990 to 2014 and still rising. However, it is also reflected that even given that growth, it is still low compared to the growth in the sub Saharan Africa.

*Figure SEQ Figure * ARABIC 2: UGANDA: Global Competitiveness Index*



Source: Global Competitiveness Report 2015-2016

Figure 2 above describes the Global Competitiveness Index ranking of Uganda. 140 countries were considered in the report and the ranking is between 1 and 7 for the different pillars. Countries with least score (tending towards 1) are less competitive while those with a high score (tending towards 7) are more competitive.

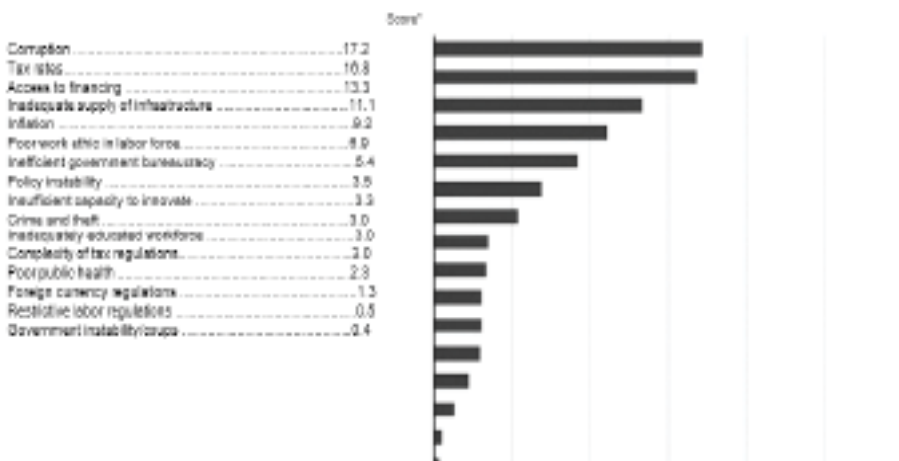
Uganda GCI Rank has slightly improved over the years from 123rd out of 144 countries in the 2012-2013 report to 115th out of 140 in the 2015-

2016 report. Uganda is still at the Factor Driven Stage with a total score of 3.8 out of 7 and a GDP (PPP) per Capita (US \$) of \$726 although it has a score of 3.5 out of 7 and ranked 109th at the Efficiency Driven Stage and a 3.3 out of 7 and ranked 100th at the Innovation Driven Stage.

Uganda highest scored pillar is Macroeconomic environment at 4.8 out of 7 ranked 67th out of 140 countries and its lowest scored pillar is infrastructure at 2.4 out of 7 ranked 128th out of 140 countries Higher education and training is scored at 2.7 out 7 and ranked at 130th out 140 countries. This is less than average.

*Figure SEQ Figure * ARABIC 3: UGANDA: The Most Problematic factors for doing Business*

The most problematic factors for doing business



Source: Global Competitiveness Report 2015-2016

Figure 3 displays the most problematic factors of doing business with 0 being least problematic score and 30 being highest problematic score. Uganda's most problematic factors for doing business are corruption (17.2/30), tax rates (16.8/30) and access to financing (13.3/30). However, Uganda is doing well when it comes foreign currency regulations (1.3/30) and restrictive labour regulations (0.5/30). Uganda scores best

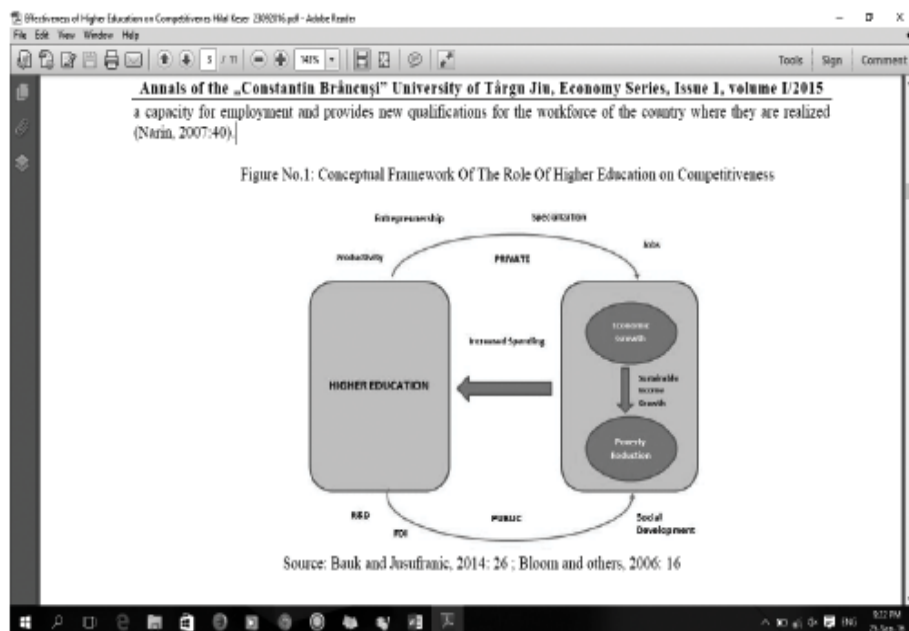
in the area of Government instability/ coups at 0.4/30. Other issues that are of problematic include inadequate supply of infrastructure (11.1/30), inflation (9.2/30) and poor work ethic in the labour force (6.9/30).

4. UNIVERSITY EDUCATION CONTRIBUTION TO COMPETITIVENESS

University is the highest institute of knowledge delivery and is therefore as such a market place of knowledge. It is this generated knowledge that propels the creation of technology thus providing sustainable development and affects the competitiveness of countries directly. In every respect of the knowledge age, the pursuit of the innovation and realization of economic development depends on the work force having received a qualified education. (Keser, 2015)

Higher education is of crucial importance to development of production systems, implementation of new technologies and management systems at the point where countries make strategic decisions. In today's globalizing world, particularly, training specialized workforce, who is able to be adapted to the changing needs of the production system by receiving higher and vocational education, is important for increasing competitiveness (Sala-i-Martin X, 2014)

*Figure SEQ Figure * ARABIC 4: Conceptual Framework of the Role of Higher Education on Competitiveness*



(Bauk S, 2014) and (Bloom D, 2006) have explained the effect of the higher education to competitiveness with the conceptual structure which is seen in Figure 4. According to this, higher education creates workforce both over private sector and public force. From the point of public sector, quantity and quality of higher education affect the productivity of both the individuals' companies and institutions.

From the private sector perspective, higher education not only leads to employer productivity but also more entrepreneurship, specialization because of division of labour and eventually more jobs.

Higher education is advantageous to the public sector as well since it stimulates more research and development thereby increasing the presence of production and management system compliant to technology. In the long run more spending in this area affects economic and social

development thereby accelerating foreign investment. Social progress includes areas like health, education, infrastructure, urbanization, environmental issues in a country, which are realized for the improvement of social conditions and whose service functions dominate (Tolunay A., 2006). Besides, foreign investments create a capacity for employment and provides new qualifications for the workforce of the country where they are realized (Keser, 2015).

The fact that higher education affects economic development in both private and public sectors cause a reduction in poverty by means of a sustainable income increase. This leads to higher living standards and competitiveness in the country reach to the higher levels. With an increase in competitiveness, spending for higher education soar and in order for the competitiveness to reach to the upper levels, the cycle in Figure 4 proceeds (Bauk S, 2014).

University training which is the focus of the paper exists with the name of higher education and vocational skills training, and as the fifth pillar in GCI. This pillar takes the application level of high and tertiary education institutions into consideration. It also makes the measurement of how trained the workforce is for the demands of the business world (Keser, 2015)

As seen in table 1 below, Higher education in the Global Competitiveness Index (GCI) Report is split into three sub sectors which include quantity of education, quality of education and on-the-job training. The focus is both knowledge and skills.

*Table SEQ Table * ARABIC 1: The Details of Higher Education and Training in the GCI*

Subindex is set in the measurement about the higher education and vocational education. These are called quantity of education, quality of education and on-the-job training. Table 1 shows the subindexes.

Table No.1: Pillar of Higher Education and Training

5th pillar: Higher education and training:
A. Quantity of education
5.01 Secondary education enrollment rate
5.02 Tertiary education enrollment rate
B. Quality of education
5.03 Quality of the education system
5.04 Quality of math and science education
5.05 Quality of management schools
5.06 Internet access in schools
C. On-the-job training
5.07 Local availability of specialized research and training services
5.08 Extent of staff training

Source: Sala-i-Martin and others., 2014: 50

Quality higher education and training is crucial for economies that want to move up the value chain beyond simple production processes and products. In particular, today's globalizing economy requires countries to nurture pools of well-educated workers who are able to perform complex tasks and adapt rapidly to their changing environment and the evolving needs of the production system (Klaus Schwab, 2015).

Channels have been suggested through which education affects a country's productivity and these include the following;

Education concerns not only the quantity of schooling, the percentage of the population that completed primary, secondary, or tertiary education—but also, critically, its quality. (kimko, 2000), for example, it is not merely years of schooling but the quality of schooling (which may be reflected in international examinations) that has a significant relationship with economic growth.

Current debates on the relationship between the quality of education and productivity centre on softer skills such as the extent to which educational institutions equip their students with the ability to think critically and creatively, and how extensively and effectively these institutions foster and support students' curiosity.

According to the world Economic Forum there are two important implications for delivering education. First, research suggests that teaching creativity and curiosity involves complementing the focus on numeracy and literacy with concepts of intelligence in areas such as the arts, music, interpersonal relations, control of the body (as needed, for example, for dancing and theatre), and intrapersonal knowledge. Second, it requires a reassessment of our current methods of teaching: departing from the assumption that all children learn equally, it suggests the need for a tailor-made learning experience based on an individual analysis of the way a child absorbs knowledge, thereby allowing the teacher to properly assess a child's progress.

5. FACTORS AFFECTING UNDERGRADUATE EMPLOYABILITY

In the past 60 years, participation in post-secondary education has increased dramatically. Prior to the Second World War, post-secondary education was constrained to the societal elite that possessed the required economic capacity (Sutherland, 2008). However, a combination of public policy and demographic shifts have seen post-secondary education expand considerably in developed as well as in developing countries. For example, in Uganda, the number of degree granting post-secondary institutions expanded from 3 to 31 between 1994 and 2014 (Ministry of Education, Science Technology and Sports, 2016)

Despite the increasing participation rate in post-secondary education, not all university graduates obtain jobs that fully harness their skills and credentials. One primary way to improve labour market outcomes for new university graduates is to ensure they have employability skills. Indeed, (Wickramasinghe, 2010) contends that these employability

skills are critical for economic and social development. Moreover, from an employer's perspective, an educated and skilled workforce is vital to sustain a competitive advantage in the market (Lin, 2012). Increasing our understanding of factors that influence undergraduate university students' successful transition into the labour market is critical to ensure that employers can recruit graduates who have the skills their organisations need to succeed in the twenty-first century knowledge-based economy. The relationship between education and employability has been examined from a range of stakeholder perspectives, including university recruiters (Moy, 2006) faculty members (Aistrich, 2006) and employers (Finch, 2012).

In sum, consistent with (Finch, 2012) literature review identified five higher-order composite categories of employability factors: soft-skills, problem-solving skills, job-specific functional skills, pre-graduate experience, and academic reputation. Within these five higher-order categories are 17 individual employability factors.

Soft-skills (Written communication skills, Verbal communication skills, Listening skills, Professionalism and Interpersonal skills): results support a growing body of research that identifies soft-skills as one of the most important competencies employers look for when hiring new graduates (Finch, 2012). Indeed, of the 17 individual employability factors measured, five of the six highest ranked factors were from the category of soft-skills. This suggests that new graduates who demonstrate soft-skills (e.g. effective communication and interpersonal skills) will be more competitive in the marketplace than those who do not.

Problem-solving skills (Critical thinking skills, Creative thinking skills, Leadership skills, Adaptability): consistent with past research (Reid, 2012), study show employers identify problem-solving skills (e.g. critical thinking skills) as an important factor when assessing new graduates' employability. Second only to soft-skills, problem solving was considered a key skill employers assess when hiring new graduates. The current findings provide additional support for the notion that problem-solving skills are important across disciplines (Wellman, 2010), perhaps

due to their strong predictive validity when it comes to job performance (Schmidt, 2004). Taken together, the relatively high importance placed on soft-skills and problem-solving skills suggests that employers value skills that transcend specific roles and occupations, and place relatively less value on job-specific functional skills.

Pre-graduate experience (Work experience and Professional confidence): the third most important category of factors, as identified by employers, is pre-graduate experience. Importantly, findings from both the qualitative and quantitative phases of studies illustrate that employers view the learning opportunities inherent in cooperatives and internship placements as highly Individual Factor Associated Category Mean SD valuable for graduate job-seekers and their prospective employers. This finding replicates and extends previous literature demonstrating the importance of work experience for graduate employability (Gault, 2010)

Functional skills (Job-specific competencies, Job-specific technical skills and Knowledge of software): the next category identified as an important employability factor is job-specific functional skills. Within this category, three individual factors were measured: job-specific competencies, job-specific technical skills, and knowledge of software. Results demonstrated that these skills are not as important to employers as the previous three categories identified. To be a successful job applicant as a new graduate, technical skills are important but ranked intermediate to the other categories. Employers who have technical requirements understand that they may have unique software and/or technical processes that graduates may not have been exposed to in their studies. However, by selecting graduates with strong problem-solving skills, employers can ensure that it will be easy for their employees to learn these job-specific functional skills through training or on-the-job experience.

Academic reputation (Academic performance, Institutional reputation and Programme reputation): the final category examined is academic reputation (i.e. academic performance, programme reputation, and institutional reputation). Results illustrate that, compared to the above-mentioned categories, employers place the least importance on academic

reputation when hiring new graduates. In fact, of the four lowest ranked individual employability factors, three were measures of academic reputation. That said, these factors were still ranked above the mid-point on the scale, suggesting that employers do place some importance on them.

These findings contribute to the relatively small body of literature on the relationship between academic reputation and employability. Interestingly, it appears that there may be a disconnect between the importance students place on academic reputation when choosing their post-secondary institution (Capobianco, 2009) and the relative lack of importance employers place on academic reputation when hiring graduates.

6. POSSIBLE ENHANCEMENT OF UNIVERSITY EDUCATION FOR GLOBAL COMPETITIVENESS

Referring to how some economies have improved their level of competitiveness, below are some suggestions on how University Education can be enhanced to improve Global Competitiveness

- i. Staff Development Plans; most of the facilitators/Lecturers in the different universities are basically teachers and not practitioners. The government in conjunction with the different public and private universities should make an arrangement where university staff get employed in their respective fields as research which in turn will help them lecture from an informed and practical point of view. This will help with solving the problem of staff development at universities.
- ii. Increasing Research and Development funds. All universities exist because of the research that is conducted. Some of the universities however are not globally competitive because they do not have enough funds to carry out the relevant research that can be used for development.

- iii. Collaborations between industries and Universities; the industrial sector in the country is growing. This calls for more industrial training and internships. A collaboration between industries (or any other firm) and universities will not only make the University education more practical but it will boost the efficiency in all sectors of the economy. This will eliminate the disconnect between the degree awarded and the skills needed for the jobs thereby eliminating theoretical problem of the education system. Government of Uganda through its Ministry of Education Science and Technology and Sports (MoESTS) has started the Higher Education and Science Technology Project funded by the Africa Development Fund (AfDB). The project has an internship component run by Uganda Manufacturers Association. The UMA HEST project placed 587 interns of its targeted number of 400 in 2015; of which 39.8% were actively employed by December 2015. In 2016, the UMA HEST Project has as of end September 2016 so far placed 1033 students for internship out of its targeted 800 students. This indicates the increasing demand for skilled labour which can be attained by on-job training and it is a plea to government not to cease such projects.
- iv. Increasing NCHE University supervision; due to the increasing numbers of universities, government of Uganda through National Council of Higher Education should be more vigilant in controlling for quality of graduates if Uganda's universities are going to be competitive in the 21st century. The background to this is that more companies are asking graduates to produce certified international qualifications especially for professional courses as a guarantee of knowledge attained. This indicates a growing mistrust of quality of the Ugandan Universities. This therefore calls for an increase in funds to NCHE to conduct the activity.
- v. Career guidance is also an important factor in enhancing Uganda's university education for global competitiveness. Lack

of efficient career guidance has led to potential economists being poor doctors or potential engineers being poor accountants. This is normally caused by students joining courses they are either forced to do or think they have potential while having insufficient knowledge about the labour market. Therefore, students will only pursue those courses that relate to their passion. The Uganda Bureau of Statistics has indicated that worldwide, Uganda has the youngest population of 78 % below the age of 30 years. Currently 23% Ugandans are in the age group of 18 – 30 years. (UBOS, 2014). Of the students who graduated in 2011, only 33% were able to find employment in the formal sector (Ssentamu, 2013). This is partly explained by the small private sector and the failure to match the skills needed in the economy. On this note, we observe that students who graduate lack practical skills to compete in the labour market.

- vi. Competitive and Effective Innovation Partnerships and Programs. Ugandan government through the respective MDAs needs to set up competitive and efficient innovation partnerships or programs. Innovation programs develop strategic plans, accelerate the process of innovation and bridge the gaps between breakthroughs, such as research-and-development results and prototypes, and their commercialization. These increase the global competitiveness of Uganda's university education through acceleration of research and innovativeness.
- vii. Fair salaries to attract or retain the most experienced and best qualified professionals to Universities. Universities need professionals who are able to transfer not just theoretical knowledge but also the practicability of such knowledge. This can be done best by successful professionals with years and excellent expert researchers. Unfortunately, the salaries at universities cannot attract such. Competitive salaries are the solution to this otherwise brain drain will continue to be the greatest lamentations of Uganda's universities.

7. CONCLUSION

Competitiveness, which has become a primary concern in the globalizing world, turns out to be the most important indicator of the countries' international success. World Economic Forum (WEF) defines competitiveness as being able to sell goods and services in international markets in a way that increase the living standards of the citizens living in the country.

The prior condition for being productive and efficient is a trained workforce. People who have received a better education are prone to be adapting into learning new things, new production conditions, and accordingly to increasing productivity.

Because of the direct relation between education, learning capacity, and accordingly productivity increase, education is of crucial importance in the developing countries. That general and skill-oriented higher education and vocational education are not at sufficient levels in Uganda is the biggest obstacle for realization of increase in productivity.

It is therefore of paramount importance that Ugandan Universities should not only concentrate on higher intakes but also increase the quality, skills level and collaboration with the companies/firms if the students' employability and global competitiveness of the country as whole is to be enhanced.

Bibliography

- Aistrich, M. S. M. a. S. D., 2006 . Ivory tower or real world: do educators and practitioners see the same world?. *Marketing Education Review*, 16(3), pp. 73-80.
- Bauk S, J. J., 2014. Competitiveness in Higher Education in Terms of the Level of the Students' Satisfaction with E-Learning in Blended Environment. *Montenegrin Journal of Economics*, X(1800-6698), pp. 25-42.

- Bloom D, C. D. C. K., 2006. Higher Education and Economic Development in Africa, Cambridge: Harvard University.
- Capobianco, F., 2009. Reputation versus reality: the impact of US news and world report rankings and education branding on hiring decisions in the job market. Malibu: Pepperdine University.
- Finch, D. N. J. a. O. N., 2012. The future of marketing education: a practitioners perspective. *Journal of Marketing Education*, 35(1), pp. 54-67.
- Gault, J. L. E. a. D. M., 2010. Effects of business internships on job marketability: the employers' perspective", *Education and Training*. 52(1), pp. 76-88.
- Keser, H. Y., 2015. Effects of Higher Education on Global Competitiveness: Reviews in relation with European Countries and Middle East Countries. *Academia Brancusi*, I(I), pp. 58-68.
- kimko, H. a., 2000. Labour Quality and the Growth of Nations. Hoover institution: stanford university.
- Klaus Schwab, X. S.-i.-M., 2015. The Global Competitiveness Report 2015-2016, Geneva: World Economic Forum.
- Lin, C. T. Y. J. S. a. C. C., 2012. Modeling the relationship among perceived corporate citizenship, firms' attractiveness, and career success expectation. *Journal of Business Ethics*, 105 (1), pp. 83-93.
- Ministry of Education, Science Technology and Sports, 2016. Education Statistical Abstract 2015, Kampala: Ministry of Education, Science, Technology and Sports.
- Moy, J., 2006. Are employers assessing the right traits in hiring? Evidence from Hong Kong companies. *International Journal of Human Resource Management*, 17 (4), pp. 734-754.
- Reid, J. a. A. P., 2012. Critical thinking in the business classroom. *Journal of Education for Business*, 87(1), pp. 52-59.
- Sala-i-Martin X, B.-O. B. D. B. A. H. M. G. C. G. T., 2014. The Global Competitiveness Index Report 2015-2016: Accelerating a Robust

Recovery to Create Productive Jobs and Support Inclusive Growth, Geneva: World Economic Forum.

Schmidt, F. a. H. J., 2004. General mental ability in the world of work: occupational attainment and job performance. *Journal of Personality and Social Psychology*, 86(1), pp. 162-173.

Schultz, T. W., 1961. Investment in Human capital. *American Economic Review*, 51(1), pp. 1-17.

Ssentamu, P. D., 2013. Prospects and Challenges of Higher Education in Uganda, Kampala: s.n.

Sutherland, J., 2008. Higher education, the graduate and the labour market: from Robbins to Dearing”, *Education and Training*,. Emerald Insight, Vol. 50 (1), pp. 47-51.

Tolunay A., A. A., 2006. Kalkınma ve Kırsal Kalkınma: Temel Kavramlar ve Tanımlar, Isparta: Süleyman Demirel Üniversitesi Orman Fakültesi Dergisi.

UBOS, 2014. National Population and Housing Census. s.l.:s.n.

UBOS, 2016. UBOS 2015 Statistical Abstracts, Kampala: UBOS.

Wellman, N., 2010. The employability attributes required of new marketing graduates:Marketing Intelligence and Planning. 28(7), pp. 908-930.

Wickramasinghe, V. a. P. L., 2010 . Graduates’, university lecturers’ and employers’ perceptions towards employability skills: *Education and Training*. Emerald Insight, 52 (3), pp. 236-244..

TRAINING OF UNIVERSITY STUDENTS FOR NATIONAL, REGIONAL, AND INTERNATIONAL EMPLOYABILITY

Charles G. Kwesiga

1. The African Paradox

The African developmental paradoxes continue unabated: a resource rich continent that continues to suffer grinding poverty, debilitating hunger, and stunted development; suburban opulence versus squalid urban centres; brain drain versus “unemployable” graduates; global socio-economic cohesion versus a widening gap between Africa and the rest of the “global village”; embrace of modern-day democratic practices versus political hooliganism, acrimony, and chaotic elections; and the list goes on. Walter Rodney says, *“In a way, underdevelopment is a paradox. Many parts of the world that are naturally rich are actually poor and parts that are not so well off in wealth of soil-soil and sun are enjoying the highest standard of living.”*¹

Oftentimes African countries will take high-sounding and well-researched initiatives only to be subjected to the *“law of unintended consequences.”* But there is hope, to-wit the Economist magazine which in 2000 described Africa as *“the Hopeless continent”*, then in 2013 as *“the Hopeful continent”*, and, a year later, in 2014 as *“the Rising continent”*! This is commendable metarmorphosis indeed, but a lot of analyses of Africa’s problems and proposals for mitigating Africa’s development ills are as confusing, contradictory, and clueless, as they are inconsistent, impractical, and even futile. Some of the “solutions”

¹ “How Europe underdeveloped Africa” (1972) p.21

have even caused worse problems, a classic case of Senator Moynihan's "iatrogenic medicine".²

According to the book, *"The African Paradox"*, by Dr. Allan Afuah a rather unconventional argument is made that, *"Africa's poverty has little or nothing to do with corruption, colonialism, slavery, tribalism, war, and disease, etc. Rather, Africa has remained poor because it has not learned how to create value – how to make the products or offer the services that people need."* The book goes on to offer reasons why Africa has not been able to learn how to create value. Some excerpts are hereby quoted and elaborated on:

1. "Africans have focused on 'value capture' rather than 'value creation'." Africa's proclivity towards consumption and not production, does not bode well with the desire to develop and to industrialize. Dr. Adesina says, "We need to invest more in agricultural research so that our agriculture can be efficient and let Africa to be a processing centre instead of a consumption centre."³ The same can, and must be, said about industrial production.
2. "It is not in the interest of rich countries to make smart rivals out of loyal customers and suppliers." In Africa, the first world has a captive market, as do the emerging economies. How can one expect foreign aid, and even FDI, to be used to change the status-quo? Competition between economic giants, and more recently Brexit, conspire to deny attention to Africa's needs and aspirations.
3. "Timing is not right", according to Dr Afuah. Global economic crises, restive political systems, natural calamities, etc. are not conducive to socio-economic transformation of Africa.

2 Sen. Moynihan (RIP) was referring to a patient who comes out of the hospital worse than when he entered.

3 Dr Akinwumi Adesina is current President of African Development Bank (AfDB)

4. “Africans have failed to identify their strengths and opportunities and capitalize on them.” Most graduates I know have learnt SWOT analysis, but not many of them use SWOT analysis beyond getting a grade. SWOT analysis, if used properly, can deliver appropriate strategic direction of an entity. But few of our graduates are able to translate qualitative statements into quantitative parameters that lead to such strategic decisions. Other tools learnt are routinely misapplied (e.g. BCBS in Ohio)
5. “Africa and its benefactors, so-called development partners, have failed to understand that the transformation of Africa from poor to rich is a radical innovation, and therefore failed to pursue the right strategies”. Strategic planning is no longer an option, but a tool we must employ if we are to overhaul and overturn Africa’s developmental paradox. A comprehensive Strategic Plan (SP) must include all elements needed for its implementation, especially the desired human resource – numbers and levels of competence.

Regardless of blame for Africa’s niggardly pace of development, it is an immutable fact that Africa must change course in its quest for modernity, self-sufficiency, and a better quality of life for its people. John Agyekum Kufuor, former President of Ghana says, “*Education, particularly higher education, will take Africa into the mainstream of globalization.*” But for this to happen Africa must reform its education system.

2. To what extent should University function as training ground for employment?

Tradition has always been that universities are meant to dispense knowledge and engage in erudite academic research. Meaning that impartation of skills is someone else’s responsibility, and not the responsibility of universities. The question above was posed to some experts via Yahoo internet service. One of the experts posted the following, “To really look at the question, you will need to separate the two concepts of training

and education. In simplest terms, Training provides immediately transferable skills of some sort. Usually along the “how to do” spectrum, while Education provides a different set of skills along the “why we do” spectrum, particularly the ability to analyse, comprehend, and synthesize information. The two aren’t the same. Sometimes they even conflict with each other. A university is designed to provide education. A vocational or professional school is designed to provide training. Not only is the purpose of the two different, the audience and methods of the two are different.”⁴ I must add that even the recruitment process and societal expectations of the ultimate outcomes are diametrically different. These differences notwithstanding, attempts must be made at cross-pollination between the institutions.

Clearly Uganda’s practice of separating, better yet, creating a gulf between vocational skills training and professional university education is by no means unique. Rather what is different is that the developed world has options we don’t have yet, especially opportunities for apprenticeship and on-the-job training. Our lack of a solid industrial base is the cause and consequence of this debacle. It therefore behoves on us to change course and mitigate the tragic dearth in skills if we are to make any headways.

To make matters even more worrisome is the fact that our pedagogical delivery at vocational institutions is very much wanting, government efforts notwithstanding. The pervasive lacunae at these institutions are properly equipped and functional workshop facilities and qualified instruction staff. By the latter I mean staff that is hands-on and whose qualifications go beyond teaching certificates. In this regard the German model is instructive. The linchpin of German industry is the Master Craftsman – low on academia but a superb technician. He is the paragon of high quality industrial parts, as well as highly regarded quality products. Venerable products like Mercedes Benz, BMWs, German-made Electronic gear, etc., owe their market prowess to the Master Craftsman.

4 Anonymous expert (Yahoo survey)

Another concern, besides unemployability of our graduates is underemployment. It has become a common phenomenon nowadays to find an engineering graduate working as a teller at a bank or even at a SACCO. This mismatch between qualifications and career path is simply untenable. Unfortunately most of our universities and tertiary institutions don't seem to have mechanisms for tracking the career paths of their alumni. Maybe if they did they would adapt new methods of education and training geared at influencing the destiny of their students. Instead it takes Kelvin Balogun, President of Coca-Cola for Central, East and West Africa, to tell us that, "Almost half of the 10 million graduates churned out of the over 668 universities in Africa yearly do not get job... We need to build our human capital to bring about the development of Africa."⁵ A famous Kenyan writer is even more apocalyptic when he writes, "*Kenyan classrooms are churning out nothing but moral and intellectual Lilliputians, hundreds of thousands of them, every year.*"⁶

3. Human capital for industrialization – the role of the Universities and tertiary institutions

There are three pillars upon which industry/enterprise rests, namely: appropriate technology; affordable financing; and human capital. The latter is the main theme of my presentation today, and I will dwell on that, bearing in mind that the three pillars must be considered simultaneously and comprehensively. Otherwise the 3-legged stool will not balance.

Uganda has taken the bull by the horns and embarked on several initiatives to impart skills at different levels. Initiatives by Ministry of Education include, "Skilling Uganda" and "BTVET" which are intended to advance skills training in the country. Vocational schools and tertiary institutions training continue to focus on technicians level at diploma and certificate levels, while our universities offer professional degrees. In general, higher education certainly should play a role in helping to

5 Kelvin Balogun speaking at, "Africa Transformation Forum in Kigali", April 1st 2016.

6 Undated Sunday Vision Newspaper

provide students with the requisite resources, knowledge, and skills they need to be successful in the environment they chose to end up in. For desired results however, higher education must be complemented by on-the-job training or employer-sponsored targeted training workshops. This is where Uganda is at a serious disadvantage because of an under-developed industrial sector.

Globally, the higher education sector is notorious for maintaining the status quo and resisting change. Kenneth Freeman, Allen Questrom Professor and Dean of Boston University School of Management, was quoted by Wall Street Journal as saying, “The world has changed since the industrial revolution, but the universities have not.”⁷ But as fate would have it, our premier institution (Makerere University) has one faculty that has admirably gone against the grain. Medical students there have been deliberately and consistently prepared to get into the world of work by making sure that their academic pursuits are always complemented by internships that are supervised by highly qualified and experienced professionals. Some, like faculties of education, only partially try a similar approach but not to the extent of the medical faculty. With the majority of other faculties, they are satisfied with industrial training – which some mistake for internship. Typically industrial training is a six-week attachment to some institution, in most cases sought or negotiated by the student. I feel that internship should be of “sterner stuff”, to paraphrase Shakespeare. My experience so far is that industrial training is just a few weeks, its supervision is scanty, and areas of coverage are a preserve of the agency/company that engages the student with no input from university authorities. Yet, in our situation, industrial training is the only opportunity a university student has to be exposed to operations of the real world.

1. Experiences from offshore

In the contemporary global village we live in, it is prudent to learn from others as we seek solutions to some of our daunting problems. For

7 Wall Street Journal, 21-10-2013

example, most US universities engage in what they call coop programmes whereby their engineering students are seconded to corporations for the duration of their degree studies such that they spend their holidays working with those corporations. They are expected to spend an entire academic year, usually between their junior and senior years, attached to their corporate benefactor. Establishing such rapport should offer opportunity to the student and the corporation to decide on a long-time relationship together. And even if such a relationship doesn't pan out, the student in this scenario has developed a high degree of confidence, requisite competences, and a discerning attitude towards a desired, preferred and guided career path.

Back to the continent of Africa: Republic of Tunisia has a population of 11 million, and got its independence in 1957. The country has had its fair share of restive politics, and recently even participated in the chaotic "Arab Spring".

Although Tunisia's economic profile is superior to that of Uganda (see table below), like us, one of its most intractable problems has been unemployment of its graduates. And so in 2015 Tunisia, with the support of Germany, launched a programme aimed at ameliorating the graduate unemployment problem. The programme, known as a centre for guidance and professional re-training, is aimed at matching and adapting the university qualifications of young job seekers to the future needs of the job market and it operates as follows:⁸

1. CORP (programme's French acronym) is a practical response to the weak performance of Tunisia's university graduates vis. mismatch between the qualifications of graduates and needs of the labour market; lack of advice for job seekers and information on prospects after graduation; 'soft skills' that are needed by companies but are lacking among graduates.

8 www.universityworldnews.com

2. CORP focuses on promoting professional training and employment through experts, technical assistance and supporting companies to identify their workforce needs and select candidates.
3. CORP is to provide re-training that helps to skill graduates in areas and occupations needed by companies.

In 2010/11 Tunisia's tertiary institutions had 63% of students studying humanities, and 37% studying science, technology, engineering, and maths.

2. Whither to Uganda?

According to a study published by ActionAid, "Youth unemployment in Uganda is the highest in Africa."⁹ The implications of such are truly ominous. The ever increasing number of disaffected graduates whose qualifications do not meet the needs of the job market must be handled with maximum dispatch. Suggestions for action include:

1. Harmonise the linkages between academia and industry by recognising the natural symbiosis between the two. The coop approach mentioned above is worth a try.
2. The same goes for universities, tertiary institutions (especially vocational schools), and industry. This triangular arrangement is sine qua non to the effective operation of an industry. A professional engineer needs a number of technicians and other support staff to do his/her job just as an enterprise can only flourish through the combined efforts of multiple disciplines.
3. There is a strong need for reforms along the entire educational value chain by reinforcing forward and backward linkages.

9 Study: "Lost opportunity? Gaps in youth policy and programming in Uganda." Action Aid, 2016

University students are products of preceding educational systems. The quality and calibre of freshmen has a direct correlation to the quality of the ultimate outputs, the university graduates. Academia and socialisation need not be mutually exclusive.

1. One of the educational reforms needed is examining the efficacy and relevance of A-level training. One discernible flaw is that 18-year olds are making decisions that impact their career path based on a one-off O-level exams. The 3 or 4 course combination at A-level will define a student's future career choices and exclude him/her from the wider spectrum of career choices. I contend this is a premature choice of one's professional calling.
2. Business incubation as a mechanism that leads to self-employment and enterprise creation is a novel approach that is gaining currency as an option to fresh graduates.
3. A case-study approach should be emphasized as a strong complement to teaching of concepts and problem-solving tools.

We have come a long way in forestalling the so-called "ivory tower" mentality. Next on the agenda is the overhaul of curricula and methods of delivery so that our graduates are not only employable but have the capacity, confidence, and competence to create employment for others.

Vernon Law: "Experience is a hard teacher because she gives the test first, the lesson afterwards."¹⁰

¹⁰ Vernon Law (b. March 12, 1930) was an award winning baseball player

ENHANCING THE TRAINING OF UNIVERSITY STUDENTS FOR EMPLOYABILITY IN THE EAST AFRICAN REGION

Wilson Muyinda Mande

INTRODUCTION

Education has been linked to employment and high standard of living. In the 1960s and 1970s Ugandan children were exhorted to study hard so that could have a better living. Indeed during those decades almost all people who went to University for some time even before graduation could be employed. So graduates easily secured sufficient earning, had good housing, and employment was permanent and pensionable. There was tremendous value attached to university education. The employment situation began to change in the 1990s. It was during this decade that Structural Adjustment Programmes (SAPs) proposed by the World Bank began to take its toll on Uganda. Following onto the Structural Adjustment Programmes, the policy of downsizing the public service was implemented. This led to retrenchment of over 160,000 public employees.

Objectives

There are three objectives of this paper. There are:

- (1) To bring out the view that since modern universities began, societal exigencies have influenced the curriculum.
- (2) To outline the state of graduate unemployment in the region.
- (3) To propose the possible ways in which training of university students for employability can be enhanced

SOCIETY'S INFLUENCE ON UNIVERSITY CURRICULUM

To bring out the view that since modern universities began with the influence of societal exigencies

- (a) There existed cathedrals schools and the madrasah
- (b) The oldest existing, and continually operating educational institution in the Muslim world is University of al-Qarawiyyin founded in 859 AD in Fez, Morocco. It was initially a madrasa.
- (c) The University of Bologna, Italy, was founded in 1088. It grew out of cathedral school. This is considered the oldest University in Europe, and is surviving oldest of the modern universities in the world.

(a) Curriculum of religious schools

- First there were religious schools (the madrasa and the cathedral schools).
- These schools had a curriculum dominated by religious instructions.
- The fact that society was keen on religion during those days and wanted the young people to learn their faith the religious schools were established. Most old and famous universities like Oxford, Harvard, etc. were initially schools for religious instruction.

(b) Society's Influence On University Curriculum In The Middle Ages

Universities became properly established in middle ages. The society demanded universities to teach the following fields:

- (a) Law
- (b) Medicine
- (c) Theology
- (d) Grammar
- (e) Music
- (f) Astronomy
- (g) Arithmetic and geometry
- (h) Philosophy (rhetoric and logic)
- (c) Industrial Revolution Influence On University Education

The Industrial Revolution was the transition to new manufacturing processes in the period from about 1760 to sometime between 1820 and 1840. This transition included going from hand production methods to machines, new chemical manufacturing and iron production processes, improved efficiency of water power, the increasing use of steam power, the development of machine tools and the rise of the factory system.

Industrial revolution brought engineering in the university education in the 1800s. Now that there were machines, it was necessary for the institutions of how the machines worked.

Electricity was also invented in the USA around 1800s. So electrical engineering later entered university curriculum. Hence degrees in electrical engineering.

In Britain, between 1900 and 1909, ‘red-brick’ universities were founded in Birmingham, Liverpool, Leeds, Manchester, Sheffield and Bristol, concentrating on ‘hands-on’ courses such as science or engineering.

These differed from universities such as Oxford and Cambridge which primarily taught less vocational and more traditional subjects such as history and the classics

Universities have for a long time been responding to the challenges in society. So it is appropriate that our universities today respond to current challenge of unemployment or unemployability of graduates.

STATE OF GRADUATE UNEMPLOYMENT IN THE REGION

In Uganda, the unemployment rate measures the number of people actively looking for a job as a percentage of the labour force. Unemployment Rate decreased to 3.80 percent in 2013 from 4.20 percent in 2012. Unemployment Rate averaged 3.63 percent from 2003 until 2013, reaching an all time high of 4.20 percent in 2010 and a record low of 1.90 percent in 2007.

Negative attitude and mindset remains the major obstacle to improved figures of employment among the youths. This has not only created more pressure on the few available resources but also increased the rate of dependence onto the few productive people among Ugandans (Katumba Wamala, 2014) and Allen Kagina stated that it was lack of positive attitude which made Ugandan graduates unemployable.

Statistics from the labour ministry in 2010 showed that out of the 400,000 students who graduate from various tertiary institutions across the country each year, only 8,000 have a chance of being gainfully employed. As of April, 2016, the number of civil servants in the country stood at only 254,159.

The unemployment rate in Uganda among University and technical school graduates is 83%. The youth have no jobs, no rent, no food and live in despair yet the MPigs keep rewarding themselves. This is what I received with the video: “This pig Nsereko has deployed kifeesi thugs to Buganda road court. We are refugees in court room no. 2. Buganda road. The magistrates in this court have adjourned all proceeding.”

Youth unemployment in Uganda is the highest in Africa. A study, *Lost opportunity? Gaps in youth policy and programming in Uganda*, published by ActionAid, put youth unemployment at 62%, although the African Development Bank says it could be as high as 83%. Whether 62% or 83%, the fact was that unemployment rate in Uganda was something reckon with. Uganda has the world's largest percentage of young people under 30 who constitute 78%. Worldwide, there are about 1.2 billion 15- to 24-year-olds. About 200 million are in Africa (Mwesigwa, 2014)

A survey released by the Inter-University Council for East Africa (IUCEA) in 2014 reported that more than 6 in 10 university graduates in East Africa were “half-baked.” The survey sought the views of employers in the five East African Community (EAC) countries on the employability of graduates from local universities and it was reported that worst records were in Uganda (63%) and Tanzania (61%) with graduates unfit for jobs.

According to the International Labor Organization (ILO) definition, Uganda's measured unemployment rates are relatively low for the region though they have been increasing over time (from 1.9 percent in 2005/06, to 3.6 percent in 2009/10, and recently to 5.1 percent in 2012). At the same time, the characteristics of the unemployed vary widely. Urban youth are more likely to be unemployed (12%) than rural youth (3%). In addition, female youth are twice as likely to be unemployed compared to male youth. Interestingly, the report notes that unemployment increases with the level of education attained: Unemployment is lower among persons with no education and primary education, and higher among those with secondary education and above. This is not to negate the importance of education—as it is widely known that education is a significant factor in securing good employment over time—however, the more educated are biased towards wage-paying formal jobs, which are harder to find. Indeed, persons with education above the secondary level are more likely to be in wage employment (59.1%) compared to those with primary education (18%), and their earnings tend to be higher.

University training in Uganda is under attack, albeit rhetorically, for graduate unemployment. Thus, it has been a *scapegoat* for policy inaction and divestiture of accountability.

Unemployment As A Challenge For Univeristy Curriculum

To outline the state of graduate unemployment in the region

- In Uganda graduate unemployment is a complex matter. On average about 400,000 graduate from the various universities and degree awarding institutions in the country.
- Projects registered by the Uganda Investment Authority indicate that only 150,000 jobs are created annually leaving an estimated 350,000 potentially jobless.
- According to statistics, youth unemployment in Uganda stands at 62% representing 4.5 million of 7.2 million youths.
 - ◇ Characteristics of the unemployed vary widely.
 - ◇ Urban youth are more likely to be unemployed (12%) than rural youth (3%).
 - ◇ female youth are twice as likely to be unemployed compared to male youth.
 - ◇ Unemployment increases with the level of education attained:
 - ◇ Unemployment is lower among persons with no education and primary education, and higher among those with secondary education and above.

Causes of unemployment

Professor Augustus Nuwagaba, director of Reeve Consults Uganda, believes the problem lies in the education system. He says the country is stuck with the colonial education system that trains students to be clerks, teachers and lawyers. Times have changed, Nuwagaba says, and the country needs metal fabricators, carpenters and mechanics. Foreign investors also bemoan the lack of skilled workers in Uganda.

Lack of skills is a global problem. The International Labour Organisation (ILO) says training institutions continue to produce graduates whose skills do not match what the market wants. This mismatch makes it harder to tackle youth unemployment.

Effects of unemployment

- a) Unemployment leads to hopelessness and despair.
- b) Unemployment means people cannot feed their families or themselves or even pay for simple things like medical care
- c) Unemployment also means that people cannot send their children to school. An under educated population cannot develop a country.
- d) Unemployment leads to lawlessness, crimes as well as a tendency for young people to be recruited into rebel activities or even terrorism which promise them a better future.
- e) The youths get recruited to go and do manual jobs in the Middle East and Asia. This is misuse of young people.
- f) The effects of unemployment on the tax base are very big. When people are not working, you have a small tax base.

- g) With a reduced tax base due to unemployment, tax payers face a very high administrative budget which prevents the provision of basic services like health care and education.
- h) Facing poor health care, bad roads, poor education, crimes, etc. there is genuine need for affordable education that is public for everyone.

Unemployment, even for graduates, brings many problems

Unemployment for educated youth is said to be caused by lack of skills among others.

- A survey released by the Inter-University Council for East Africa (IUCEA) in 2014 reported that more than 6 in 10 university graduates in East Africa are “half-baked.”
- The survey sought the views of employers in the five East African Community (EAC) countries on the employability of graduates from local universities and it was reported that worst records were in Uganda (63%) and Tanzania (61%) with graduates unfit for jobs.
- In view of the fact there is unemployment and unemployability among the graduates, universities are compelled to respond with training that enhances employability of graduates.
- One of the undeclared justification of university existence is to help society to solve its problems.
- So if the current challenge is unemployment and unemployability, universities have to respond by enhancing employability of their students.

TRAINING OF UNIVERSITY STUDENTS FOR EMPLOYABILITY

Employability refers to skills, understandings, and personal attributes that make graduate more likely to gain employment and be successful in their chosen occupations. These set of achievements cut across professions and sectors.

Employers need the following competencies in university graduates:

- 1) Leadership
- 2) Teamwork
- 3) Effective communication
- 4) Problem solving
- 5) Strong work ethic
- 6) Emotional intelligence
- 7) Confidence
- 8) Customer care
- 9) Sufficient understanding of business
- 10) Experience internally and externally
- 11) Persistence and for focus on solutions
- 12) Creativity and Innovation
- 13) Several Technical skills
- 14) Analytical and critical thinking

15) Adaptability

16) IT literacy

17) Self – awareness

18) Time management

- ◇ All the above competencies are not easily developed in the usual lecture theatre. That is why students may graduate but remain weak in competencies like teamwork, customer care, adaptability, creativity, etc.
- ◇ It is view of the above situation that graduates are described as unemployable because they lack a mixture of competencies that employers are interested in. Even if one is self-employed, the above competencies are needed and relevant.

There are several models of training university students to acquire the above competencies so that they employable.

(1) Mainstreaming entrepreneurship

- ◇ This model requires a university to ensure that Entrepreneurship is a course unit that is offered to all students regardless of their programmes and levels.
- ◇ Entrepreneurship should be offered for a least one year. The first is for theoretical training and the second year is for practical training.

Another model of training university students for employability is by setting up an employability centre. This involves:

- a) Creating an employability resource centre at the university
- b) Training students in a special to acquire competencies for employability
- c) Provision of information on employability to students
- d) Train students on seeking employment
- e) Prepare students to respond to employability needs
- f) Organise employability events on regular basis

In this model, university and industry arrange to train university students together.

For instance if an industry invents a new equipment or develops a new method, then the industry should train the students together.

The same approach should apply in case of internship, mentoring, apprenticeship, and other practical training that take place in the industry. Companies can team with Universities to share the task of training students to acquire the needed workplace skills.

Although a university can choose one of the models, it is advised that universities adopt all the three models for better outcome.

In this model, university and industry arrange to train university students together. For instance if an industry invents a new equipment or develops a new method, then the industry should train the students together.

The same approach should apply in case of internship, mentoring, apprenticeship, and other practical training that take place in the industry.

Companies can team with Universities to share the task of training students to acquire the needed workplace skills.

Although a university can choose one of the models, it is advised that universities adopt all the three models for better outcome.

This presentation has indicated that Universities are expected to respond to societal exigencies. In that way, it is right to argue that society influences university curriculum

The graduate employability crisis stems from the massive unemployment of university graduates. This situation requires universities to train students in such a way that they acquire employability skills.

The models of training students for employability skills proposed are:

- (i) Streamlining entrepreneurship training for a least a year
- (ii) Setting up employability centres at universities
- (iii) Creating synergy between university and industry.

REFERENCES

- Ligami C (2016) Universities and the quest for employment graduates. 14th October, Issue No.432 <https://www.youtube.com/>
- Mwesigwa A (2014) Uganda's unemployed graduates held back by skills gap. 16 January. <https://www.theguardian.com/global-development/>
- Nangalama M L (2016) Uganda Jobless Youth were in Court after the pigs and they were ambushed, 16 September. <https://www.youtube.com/>
- Graduate Unemployment in Uganda Socioeconomic Factors
<http://www.ahero.uwc.ac.za/index.php?>
- Ahaibwe G & Mbowa S (2014) Youth Unemployment Challenge in Uganda and the Role of Employment Policies in Jobs Creation. 26 August, <https://www.brookings.edu/>

THE LEGAL AND POLICY CONSIDERATIONS OF UNIVERSITY EDUCATION FOR EMPLOYMENT IN UGANDA

David J. Bakibinga,

A. Introduction

In this paper, I intend to define the terms “legal” and “policy” and relate them to University Education in Uganda. Second, I will review policy initiatives related to education in Uganda generally and particularly to university education over nearly a century. Third, I will focus on laws and policies with a bearing on University education. Fourth, I will examine aspects which link University education to employment or employability and depart from the original concept of education as the imparting of knowledge and exposure to ideas. I will then conclude the discussion and proffer recommendations.

B. Law and Policy Relative to University Education

The expression “legal” in simple terms means¹ what is done “in accordance with relevant rules.” Alternatively, “legal” refers to what is founded upon or based on law, is lawful, relates to law or is enforceable based on a remedy at law as contrasted with equity. In the context of this paper the term legal will be understood to refer to legislation passed by parliament and rules or regulations made there under. The principal legislation to be considered will be the Universities and Other Tertiary Institutions Act 2001 as amended in 2003 and 2006 (hereinafter referred to as UOTIA) and the National Curriculum Development Centre Act, Cap 155. “Policy” refers to² “a plan or action adopted or pursued by an individual, government, party, business, etc.” Alternatively, policy

1 Free online Dictionary of Computing (foldoc.org), Accessed on 14/09/2016.

2 *Ibid.* Accessed on 14/09/2016.

constitutes the rules and regulations set by an organization. In the context of this paper, the term “policy” will be understood to refer to educational policies passed by government normally following reports of Educational Review Commissions or Committees and sometimes reduced to White Papers on Education. The term will also extend to individual university policies governing teaching.

C. Historical Conspectus of Education Policies in Uganda³

The Educational Policy initiatives by Government in Uganda may be broadly grouped into seven or eight categories.

First, the government involvement in formal education started in the colonial period following the Report by the Phelps Stoke Fund in 1922. However, and second, the first Government Commission on education, the De Bunsen Committee, was constituted in 1952. Its recommendations related mainly to the expansion of facilities for primary and secondary education for girls, the establishment of new primary schools and the expansion of secondary education in order to provide teachers for primary and junior secondary schools. Third, was the 1963 Castle Commission on Education which came just one year after independence. It had to confront the challenge for more high level education to take over the running and management of both the public and private sectors. While the need to expand primary education was recognized, it was realized that there were insufficient resources for both primary level and higher levels. At the time a large percentage of the education budget was devoted to post-primary institutions for the next two decades. Attempts to promote universal primary education (UPE) following the Third Five Year Development Plan (1972-1976) and the Education Policy Review 1977 proved abortive owing to a poor political climate and poor economic growth during that time.

3 See generally Syngella Kis, K. & Arudo, E. *Uganda: Education Sector Policy Overview* (European Commission, 2006); Ojijo, P, *Review of Education Policy in Uganda* (NCDC Working Paper 2014).

Fourth, in 1987 the Education Policy Review Commission headed by Senteza Kajubi recommended UPE, effective from before 2000. This was aimed at providing basic education for all citizens and to transform society leading to greater unity among people higher moral standards and accelerated growth of the economy. Fifth, based on the Senteza Commission Report, Government formulated the White Paper on Education in 1992. It became the official policy on the purpose and programmes of education. It was envisaged that the educational sector would link both rural and urban areas by providing equitable access to quality and affordable education for all Ugandans. This would in turn facilitate the implementation of the Poverty Eradication Action Programme (PEAP), Education for All (EFA) and Millennium Development Goals (MDGs) by 2015.

Sixth, was the Education Strategic Investment Plan (ESIP I) 1998-2003 and that of 2004-2015 (ESIP II). ESIP I is credited with achieving the goals of increased access, mobilization of resources and employing a sector wide approach. However, it was deficient in improving education quality delivery of education services including the devolution of responsibilities to the district level as well as the development of capacity for strategic planning and programming (Syngella Kis & Arudo, 2006). ESIP II focused broadly on issues of quality and adopted a holistic view of the sector, including education from pre-primary up to university level.

Seventh is the Education Sector Strategic Plan 2004-2015 (ESSP) which is the successor to the ESIPs. The main aim of the ESSP was to ensure universal access to primary education as a priority and the removal of financial impediments and emphasis. The plan also supported the decentralization of the management of both primary and post-primary education to districts. The plan further envisaged the National Council for Higher Education (NCHE), through its strategic plan, introducing a restructured system in relation to universities aimed at developing coherence among universities and other higher education institutions. It was also envisaged that the NCHE would develop a course-credit system that allowed the mobility of students among disciplines and institutions without loss of earned work. The ESSP further envisaged a strategic plan

for Higher Education which would reform the curricula to link them closely to Uganda's national development needs and those of the labour market. Among the priorities was the teaching of science, mathematics, technology and other subjects critical to national development. It was also planned to integrate Information and Communications Technology (ICT) into courses so that graduates and lecturers would be computer literate (ESSP, 2004).

D. Legislation

The principal legislation relevant to this discussion is the Universities and Other Tertiary Institutions Act, 2001 as amended (2006) (UOTIA). Where appropriate reference will also be made to the National Curriculum Development Centre Act.

1. UOTIA

The Universities and Other Tertiary Institutions Act, (commonly referred to as UOTIA) was promulgated into law in 2001 and has been amended twice in 2003 and 2006. The Act provides for the establishment of the National Council for Higher Education (NCHE), its functions and administration and was intended to streamline the establishment, administration and standards of Universities and Other Institutions of Higher Education in Uganda. It also provides for other related matters, including the management, staffing and financial administration of those institutions.

The NCHE's main functions are to register, monitor, regulate and evaluate all Higher Education institutions established under the Act⁴.

In relation to Public Universities, it is provided⁵ that the objects and functions of a university shall be those set out in the instrument establishing the university. Apart from that the functions of a University

⁴ Universities and Other Tertiary Institutions Act, Section 5(e), (g)

⁵ *Ibid*, S.24(1).

include⁶ the provision of higher education, promotion of research and advancement of learning, the dissemination of knowledge and giving opportunity of acquiring higher education to all persons including persons with disabilities wishing to do so and irrespective of race, political opinion, colour, creed or sex. Finally, a university should have accessible facilities to its users.⁷

For purposes of this paper it is significant that a University Council is empowered⁸ to provide for the description of the degrees, diplomas, certificates as well as the requirements for such awards. These provisions are significant in that they form the basis for prescribing the content of the curricula justifying the award of degrees, diplomas and certificates.

(a) Relation to Employability

A number of criticisms had been levelled against University Education (Ojijo, 2014). Principally, it is alleged⁹ that university education lacks practical training, transferable skills and value based content. There was also the criticism that there was no provision for internship in the training. It has been noted, in this regard, that although there is a government agency for industrial placement, there exist no incentives by government to companies to absorb interns for instance to grant tax waivers. It has been further stated that university education lacks: (i) methodological training in transferable skills and personal development; (ii) compulsory research training; (iii) entrepreneurship modules to prepare students to market their skills.

6 *Ibid*, S.24(2)(a), (b).

7 *Ibid*, S.24(2)(c).

8 *Ibid*, S.72(a), (b).

9 Ojijo, *supra* n.2, Pp.13-15.

(b) The Makerere University Experience

Makerere University introduced field attachment into its curricula.¹⁰ The main objective of field attachment is¹¹ to produce practically oriented graduates that meet the required job-related competencies of their future employers. The specific objectives are to:

- (i) Enable students get hands-on real life experience they are expected to work in when they graduate;
- (ii) Provide an opportunity for students to apply the principles and techniques theoretically learnt into real life problem solving situations;
- (iii) Provide an opportunity for students and academic staff to interact with stakeholders and potential employers and thus appreciate the field situations that will also generate information for curricula review and improvement;
- (iv) Develop student understanding of work ethics employment demands, responsibilities and opportunities; and
- (v) Enhance and strengthen the linkages between Makerere University and various stakeholders.

The perceived benefits of field attachment for field supervisors, the University and the students have been outlined.¹² First the university partners or field supervisors are; (i) involved in the training and review of programmes at Makerere University; (ii) exposed to a pool of potential employees from which to select and this indirectly reduces the cost of induction or orientation of new employees; and (iii) in a position to obtain additional human resource for effective and efficient service delivery. Second, the University: (i) is able to appreciate client demands and the quality of graduate required to fulfil those demands; (ii) is in a position to enhance and develop its research potential with the various partners

10 See Makerere University Guidelines for Field Attachment.

11 *Ibid.* This is in line with Universities and Other Tertiary Institutions Act, S.72 (b), Para 1-2.

12 Makerere University, *Guidelines for Field Attachment*, paragraph 1.3.

(filed supervisors); and (iii) is enabled to access training facilities and resources which are unavailable on its campuses. Third, the students will; (i) acquire new knowledge and practical experience; (ii) improve their confidence in problem solving; (iii) be exposed to the opportunity to relate to different categories of people likely to be encountered in the real life situation; (iv) gain exposure to the demands and challenges of the work place; (v) get an opportunity to meet and work with potential employees; and (vi) improve appreciation of the profession and acceptable work ethics.

Implementation of Field Attachment

The Field attachment module has been implemented at Makerere University over the past three to four years since council approval of the guidelines.

Practically, students in their third year of study are posted to various organizations during the Recess Term (June-July). During that period the students perform various tasks assigned to them by their field supervisors and maintain a daily log of their assignments and lessons learnt. The log book is checked at the end of each week by the field supervisor and endorsed by both the student and the field supervisor.

The next phase of the field attachment involves the student writing a report which covers description of (i) the objectives of the field attachment; (ii) the place or organization of attachment; (iii) relevance of the activities done during the attachment to the programme of study; (iv) of the experience during the attachment including knowledge and skills acquired relationship with staff, if any, challenges encountered and how they are resolved and major benefits obtained from the attachment. Finally, the report summarizes the strengths and weaknesses and makes recommendations.

The Report is reviewed by the academic advisor who is based in the relevant academic unit of the University and awarded marks.

E. Evaluation

While the Makerere Field Attachment initiative is laudable, it is unclear whether this has been emulated in other Universities apart from the Uganda Christian University, at least in regard to the study of law.

There is also the concern that while Government has done commendable work with vocational institutions and technical institutes to university colleges and universities ultimately reduces the infrastructures for vocational studies and should be halted. (Ojijo, 2014). It is argued in this respect that vocational training should be an alternative avenue for youth who fail to make it to universities or are unwilling to proceed to universities (Ojijo, 2014).

However, there is no doubt that university education spiced with field attachment experience would provide the necessary skills to enable a graduate to be speedily employed or to engage himself or herself in gainful employment. This also answers the criticism of lack of practical training and transferable skills, entrepreneurship and research skills.

The length of the field attachment at Makerere University (two months in the Third Year of study) has also been criticized as lacking with suggestions that it be extended to two or three years for meaningful impact on the student.

CONCLUSION

The paper has reviewed the concepts of “legal” and “policy” considerations relative to University education and relevant policies related to education over the past 94 years. It also analysed the Universities and Other Tertiary Institutions Act relative to University education particularly the role of the National Council for Higher Education and the regulation of Universities which are in turn empowered to formulate the requirements for awards of degrees, diplomas and certificates. In the context of employability, the requirements prescribe the content of the curricula for the relevant awards.

Based on the University mandate to prescribe the curricula for the awards of degrees, diplomas and certificates, the paper examined the *Guidelines for Field Attachment* which form part of the Curricula to University Education at Makerere University. Field Attachment has enriched the curricula in enabling students to acquire practical skills and relate their theoretical knowledge to the reality in the work place. It has also enabled the university to partner with various potential employers and to avail employers with information on potential employees from graduates of the university.

The paper has also reviewed the implementation of field attachment at Makerere University.

It is recommended that Field Attachment be introduced in the curricula of all Universities since it would enhance the prospects of graduates being employed by employers or being positioned to start income generating activities on their own.

BIBLIOGRAPHY

A. *Books and Reports*

Kajubi (1987) *Education Policy Review Commission Report*.

Ojijo, P. (2014) *Review of Education Policy in Uganda* (NCDC Working Paper, 2014).

Sekamwa, (1997) *History and Development of Education in Uganda* (Fountain Publishers, Kampala).

Syngellakis, K & Arudo, E. (2006) *Uganda: Education Sector Policy Review Paper* (EU, Brussels).

Uganda Government (1992) *White Paper on Education*.

Uganda Government (2001) *The Development of Education in the last Ten Years*.

Uganda Government (2004) *The Education Sector Strategic Plan 2004-2015*.

B. *Legislation*

Universities and Other Tertiary Institutions Act, 2001 (Amendments, 2003, 2006).

C. *University Policies*

Makerere University (2012) *Guidelines for Field Attachment*.

UVCF 6TH CONFERENCE RESOLUTIONS

Held on 7th October, 2016 at Silver Spring Hotel, Bugolobi

Theme: training of university students for national, regional and international employability

The participants at the conference adopted the following resolutions:

Resolutions directed to the Government:

1. UVCF to have a working relationship with the Parliament of Uganda to promote matters of university education in the country
2. Parliament will always continue to support the UVCF activities
3. Government should invest more in the agricultural research
4. Educational research should be reformed to answer the questions of society
5. Government should invest in University education if it is remain relevant
6. Government needs to put in place a qualification framework
7. Government need to develop a legal framework for internships so that university students can be easily accepted by the industrial sector.
8. Government should play a big role in job creation
9. Government to ensure that quality of education is enhanced at the lower levels of education because these feed into the universities.
10. Infrastructural development for universities should be enhanced by government in order to assist universities to provide the employability skills of university students.
11. Ministry of Education and Sports is requested to support UVCF to establish its own home (office space) so as to be able to coordinate the various activities effectively

12. Government should develop a national human resource plan to guide institutions (especially universities) that train human resources.
13. UVCF requests to be interfacing with Ministry of Education and Sports on matters of university education in the country.
14. Ministry of education supports and regulates the inclusion of indigenous knowledge or local knowledge in the education curriculum.

Resolutions for individual Universities

1. The UVCF to embrace the mindset education so that students appreciates their country, resources and environment.
2. The UVCF to interact with the NCDC by proposing several aspects in the current curriculum review in the secondary school sector.
3. Universities should equip students with multi-lingual capacities.
4. Universities should design programmes that respond to national needs
5. Train science teachers for national development and competitiveness.
6. Some countries have developed because they have focused on their human resources
7. Invest more money in agricultural research
8. Harmonize education and industry
9. Consider efficacy of ‘O’ and ‘A’ level choices students make and how they affect their future careers
10. Embrace case study approach so that students can acquire more skills
11. Universities should consider their own approach to ranking
12. UVCF should consider creating an open forum to continue with the discussions generated at conference.
13. Universities ought to collaborate in many activities.
14. Universities must plan to improve the country’s competitiveness
15. There should be mentoring of students
16. Universities should set up research funds

CLOSING REMARKS BY THE HONOURABLE MINISTER OF EDUCATION

Janet K Museveni

Honorable Ministers, Your Excellences the Ambassadors, Vice Chancellors, Directors of Institutions, honoured participants, ladies and gentlemen.

I am very pleased to address you at the closing of the 2016 Uganda Vice Chancellors' Forum Annual Conference. The theme of the Conference "Training of University Students for National, Regional and International Employability" is of major concern to Government, the students and their sponsors. The Vice Chancellors and all academic leaders are central in the task of designing suitable courses in their institutions that should provide a good foundation to the students to enable them to find gainful employment after graduation. The courses should reflect the socio-economic realities in the societies involved and should accordingly be revised from time to time.

I am aware that the Uganda Vice Chancellors' Forum is engaged in establishing an MOU with the Ministry of Education and Sports. This is a welcome measure that should lay a good foundation for collaboration between the Ministry and the Forum in promoting Higher Education in Uganda. In this regard the Universities would have a direct input into the development of relevant policies. The Ministry in turn should be able to call upon the members of the Forum to carry out specific tasks in support of her activities. The establishment of the MOU should also benefit the Forum in its activities and provide a basis for Government support.

I look forward to getting a copy of the proceedings of the Conference for me to learn about your thoughts in promoting supportive University curriculum that would benefit our students after they leave University.

I also look forward to collaborating with the Uganda Vice Chancellors' Forum on other issues concerning University and Higher Education in Uganda.

With these words I am pleased to declare the 2016 Uganda Vice Chancellors' Forum Annual Conference closed.

THE 6TH UGANDA VICE CHANCELLORS' FORUM ANNUAL CONFERENCE

**Held on 7th October, 2016, at Silver Springs Hotel – Kampala
1st Draft Report**



Written By:

Ms. Catherine Nanyonga & Ms. Suzanne Kwesiga

TABLE OF CONTENTS

Executive Summary	2
1.0 INTRODUCTION	3
1.1 Welcome Remarks.....	4
1.2 Opening Address:	5
1.3 Presentation of Awards	5
1.4 Photo Session.....	6
1.5 Vote of Thanks.....	6
2.0 PRESENTATIONS	6
2.1 Key note address:.....	6
3.0 SUBTHEMES	8
3.1 Sub theme One and Discussion: Enhancing the training of university students for employability in the region:.....	8
3.2 Sub theme Two and Discussion: Training of university students for global competitiveness.....	10
3.3 Sub theme Three and Discussion: The legal and policy considerations of university education for employment in the Uganda context.....	11
5.0 CLOSSING SESSION.....	12
5.1 Resolutions	12
<i>A: Resolutions directed to the Government:</i>	<i>13</i>
<i>B: Resolutions for individual Universities.....</i>	<i>14</i>
5.2 Closing Remarks.....	14

6.0 General Challenges During the 6th UVCf Conference and lessons learnt.....	15
7.0 ANNEXURES	17
ANNEXURE I: Programme of the 6th UVCf Conference	17
ANNEXURE II: Welcome Remarks	18
ANNEXTURE III: Key Note Address.....	20
ANNEXURE IV: Enhancing the training of university students for employability in the region	29
ANNEXURE V: Training of University Students for Global Competitiveness:.....	30
ANNEXURE VI: The Legal and policy considerations of university education for employment in Uganda context.	50
ANNEXURE VII: Closing Remarks	57
Appendix i: List of Universities in Uganda	58

EXECUTIVE SUMMARY

The Uganda Vice Chancellors' Forum (UVCF) has been in existence since 1996. The 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. The UVCF has a secretariat through which most of its activities are implemented and coordinated. Quarterly meetings and annual conferences are some of the avenues through which the UVCF shares information and provides advice to government, universities, and other stakeholders in the higher education sector. The UVCF has so far held 6 conferences. The subsequent report gives a detailed account of the just concluded 6th UVCF Conference held on 7th October at Silver Springs Hotel-Kampala. The Guest of Honor at the 6th UVCF Conference was Rt. Hon. Speaker of Parliament – Rebecca Kadaga. In her opening remarks, she challenged universities to offer demand driven courses in the various sectors. Among others, she emphasized training of students in the maritime industry. The Conference was also adorned with the presence of the new Minister of Education and sports.

The Key Note address was given on “Training of university students for national, regional, and international employability”, which was the theme of the conference. Owing to the Conference theme, three Sub themes – i. “Enhancing the training of university students for employability in the region”; ii. “Training of university students for global competitiveness”, and iii. “The legal and policy considerations of university education for employment in Uganda context”; guided the conference. These were given by three 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 and Sports, Hon. Janet Kataha Museveni. 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 to amend the

law which will form the guiding principles of the relations between institutions of higher learning and government.

1.0 INTRODUCTION

The Uganda Vice Chancellors' Forum held its sixth conference on the 7th of October 2016 Silver Springs Hotel, Kampala. The one day conference was guided by the theme "Training of university students for national, regional, and international employability". The sub themes of the conference were:

- i. **Sub theme one:** "Enhancing the training of university students for employability in the region," presented by Prof. Wilson Muyinda Mande – Deputy Vice Chancellor and Acting Vice Chancellor, Nkumba University
- ii. **Sub theme two:** "Training of university students for global competitiveness" presented by Dr. Sebagala Kigozi - Executive Director, Uganda Manufacturers Association.
- iii. **Sub theme three:** "The legal and policy considerations of university education for employment in Uganda context, presented by Prof. David Bakibinga – Senior Law lecturer, 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 Rt. Hon Rebecca Kadaga, Speaker of the Parliament of Uganda. Other invited guests included representatives from, National Council for Higher education, Ministry of Education and Sports, and other national and international dignitaries. A detailed list of conference participants is attached at the end of this report as **ANNEXUREVIII**

For purposes of clarity of presentation of the proceedings of the conference, the subsequent sections of this report are chronologically

guided by the conference programme. The programme for the conference is appended at the end of this report as **ANNEXURE I**.

1.1 Welcome Remarks.

In his opening remarks, the Chairman of the Uganda Vice Chancellors Forum- Prof. Michele Lejune welcomed members to the conference and thanked them for their active participation in the forum activities. We can see where they have reached today and from his remarks, the conference participants noted that:

- i. The UVCF is and must be a strong advocate of quality Higher Education and give the Government of Uganda indications and advice as to how best to support Higher Education in our country.
- ii. Without Higher Education there will be no development at all, and;
- iii. That far Eastern countries such as Korea, Malaysia, Singapore and others have become strong partners in world development, and that this was mainly and essentially due to the fact that years ago they invested massively in Higher Education and thus gave their citizens the means to acquire knowledge which was the basis for future development.
- iv. That the culture of hard work and keenness to learn more and develop have become the motor for the development of countries from the far East.

The detailed write up of the welcome remarks is appended as **ANNEXURE II**

1.2 Opening Address:

In her Opening Address, the Rt. Hon. Speaker of Parliament - Rebecca Kadaga was glad about the choice of the theme of the conference. She posed a question to the vice chancellors as to how ready our students were

to embrace global competitiveness in the job market. The highlighted issues in the Guest of honours speech were:

- i. That our universities were still lacking in training students for the available gaps in the job market. Some of such gaps included:
 - a. Equipping students with additional lingual skills such as French and Chinese, Swahili to enhance students' competitiveness nationally, regionally and internationally.
 - b. Designing courses that enable students to work in the maritime industry. This would enable graduates to design, assemble, repair, and have control of the country's maritime industry – which is not the case at the moment;
 - c. Training students to work in the soon to be blooming petroleum industry.
- ii. That universities needed to carefully think through the country's labour needs, focus on them and train students according to the country's labour needs.
- iii. That the parliament would play their part in working together with the Vice Chancellors to offer the necessary support in the development of higher education in the country.

1.3 Presentation of Awards

The UVCF traditionally awards members and/ or organisations for their outstanding support to the Forum and its activities. At the 6th Conference, the following members of the outgoing UVCF Executive were awarded plaques for their outstanding support to the Forum in their respective capacities:

The citations for the awards were read by Associate Professor Ijoma Anumaka Blessing - from Kampala International University. The awards were presented by the Guest of Honour – Rt. Hon. Speaker of Parliament - Rebecca Kadaga.

1.4 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 university if the UVCF Members agree on it. The UVCF website will also have the photos uploaded in the photo gallery.

1.5 Vote of Thanks

This item was skipped in the interest of time. (i.e. protocol demanded that slight changes be made in the programme since the First Lady (Minister of Education) would be attending the last part of the conference and officially close it)

2.0 PRESENTATIONS

Three presentations were made. These were preceded by the key note address. The three presentations given were 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.

2.1 Key note address:

The theme of the key note address was ““Training of university students for national, regional, and international employability”. In his address, Prof. Charles Kwesiga thanked all for attending the Conference and gave a brief profile of his life journey to giving specific references to the conference theme. This presentation revolved around equipping students with the skills to enable them use the resources around them to create employment not only for themselves but also be able to employ others. The detailed paper comprised of the sections below:

- i. The African Paradox
- ii. To what extent should University function as training ground

- for employment?
- iii. Human capital for industrialization – the role of the Universities and tertiary institutions
- iv. Experiences from offshore
- v. Whither to Uganda?

Details of the key note address are attached as **ANNEXURE IV**

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

- i. That the education system in Uganda was not rooted in job creation but rather job seeking and that Africa has remained poor because it has not learnt how to add value.
- ii. That universities and those who have been through the university system have a tendency to look down upon skills training and yet there was a pronounced need for complementary skills training in addition to university training. However, what is needed is collaboration between universities and skills training through building practical labs and incorporate skills training in the university curriculum.
- iii. There is need for continuous curriculum review and universities should build the foundations for engaging other stakeholders at the lower levels of the education system
- iv. That there was also need to harmonise forward and backward linkages between industry and the academia for example through strengthening the existing student field work training attachment requirements.
- v. Universities and tertiary institutions should have a triangular arrangement for multi- skill enhancement.
- vi. That there was need for creation or enhancement of instrumentation in the existing higher education institutions.
- vii. That Africa needed to come up with its own university ranking system based on how many local universities serve and improve their local universities and thus measure progress based on local parameters.

- viii. Students' industrial training should be lengthened to enable better familiarisation with the industrial sector employment requirements. Universities should also get more involved with students' industrial training placement as opposed to leaving it all to the students to find their placement.

With the arrival of the First lady at the Conference premises, protocol warranted that the programme be halted to give the First lady and Minister of Education a deserving welcome.

The conference was graced by the Right Honourable Rebecca Kadaga, the Speaker of Parliament. She the guest of honour who opened the conference. In the opening remarks, she underlined the importance of universities ensuring that they training students in such a way that they have skills of creating employment in addition to being employable.

The key note speaker was Professor Charles Kwesiga who also emphasised training and employability.

3.0 CLOSING SESSION

3.1 Resolutions

With reference to the main theme of the Conference, and the sub themes, the Vice Chancellors came up with two categories of resolutions. Participants agreed that the first category of resolutions (Category A) would be forwarded to government to consider and respond accordingly. The 2nd category of resolutions (Category B) would be for universities to respond to in a bid to find solutions to the existing challenges of training university students for national regional and international employability. The following were the resolutions that arose from the discussions as adopted at the 6th UVCF Conference:

The Closing prayer of the conference was led by Dr. Annet Kasimbazi – Registrar Academic Affairs, Kampala International University.

4.0 General Challenges During the 6th UVCF Conference and lessons learnt.

- ◇ The hotel management seemed to be uncoordinated at the last minute which caused a bit of tension on the eve of the conference. It was therefore very beneficial for the conference organizing team to have met at the venue of the conference on the eve of the conference. For future conferences, it may be necessary for the conference organizing team to make physical visits to the venue of the conference and affirm with the hotel management especially when VIPs in government are expected to attend.
- ◇ There were a few tensions regarding paper presenters at the last minute. One of the paper presenters pulled out two days before the conference. Others confirmed but did not show up at the venue of the conference until a few minutes to their time of presentation. It would be important to always have plan B. to avoid complete disarray in case a paper presenter is unable to present, write their paper or even show up at the conference.
- ◇ Some paper presenters were hesitant to send their papers before the date of the conference which also created uncertainty regarding their commitment to present at those papers at the conference.

ANNEXURE I

PROGRAMME OF THE 6TH UVCF CONFERENCE HELD AT SILVER SPRINGS HOTEL.

PROGRAMME TIME	OPENING SESSION
8:00 a.m-9 :00a.m 9:00 a.m-9:10a.m 9:10 a.m- 9:40a.m 9:40a.m-09:50a.m	Registration: Secretariat Welcome Remarks: Chairperson UVCF Opening Address: Guest of Honor Presentation of awards: By Guest of Honour Vote of thanks: Group Photograph
09:50a.m -10:20a.m	HEALTH BREAK
SECOND SESSION	
10:20a.m-11:05a.m 11:05a.m-11:25a.m	Keynote Presentation: <i>Training of university students for national, regional, and international employability.</i> By Prof. Charles Kwesiga Session Chairperson: Dr. Kakembo Fredrick Discussion
11:25a.m -12:10p.m 12:10p.m-12:35p.m	1ST Presentation : Enhancing the Training of University Students for Employability in the region Presenter: Prof. Wilson Muyinda Mande Session Chairperson: Prof. Mukiibi Joseph Discussion
1:15 p.m-2:15p.m	LUNCH BREAK
THIRD SESSION	

2:15pm-2:50p.m 2:50p.m-3:20p.m	2nd Presentation: Training of University Students for Global competitiveness Presenter: Dr. Sebagala Kigozi Session Chairperson: Prof. Benon Bashaka Discussion:	
3:20 p.m. - 4:05p.m 4:05p.m - 4:40p.m	3rd Presentation : The Legal and Policy Considerations of University Education for Employment in Uganda Context Presenter: Prof. David Bakibinga Session Chairperson: Dr. James Nkata Discussion	
CLOSING SESSION		
4:40p.m - 05:10p.m 5:10p.m- 5:40p.m	Resolutions: Prof. W. M. Mande- Official Closing: Hon. Janet Kataha Museveni- Ministry of Education Science Technology and sports Group Photo Vote of Thanks Closing Prayer	
5:40p.m - 5:10p.m	TEA AND DEPARTURE	HOTEL

ANNEXURE VIII

LIST OF UNIVERSITIES IN UGANDA THAT WERE REPRESENTED

I. Public universities

1. Busitema University (BU), Busitema, Busia District; 2007
2. Gulu University (GU), Gulu ; 2002
3. Kyambogo University (KYU), Kyambogo, Kampala; 2003
4. Makerere University (MAK), Makerere, Kampala; 1922
5. Mbarara University of Science & Technology (MUST), Mbarara; 1989
6. Muni University (MU), Arua; 2012
7. Soroti University of Science and Technology (SUST), Soroti; 2012.

II. Private universities

1. African Bible College (Uganda) (ABC), Lubowa, Wakiso District; 2005
2. Aga Khan University, Kampala; 2001
3. All Saints University (ASU), Lira; 2008
4. Ankole Western University (AWU), Kabwohe; 2005
5. Bishop Stuart University (BSU), Mbarara; 2003
6. Bugema University (BUU), Luweero District; 1997
7. Busoga University (BGU), Iganga; 1999
8. Cavendish University Uganda (CUU), Kampala; 2008
9. Fairland University (FLU), Jinja; 2001
10. International School of Business and Technology (ISBAT), Kampala, Uganda.
11. International Health Sciences University (IHSU), Kampala; 2008
12. International University of East Africa (IUEA), Kansanga, Kampala (2011)
13. Islamic University in Uganda (IUIU), Mbale; 1988

14. Kabale University (KABU), Kabale; 2001
15. Kampala International University (KIU), Kampala; 2001
16. Kampala University (KU), Kampala; 2005
17. Kumi University (KUMU), Kumi; 1999
18. Muteesa I Royal University (MRU), Masaka; 2007
19. Mountains of the Moon University (MMU), Fort Portal; 2005
20. Ndejje University (NDU), Luweero; 1992
21. Nkumba University (NU), Entebbe; 1994
22. Rural University for Women (ARUW), Kagadi, 2007
23. St. Augustine University International University (2011)
24. St. Lawrence University (Uganda) (SLAU), Kampala; 2006
25. Uganda Christian University (UCU), Mukono; 1997
26. Uganda Martyrs University (UMU), Nkozi, Mpigi District; 1993
27. Uganda Pentecostal University (UPU), Fort Portal; 2005
28. Uganda Technology and Management University (UTAMU), Kampala; 2012
29. St. Joseph International University (SJIU), Bwebajja; 2011
30. Victoria University Uganda (VUK), Kampala; 2011
31. Virtual University of Uganda (VUU) - Muyenga, Kampala; 2012

PARTICIPANTS AT THE SIXTH UVCF CONFERENCE OF 7TH OCTOBER 2016



Honourable Jamet Kataha Museveni was the chief guest



Guest of Honour arrives at the function



Guest of Honour giving her speech at the conference



Speaker Kadaga receiving a Plaque



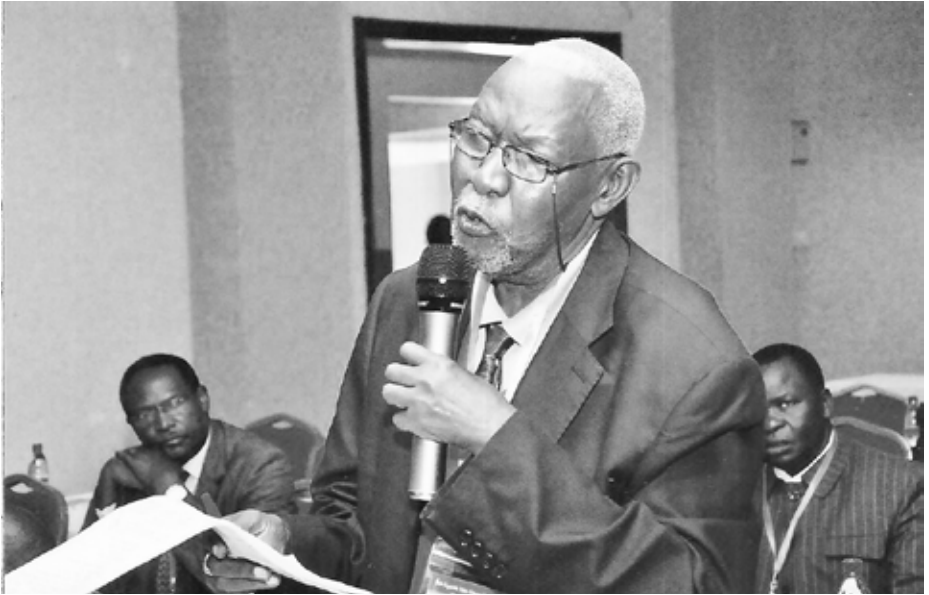
Professor Charles Kwesiga. Presented a paper at the UVCf conference



David Bakibinga. Presented a paper at the UVCf conference



Sebagala Kigozi. Presented a paper at the UVCf conference



Question Time



Question Time



Question Time



Participants

PREVIOUS PUBLISHED UVCF BULLETINS



Layout Design, Typesetting & Printing : Email: mikenandala@gmail.com