



Country Fact Sheet Uganda

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Foreword

The Country Sheet Uganda is a compilation of information from related documents with factual country information, economic, social and development priorities, as also information on higher education and university cooperation in Uganda. The information included is extracted from policy documents, websites and strategy papers from EU, UNDP, World Bank and other organisations.

This compiled document was realised by Herman Diels, VLIR-UOS programme officer, with support of Frederik Dewulf, VLIR-UOS project assistant, and Frank Vermeulen, QMS programme officer, and is by no means to be considered as a policy document. Its only purpose is to propose a working document with background and context for Country Strategy Identification of VLIR-UOS cooperation in and with Uganda.

As this concerns a working document, frequent updates will occur. The date of compilation of the current version is mentioned in the footer of the document.

List of Abbreviations

AAR	Annual Activity Report
BSc.	Bachelor of Science
BTC	Belgian Technical Cooperation
CTG	Close the Gap (VLIR programme)
DAC	Development Assistance Committee (of the OECD)
DE	Distant Education
DGD	Directorate General for Development Cooperation (the former DGDC)
OI	Own Initiative Project (Eigen Initiatief Project)
EU	European Union
EUR	Euro
FWO	Research Foundation Flanders (Fonds voor Wetenschappelijk Onderzoek)
GIS	Geographic Information System
HDI	Human Development Index (UNDP)
HEI	Higher Education Institute
ICOS	Instellingscoördinator Ontwikkelingssamenwerking (entity within the Flemish universities in charge of the coordination of university development cooperation)
ICT	Information and Communication Technology
IFS	International Foundation for Science (IFS)
IR	Intermediate Result
IUC	Institutional University Cooperation
K.U.Leuven	University of Louvain (Katholieke Universiteit Leuven)
LFA	Logical Framework Analysis / Approach
LogFrame	Logical Framework
LRA	Lord's Resistance Army
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
MoU	Memorandum of Understanding
MSc.	Master of Sciences
NRM	National Resistance Movement
NUFFIC	Dutch counterpart of the VLIR
OECD	Organisation of Economic Cooperation and Development
OVI	Objectively Verifiable Indicator
PCM	Project Cycle Management
Ph.D.	Doctor of Philosophy
PRSP	Poverty Reduction Strategy Paper
RIP	Research Initiative Programme

TOR /ToR	Terms of Reference
UA	University of Antwerp
UNDP	United Nations Development Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UOS	Universitaire Ontwikkelingssamenwerking (= UDC)
VLIR	Flemish Interuniversity Council (Vlaamse Interuniversitaire Raad)
VUB	University of Brussels (Vrije Universiteit Brussel)
VVOB	Vereniging voor Opleidingsprogramma's in het Buitenland (Flemish Association for Development Cooperation and Technical Assistance)
WB	World Bank

Statistics

UGANDA: SOME BASIC FIGURES				
INDICATOR		VALUE	YEAR	RANKED POSITION VLIR-UOS PARTNER COUNTRIES
BENEFIT OF THE DOUBT (VLIR-UOS country selection methodology)				
1	BoD-score (based on basket of 2, 3 and 4)	0,579	2010	5
2	Human Development Index	0,422	2010	15
3	Public Spending on Education (as % percentage of GDP)	3,8	2008	13
VLIR-UOS INVESTMENTS				
4	# VLIR-UOS-investments Totaal	637.638	2010	11
5	# Institutional University Cooperation	0	2011	4
6	# Own Initiatives	2	2011	4
7	# South initiatives	2	2011	1
8	# Scholars (ICP/ITP/KOI/ICP-PhD)	68	2010	3
9	# Travel Grants + VLADOC	33	2009	3
EDUCATION AND DEVELOPMENT AID				
10	# Universities	18	2011	16
11	School enrollment, tertiary (% gross)	4,0957	2009	14
12	Net ODA received per capita (current US\$)	54,6	2009	8
13	DGD expenditure: Bilateral cooperation	12.300.784	2009	3
14	DGD expenditure: Indirect cooperation	2286874	2009	13
HUMAN DEVELOPMENT				
15	Life expectancy at birth	53,41	2009	16
16	Under-five mortality (per 1,000 live births)	135	2008	3
17	Combined gross enrolment ratio in education (both sexes) (%)	62,3	2010	10
18	Adult literacy rate (both sexes) (% aged 15 and above)	76,4	2010	11
19	Gender Inequality Index (updated)	0,704	2008	2
20	Prevalence of undernourishment (% of population)	21	2007	8

DEMOGRAPHIC AND ECONOMIC INDICATORS				
21	Population	32.709.865	2009	9
22	Labor participation rate, total (% of total population ages 15+)	84,5	2009	5
23	GDP per capita (2008 PPP US\$)	1251	2010	13
24	Improved water source (% of population with access)	67	2008	13
25	Internet users (per100 people)	7,9	2008	10
26	Income Gini coefficient	42,6	2005	14
POLITICAL AND INSTITUTIONAL INDICATORS				
27	Voice and Accountability Percentile Rank (0-100)	33,2	2009	12
28	Political Stability Percentile Rank (0-100)	15,1	2009	14
29	Government Effectiveness Percentile Rank (0-100)	33,8	2009	14
30	Regalutory Quality Percentile Rank (0-100)	46,7	2009	6
31	Rule of Law Percentile Rank (0-100)	40,6	2009	8
32	Control of Corruption Percentile Rank (0-100)	21,4	2009	16

1. Country Profile

1.1 Geographical Presentation¹

1.1.1 Introduction

Uganda, landlocked republic, eastern Africa, bordered on the north by the Republic of Sudan, on the east by Kenya, on the south by Tanzania and Rwanda, and on the west by the Democratic Republic of the Congo. A former British protectorate, Uganda became a fully independent member of the Commonwealth of Nations on October 6, 1962. Uganda has an area of 241,038 sq km (93,065 sq mi). The capital of Uganda is Kampala.

1.1.2 Land and resources

The land surface is diversified. About 85 per cent is an elevated plateau, draining into the centre to form Lake Kyoga. The main lowlands are located in the Rift Valley, which runs down the western side of Uganda, and contains lakes Edward and Albert. Mountains rise to snowy peaks in the Ruwenzori range on the south-west border with the Democratic Republic of the Congo. Uganda's highest mountain, Mount Stanley, with two peaks—Margherita Peak at 5,109 m (16,762 ft) and Mount Alexander at 5,105 m (16,750 ft)—is located there. There are also highlands on the eastern border with Kenya. The remainder of the country, about 5 per cent of the area, comprises land at between 1,500 m and 2,000 m (4,900-6,560 ft), inland of Lake Victoria, containing some of the most heavily populated areas. Much of the south is forested, and most of the north is covered with savannah.

1.1.3 Rivers and Lakes

Almost 20 per cent of the area of Uganda is open water. The country includes George and Kyoga lakes, and parts of the lakes Victoria, Edward, and Albert. These lakes and most of Uganda's rivers form parts of the basin of the upper River Nile, which leaves Lake Victoria and flows to Nimule on the Sudan frontier.

1.1.4 Climate

Despite being a tropical country lying along the equator, Uganda normally has a mild, equable climate, mainly because of its relatively high altitude. The temperature ranges from about 15.6° to 29.4° C (60° to 85° F). There are two distinct rainy seasons: March to May, and September to November. The mean annual rainfall varies from some 760 mm (30 in) in the north-east to about 1,520 mm (60 in) near Lake Victoria.

¹ Taken on August 10th, 2011 from <http://ntwk.esaanet.com>

1.1.5 Natural Resources

Uganda's most important natural resource is its rich soil, which provides the basis for the diverse agricultural economy of the country. In addition, Uganda has exploitable deposits of gold, copper, cobalt, tin, and tungsten, ample water-power resources for producing hydroelectricity, and rich fish resources in the lakes.

1.1.6 Plants and Animals

Uganda has a wide variety of plant life, from the mvuli tree and elephant grass of the Uganda plateau to the dry thorn scrub, acacia, and euphorbia of the south-west. The country also provides a habitat for many animals, some of which are protected in national parks. The chimpanzee inhabits the rainforests, and some elephant, eland, and hartebeest, as well as lion and leopard, are found in the grasslands. Many wild animals were slaughtered during the Amin regime, but numbers are returning to former levels.

1.1.7 Environmental Concerns

Uganda is among the poorest African nations. Access to safe drinking water and sanitation services is limited, and cases of cholera have increased in recent years. The average life expectancy in Uganda is among the lowest in the world. Uganda's extreme poverty has led to significant damage to the country's environment. Civil unrest in the country during the 1970s and 1980s resulted in poor land conservation practices and rampant poaching. Since the mid-1980s, the political situation in Uganda has improved and poaching has been curbed. Soil erosion, overgrazing, and desertification continue. In order to provide more land for agricultural use, many forests have been cleared and wetlands have been drained. Of Uganda's forestland, 0.9 per cent (1990-1996) is destroyed each year, in part because 89 per cent (1995) of the country's energy requirements are met by burning wood.

Uganda is situated in an area of rich biodiversity, incorporating four vegetation regions. The country provides habitat for 992 bird species and 338 mammal species. About 9.6 per cent (1997) of the country's land is protected in parks or reserves. Uganda has ratified international agreements intended to protect biodiversity, endangered species, marine life, wetlands, and the ozone layer. The country has also signed treaties limiting nuclear testing, chemical and biological weapons, and trade involving endangered animal species.

1.2 Socio-Demographic Analysis²

Almost all the inhabitants of Uganda are black Africans of the Bantu migration. About 70 per cent of the people speak a Bantu language; they live in the southern half of the country and include the Baganda, Basoga, Banyoro, Nkole, and Toro ethnic groups. Most of the remaining people speak a Nilotic language; they live in the north and east, and include the Acholi, Lango, and Karamojong ethnic

² idem

groups. In the late 1960s Uganda also had a sizeable Asian population (741,000 of Indian and Pakistani origin in 1969). Idi Amin's expulsion of non-citizen Asians in 1972 led to all but about 4,000 leaving the country. Many have returned during the 1990s.

1.2.1 Population Characteristics

Uganda has a population of 27,269,482 (2005 estimate). The country has an average population density of about 137 people per sq km (354 per sq mi). About 12 per cent of the population is urbanized. Average life expectancy in 2005 was about 50.7 years for men and 52.5 years for women.

1.2.2 Principal Cities

Kampala (population, 2002, 1,208,544), near Lake Victoria, is Uganda's largest city and main commercial centre, as well as the capital. Important towns include: Jinja (population, 2002, 86,520); Mbale (population, 2002, 70,437); Entebbe (population, 2002, 57,518); and Gulu (population, 2002, 113,144).

1.2.3 Religion

About two thirds of Uganda's inhabitants are Christian, and approximately 16 per cent is Muslim. The rest follows traditional religions.

1.2.4 Language & Culture

English is the official language, of which there are about 1 million second-language speakers. Forty-two other languages are spoken, nearly all of which are Nilo-Saharan and Niger-Congo, including: Chiga (1,391,442 speakers), Ganda (3,015,980), Nyankore (1,643,193), and Soga (1,370,845). The Indo-Iranian languages of Gujarati and Hindi are both spoken, each by about 1 per cent of the population. Nubi, an Arabic-based creole is spoken by some 14,800 people.

1.3 Political Context³

Following independence from British colonial rule in 1962, Uganda experienced a decade of relative political and economic stability. In 1971, a military coup by Idi Amin started off a trajectory of violence and mismanagement that reduced the country to a failed state and a collapsed economy. Political and economic turmoil continued between 1979 and 1985, with successive coups, and a disputed election in 1980, led to civil conflict across the country. When the National Resistance Movement (NRM), led by Yoweri Museveni, took power in 1986, it began a period of sustained economic and political

³ Taken on May 12th, 2011 from <http://go.worldbank.org/8XKQR04V10>

renewal. During the first decade of NRM rule, the government focused on reconstructing the economy through pro-market reforms and increasing the legitimacy of government institutions through political liberalization. However, a brutal civil war waged by the Lord's Resistance Army (LRA) in Northern Uganda left thousands dead and millions displaced, constraining economic activity and entrenching poverty in the region. After protracted peace efforts, the LRA was pushed out of Uganda in 2005. Since then, there have been no major security incidents. Economic activity is now resuming in northern Uganda, and most internally displaced persons have left their camps and returned to their land.

Uganda has progressed towards multi-party democracy and now holds regular elections. Following the promulgation of the 1995 constitution, President Museveni was elected to a first term through a non-party election in 1996. He was reelected in a contested election in 2001. The constitutional amendments approved by a referendum in July 2005 introduced multi-partyism and Parliament lifted the two (5-year) presidential term limits, which allowed President Museveni to seek a third term in office and his NRM Party to win the first multi-party elections in 2006. On February 28, 2011 President Museveni was re-elected for another 5-year term after garnering 68 percent of the vote. Serving his 25th year in power, President Museveni is one of the longest serving leaders in Sub-Saharan Africa.

1.4 Economic Performance - synthesis⁴

Uganda has established a strong record of prudent macroeconomic management and structural reform over the past two decades. It was one of the first Sub-Saharan African countries to embark on liberalization and pro-market policies in the late 1980s. Since then, the government has maintained a stable macroeconomic environment and sustained private-sector oriented reforms that graduated Uganda into a mature reformer in 2006. GDP growth accelerated from an average of 6.5 percent per year in the 1990s to over seven percent during the 10 years to 2009/10. Growth remained robust even in the face of consecutive exogenous shocks, including the recent global economic crisis. Growing at 5.2 percent in 2009/10, Uganda's growth over the years has remained well above Sub-Saharan Africa average. However, due to rapid population growth, real GDP growth per capita averaged only 3.4 percent in the 1990s and around four percent in the 2000s.

Strong economic growth enabled substantial poverty reduction and some progress towards MDGs. With the proportion of people living in poverty at 25 percent in 2009/10, Uganda has surpassed the 2015 Millennium Development Goal of halving the 56 percent poverty rate recorded in 1992/93. There is also significant progress towards reducing the share of the population suffering from hunger and Uganda may achieve the goals of universal primary education, gender parity, and combating HIV/AIDS. Nonetheless, progress in completion of primary education, child and maternal mortality, access to reproductive health, incidence of malaria and other diseases, have been slow. Moreover, government is becoming more concerned about the uneven progress - inequality is increasing while there are distinct geographical patterns of unequal outcomes in health and education amidst uneven access to services. This poses challenges to Uganda's aspiration to become a middle-income country within one generation.

⁴ idem

1.5 Development Challenges⁵

While Uganda has been one of the few durable success stories of Africa, its continued economic prosperity requires moving the economy to a higher productivity level and integrating all regions into the development process. Equal access to quality social services, in particular education and health, must be coupled with promoting growth through infrastructure investments in the places where it will earn the highest return. This will ensure faster integration of the slower and faster growing areas of the country.

Uganda's overriding development challenge is to manage its resources, in particular the fast growing youthful population and newly discovered oil. To reap the demographic dividend, Uganda must invest in fertility reduction, quality education and skills development, and job creation. To reap the oil dividend, Uganda must maximize the social benefits through adequate investment and prudent macroeconomic management of the oil sector, as well as transparency and management of expectations.

Perceived deterioration of governance and increase in corruption threatens to tarnish Uganda's image as a development model and challenge its future development efforts. Uganda needs to decisively address increasing petty corruption, the perceived growing culture of impunity for grand corruption and pervasive "quiet corruption"—the failure of public servants to deliver goods or services paid for by governments—such as unchecked teacher and health worker absenteeism.

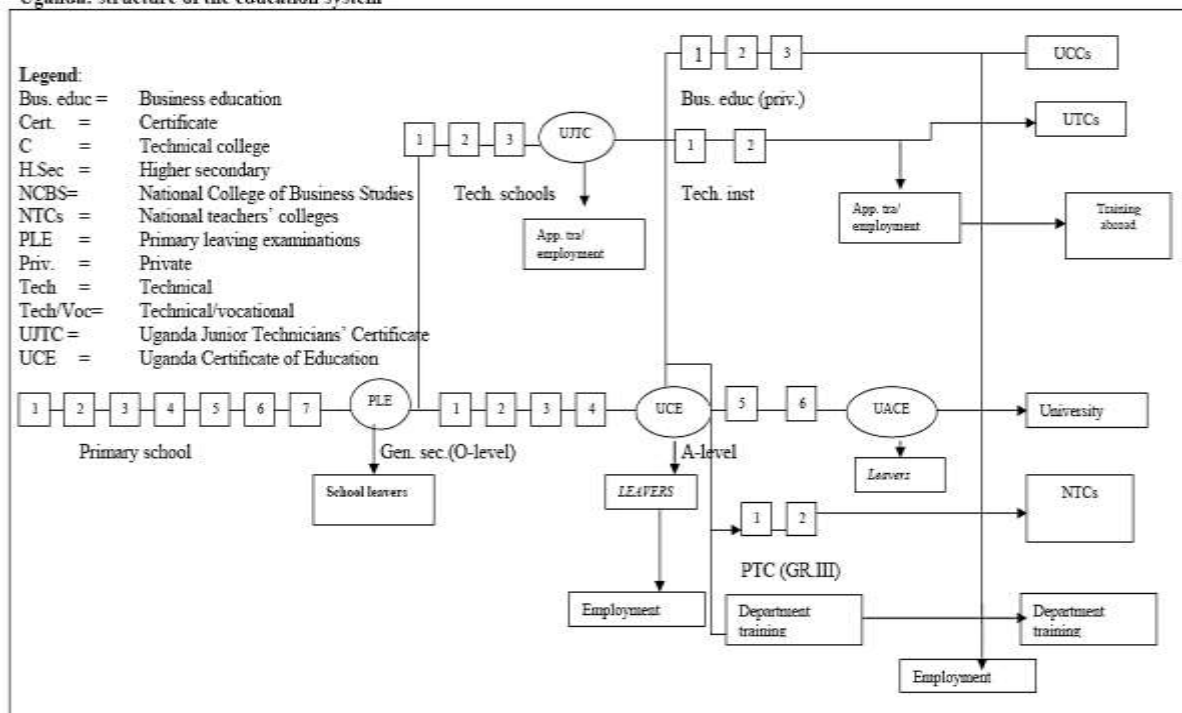
⁵ idem

2. Education

2.1 Structure

2.1.1 The structure of Uganda's education system⁶

Uganda: structure of the education system



Source: Ministry of Education and Sports (*White Paper on Education, 1992*.)

The Ugandan education system follows a 7-4-2-3 pattern: seven years of primary education, followed by four years of lower secondary or “Ordinary” level, two years of upper secondary or “Advanced” level, and a further three to five years of tertiary education. In parallel, there exists a technical and vocational track, including three-year technical and farm programs that follow immediately after primary education and three- or four-year post-secondary technical programs.

Pre-school education

Pre-primary education is for children aged 2/3-5 years; attendance is not compulsory. Pre-primary and nursery schools are mainly in the private sector and urban areas.

Primary education

Primary education lasts seven years and in principle it is free and compulsory for all children aged 6. According to the new curriculum (2010), primary education is divided into three phases: lower primary (grades 1-3 or P1-3), transition year (grade 4 or P4), and upper primary (grades 5-7 or P5-7). At the end of grade 7, pupils take the Primary Leaving Certificate examination. The Universal Primary Education (UPE) programme was introduced in 1996.

⁶ Taken on August 10th, 2011 from <http://www.ibe.unesco.org>

Secondary education

Secondary education is divided into two cycles: the first four-year cycle, or lower secondary education, leads to the Uganda Certificate of Education (UCE) examination (formerly the General Certificate of Education Ordinary level, GCE O-level); the second two-year cycle, or upper secondary education, leads to the Uganda Advanced Certificate of Education (UACE) examination (previously the GCE A-level). The UACE is the principal examination required for university entrance and other tertiary level education. Business, technical and vocational education and training (BTVET) is offered at community polytechnics, farm schools, technical schools and institutes, vocational training centres and technical colleges. At the lower secondary level, farm and technical schools as well as vocational training centres offer three-year programmes (four-year programmes in the case of community polytechnics) leading to the Uganda Junior Technical Certificate or Trade Test Certificate, Grade 2 – DITT.T.II. At the upper secondary level, technical and vocational training institutes offer two-year programmes leading to the UNEB Craft Certificate DIT-T.T.I. Primary Teachers Colleges offer two-year programmes to UCE holders leading to the award of the Grade III Teacher Certificate, which is the minimum qualification for teaching in primary schools.

Higher education

Higher education is offered at tertiary-level institutions and universities. At the postsecondary level, technical colleges, the Uganda College of Commerce and the Community Polytechnic Instructors College offer two-year programmes leading to the a diploma or a Master Craftsman Certificate DIT. National Teachers Colleges offer two-year programmes to UACE (or Grade III Teacher Certificate) holders leading to a Grade V Diploma, qualifying for teaching in primary and secondary schools as well as Primary Teachers Colleges. At the university level, short programmes leading to an ordinary or higher diploma last two years. Bachelor's degree programmes usually last between three and four years (five years in the case of medicine and dental surgery). Postgraduate programmes leading to a diploma normally last one year. Master's degree programmes take eighteen months to two years to complete; programmes leading to a doctoral degree last two to three years.

2.1.2 Management and Administration of Education⁷

The civil service structure in Uganda has been transformed from being a highly centralized traditional civil service model, into a decentralized structure with most of the authority and resources now being devolved to the districts. This provides for a more accountable and responsive provision of basic services to the population, including education.

The management and provision of basic education is now largely in the hands of the district administration, while the centre remains responsible for policy control and maintenance of standards through control of teacher education, curriculum and examinations. This enhances flexibility, transparency & accountability. It can also allow local administrators to be creative in seeking solutions to problems that are unique to their localities.

⁷ Taken on August 10th, 2011 from <http://www.sacmeq.org>

The overall responsibility for development in the education sector lies with the Ministry of Education and Sports (MoES), under the leadership of a full Minister of Education assisted by 3 Ministers of State responsible for Primary Education, Higher Education and Sports respectively.

The MoES has seven technical departments headed by Commissioners. All Commissioners, except that of Education Planning, are supervised by and answerable to the Director of Education. The departments are:

- Pre-primary and Primary Education;
- Secondary Education;
- Technical, Vocational and Business Education;
- Higher Education;
- Special Education and Career Guidance;
- Teacher Education;
- Education Planning.

In addition, there are support sections operating under the leadership of the Under Secretary Finance and Administration who reports directly to the Permanent Secretary. The sections include Accounts, Personnel and Administration. There are also semi- or fully autonomous institutions under the Ministry. These are the National Curriculum Development Centre (NCDC), the Uganda National Examinations Board (UNEB), the Education Standards Agency (ESA), Makerere University, the Education Service Commission (ESC), Mbarara University of Science and Technology (MUST), Gulu University, Kyambogo University and the National Health Service Training Colleges.

The Director of Education, the Under Secretary and the Commissioner of Education Planning, report to the Permanent Secretary who is the accounting officer and overall supervisor of the education sector.

2.2 Data and Policy focus in terms of higher education

2.2.1 History

The 1920s were formative years in the development of Uganda's present educational system. Previously left in the hands of Christian missionaries, the colonial government assumed direct responsibility for the education sector in the 1920s. It was during this initial period that Makerere University Kampala (MUK) was founded as a technical college to serve students from the British East African territories of Kenya, Tanganyika, and Uganda. Following the Asquith Report in 1949, the college obtained a semi-autonomous status and became affiliated to London University.

In the second phase, the main preoccupation of education planners was the Africanization of the civil service structure to encourage modernization and development. In 1953, students at Makerere College first gained London degrees. In 1956, the founding of the Royal Technical College in Nairobi ended Makerere's pre-eminence as the only institute of higher education in East Africa. A few years later, in 1961, the University College of Dar Es Salaam was founded.

In the third phase, in 1963, the three colleges merged to become the constituent colleges of the University of East Africa. At Makerere, undergraduate enrolment increased from 1,331 in 1964-65 to 1,805 in 1967-68. By 1967-68, Makerere had achieved 20% East Africanization of its academic staff. By 1970-71, the number of Ugandans studying at Makerere had increased to 2638. In 1970, at the close of this third phase, the University of East Africa was dissolved into three full-fledged independent universities at Makerere in Uganda, Nairobi in Kenya, and Dar es Salaam in Tanzania.

The 1970s and 1980s, the fourth period, could be characterized as arduous years of political manoeuvring and underfunding in the education sector. Beginning in 1971, Uganda was plunged into the most turbulent years of its history with the coming to power of Idi Amin.

Other public and private universities emerged in later years.

2.2.2 Legal framework and governance

The 1992 Government White Paper on Education is the basis of official policy on the purpose and programmes of education. While some of the programmes have been revised as a result of intervening events, the White Paper's articulation of the purposes of Ugandan's education system continues to be the supreme guidance for the sector.

There was no overall legal framework pertaining to the entire higher education sector until 2001, when the Ugandan Government passed the Universities and Other Tertiary Institutions Act. The Act's goal is to establish a system of governing institutions of higher education so that same or similar courses offered by different institutions of higher education are made equal across the system—while respecting each institution's autonomy and academic freedom.

The Act also establishes a National Council of Higher Education for quality assurance at all tertiary institutions. The functions of the council include (a) advising the Minister of Education and Sports, (b) establishing an accreditation system, (c) investigating complaints, (d) evaluating national manpower needs, (e) ensuring minimum standards of education, (f) setting national admissions standards, (g) ensuring that HE institutions have adequate physical structures, (h) publishing information about HE institutions, and (i) determining equivalence of academic and professional degrees and credits between institutions.

At the central level the three bodies now supervising tertiary education in Uganda are the Higher Education Department, the Department of Business, Technical, and Vocational Education (BTVET), and the teacher education department within the Ministry of Education and Sports (MOES).

At the institutional level, most higher education institutions have a governing board, although the governance system differs greatly by the kind of institution.

2.2.3 Student enrolment

Higher education in Uganda has grown very fast in terms of enrolment and institutions since the 1960s. Enrolment has jumped from 56 students per one hundred thousand of population in the 70s to 463 in 2005. Students numbers have increased from about 5,000 during the 70s to over 120,000 in 2005.

Table 1: Enrolment in higher education institution since the 1970s

Year	Students	% growth
1970s	5000	-
1980s	10,000	100
1995	27,000	170
2000	60,000	122
2001	65,000	8.3
2002	80,000	23.1
2003	85,836	7.3
2004	108,295	26.1
2005	124,313	14.8

NB: The uneven growth rates from 2000-2005 may be attributed data collection constraints

University education has attracted the majority of enrolment than other registered tertiary institution (67.5% university enrolment against 32.5% for other tertiary institution 2006). This trend show the importance attached to university education by parents, students and communities. Despite the increased enrolment to attain university education, student enrolment in science and technology at both private and public universities lags at less than 27% (2006) which is below the minimum required 40% registration inscience and technology in order for a country to economically take off and participate in the global knowledge based economy.

The public universities by 2006 enrolled 60.4% (56,005) while the private ones took 39.6% (36,600) of the total university registrations.

Most of the tertiary students come from wealthier families who can afford to pay for elite, university preparatory-level public and private education, or who live in urban areas with better quality primary and secondary schools.

Only 40% of all tertiary students are female. Moreover, females have less access to the more competitive programs, such as medicine, commerce, agriculture, natural sciences, etc. Gender disparity also manifests itself in the lower proportion of female teachers employed in the tertiary sector.

2.2.4 Institutions

The number of higher education institutions in virtually every category has increased since the late 1980s. In 1987, there was one university institution only. By 2005, the number of universities (some of them without provisional licences) had grown to 27, of which four were public (Makerere, Mbarara, Kyambogo and Gulu) and one affiliated institution, Makerere University Business School, and the rest privately owned. In addition, there were 120 "Other Tertiary Institutions" offering variety of certificate and diploma programmes (see Table ...). A 5th public university, Busitema University in Eastern

Uganda, was established in 2007. A 6th public university, Muni University, would be established in the West Nile Region (north western Uganda). See also list of higher education institutions (private <-> public) in annex (annex A, B).

Table 2: Higher education institutions by category

Institutional category	Private	% of category	Public	% of category	Total	% of all institutions
Universities & affiliated Colleges		81	5	19	27	17.2
NTCs	1	8	10	92	11	7.6
Technical	0	0	6	100	6	3.8
Colleges of commerce	39	87	6	13	46	28.7
Co-operatives	0	0	2	100	2	1.3
Management	18	95	1	5	19	12.1
Health	9	64	5	36	14	8.9
Agriculture	0	0	5	100	5	3.2
Theology	12	100	0	0	12	7.6
Media	4	80	1	20	5	3.2
Hotels & tourism	0	0	2	100	2	1.3
Law	0	0	1	100	1	0.6
Aviation	1	50	1	50	2	1.3
Meteorology	0	0	1	100	1	0.6
Study centres	3	75	1	25	4	2.5
Total	109	69	48	31	157	100.0

The largest number of institutions is located in the central region, which has 75 institutions (47.8%) out of 157 in the whole country. The western has 35 (22.3%), the eastern has 30 (19.1%) and the north trails with 17 (10.8%). In case of universities, the central region has 14 (52%), the western region has five (19%), the eastern region six (22%) and the northern region has two only (7%). Clearly the north is far behind the rest of the country in terms of institutional distribution by region, which means compared to other regions in the country the people from the region have less access to higher education and the economic multiplier benefits of institutions of higher learning.

2.2.5 Curriculum relevance

The majority of some 1800 offered programmes are still theoretical and not relevant to the job market. Few programmes have internship or practical training in the world of work. Although since the 1990s the Ugandan economic structure has been evolving towards manufacturing, services and scientific modes of agricultural production, most institutions have not moved with the pace of economic change. Institutions do not liaise with the market to produce graduates for the private sector instead of the traditional civil service. They have not changed the major elements of the curricula of the 1960s which was designed to produce civil servants. Further, institutions are not producing for the external market so that Uganda can export skilled and highly educated professionals.

2.2.6 Research and Publications

Most of the research in the Ugandan institutions is training or consultancy oriented. There is not much disinterested search for the truth in many of the institutions. As a result, publications by academics are not very impressive. Less than twenty books exceeding 300 pages each with ISBN numbers were produced in Uganda in 2005.

2.2.7 Academic staff

The management of academic and non-academic staff differs by institution. In the public universities, the Ministry of Public Service (MOPS) plays a role in determining the number of established posts for each public university; however, once the number of government-financed posts are established, the university determines appointments and promotions. For other non-university public institutions, the Education Service Commission (ESC) appoints both academic and non-academic staff. The subsequent allocation of staff to individual institutions is made by the MOES—with only limited involvement of the institution. Currently, staff promotions are treated as new appointments and made as such by the ESC.

Across institutions, there seems to be little pressure to ensure that staff members are used effectively. Staff often work without clear job descriptions and some who do not contribute fully to the work of their institution nevertheless work extensively outside their institution.

Student/lecturer ratios range from 2–56, depending on the university and demand for different programs, with most ratios lying within the range of 18–20. Some claim that universities with low student-lecturer ratios have better qualities of teaching and learning; however, when student-lecturer ratio becomes very low, the unit cost of running the university becomes high, and the institution may not be financially viable without subsidies from public funds.

Average lecturer pay varies by the type of institution and program. In general, university lecturers and lecturers with better qualifications are more highly paid than lecturers in other tertiary institutions. Performance-based bonus systems are still rare, though they are starting to be introduced. Tertiary lecturers in Uganda earn on average a comfortable annual salary compared to the local living standards, about 11 times the per capita GDP of US\$280. However, compared to international standards, this pay scale is low, and brain drain remains a problem.

The majority of tertiary institutions do not provide funding for on-going staff development. Donor funding for staff development seems to concentrate on a few elite public universities such as Makerere University.

2.2.8 Infrastructure

The infrastructure of institutions, most of it constructed in the colonial period, is no longer able to sustain the growing numbers of students. Available classroom, library, laboratory and learning space is old, dilapidated, and rotting. This is especially true of public universities of Kyambogo and Makerere. The student to space ratio of libraries, classrooms, laboratories, playing fields and other learning facilities is far from ideal as per NCHE gazetted standards. Many institutions, particularly private ones, do not have laboratories. Where there are laboratories, space increases do not match increasing student numbers. Only a few universities are well advanced in information and communication technologies (ICT) infrastructure.

2.2.9 Financing of the sub-sector

Public funding to higher education has been declining overtime, i.e. government contribution of \$ 2,532 in 1970 to \$ 639 in 1985 per student and allocation less than 15% of the ministry budget .The funding of university education in Uganda has not matched the increasing student numbers that exceeds an average of 10% per year.

Financing of higher education remains the most troubling problem of the sub-sector. Institutions get less than 30% of unit costs for each student per year. Failing to get the remaining 70%, they cut down on education facilities, quality staff and building/repairing of infrastructure. All these measures lead to the lowering of quality higher education. Yet, like in many countries, to raise fees is a political issue, particularly in public institutions. As the politics of fees rages, institutions continue to rot.

2.2.10 Education Sector Strategic Plan & Government White Paper on the Report of the Visitation Committee to Public Universities

The current education policy focuses on expanding the functional capacity of educational structures and reducing on the inequalities of access to education between sexes, geographical areas, and social classes in Uganda. It advocates for the redistribution of resources viz a viz reforming the educational sector.

As to higher education in Uganda, the “Education Sector Strategic Plan (ESSP) 2004-2015” of the Ministry of Education and Sports (MoES) calls for a reform of the curricula in higher education that will link them more closely to Uganda’s national development needs and those of the labour market. In particular, it will give highest priority to science, mathematics, technology, and other subjects critical to Uganda’s national development. It will integrate Information and Communications Technology (ICT) into courses, so that every graduate - and faculty member - is computer literate. Noting that the quality

of tertiary education depends on the quality of its faculty and staff, the National Council of Higher Education will work with the Ministry to attract and retain faculty staff by improving their conditions of service.

In the “Government White Paper on the Report of the Visitation Committee to Public Universities in Uganda” from November 2008, following recommendations were made:

- The current enrolment of students in science and technology is still below the recommended 40% of total enrolment. Accordingly, government should continue its affirmative funding of science and technology students because these disciplines are key to economic development.
- All public universities should move rapidly to integrate I.C.T in all teaching/learning, assessment and research.
- Most of the buildings in public universities were built in the colonial period to serve the needs of the 1940s, 1950s, and 1960s. To restore the quality of Higher Education in many of the faculties and departments to internationally acceptable levels, Government should undertake rehabilitation, modernization and expansion of infrastructure.
- The current funding of libraries in Public Universities ranges from 1.3% to 5% of annual university expenditure. There is need to raise the library budget to the acceptable level of 10% of University budgets.
- Practical work is crucial in training of science and technology students and requires provision of laboratory/ workshop space and materials. Currently, public universities are producing scientists/ technologists with little practical experience. Therefore public universities should put emphasis on provision of functional laboratory/workshops.
- The government should set up a national training centre of instrumentation technicians. Such a centre should also be able to offer consultancy on procurement of scientific equipment.
- Universities should establish interdisciplinary research laboratories. This will enable them to afford expensive equipment, avoid duplication and promote maximum utilization of equipment.
- The trend of turning non-university tertiary institutions into universities most of which offer already existing programmes is not advisable. There is a crucial need for Technical Colleges to produce the very large numbers of non-graduate Technicians/Craftsmen and women to maintain the industrial and domestic economy and to service the university programmes. The government should create a layer of other tertiary institutions to produce Technicians needed for poverty alleviation tasks. For every Engineer/Scientist, there should be ten Technicians meaning that for everyone university graduate there should be ten graduates of other tertiary institutions.
- Distance education should be further expanded; an Open University should be established.
- Public Universities should develop stronger involvement in public/private research and development to deploy the full potential of the science and technology graduates so as to contribute to national development/economic growth.
- Universities and government should provide more funding, training for research and publication, in accordance with the African Union Lagos Plan of Action whereby 3% of the GOP of each country should be used for this purpose.

- Both government, institutions and private sector should provide more funding for post graduate studies critical to national development.
- The current mismatch of students numbers and facilities is the major cause of the developing quality crisis in public universities. The Government should increase funding to public universities to match the surging numbers of students. The Government should also fund research in Universities on a sustainable basis. This means that the Ministry of Education allocations to the tertiary sub sector should be raised to at least 20 % per year.
- Public universities should continue to expand areas of income generation to more sources including endowments, alumni, research, consultancies and partnership, to reinforce public sources of funding.
- Currently, there is massive duplication of courses that hike the cost of running public universities. Faculties and Departments should not be permitted to start academic programmes which are beyond their subject mandate and demonstrated competence.
- The present system or culture/practice of paying wide ranging "Allowances" should be reviewed and drastically reduced. Universities should not pay allowances for duties which form part of staff contract responsibilities of an employee during normal working days - including meetings.

2.2.11 Research and Education Network for Uganda (RENU)

The Research and Education Network for Uganda (RENU) has been founded in 2006 by the Vice Chancellors and CEOs of selected higher education and research institutions. It brings together public and private research and higher education institutions in Uganda whose core mission is to provide a better education and research environment geared towards the development of the country. The motivation is to collectively address the face similar challenges through a collaborative approach.

RENU's main tasks agreed by the founding members are:

- promote and facilitate research and education networking among Ugandan Universities and Research organizations;
- create high performance research, education and training (RET) networks: through joint negotiating positions in relation to the government, regulators, suppliers and development partners;
- explore ways of overcoming the high cost of information systems through pooling resources and sharing, where feasible, administrative, E-learning and library systems;
- explore new avenues for other value-added services as may from time to time be needed in support of higher education and research networking in Uganda.

The current members of RENU are the following:

- Uganda Christian University, Mukono
- Kyambogo University, Kampala

- Makerere University, Kampala
- Makerere University Business School
- Mbarara University of Science and Technology, Mbarara
- Gulu University, Gulu
- Uganda Martyrs University, Nkozi
- Joint Clinical Research Centre
- National Agricultural Research Organisation

2.2.12 Inter-University Council of East-Africa

The Inter-University Council for East Africa (IUCEA) is a regional inter-governmental organization established in 1980 by the three East African Partner States (Kenya, Tanzania, and Uganda) with the aim of facilitating contact between the universities of East Africa, providing a forum for discussion on a wide range of academic and other matters relating to higher education, and helping maintain high and comparable academic standards. The IUCEA exists to facilitate, coordinate and promote sustainable and competitive development of universities in the region by responding to the challenges facing higher education, and helping universities to contribute to meeting national and regional development needs through its various activities. The IUCEA is hosted in Kampala.

2.2.13 Consortium of Uganda University Libraries (CUUL)

The Consortium of Uganda University Libraries was established in December 2001 and consists of most public and private academic libraries in licensed and accredited institutions of higher education in Uganda. Some research institutions are also affiliate members of the Consortium. The purpose of CUUL is to cooperate in continually improving the availability and delivery of library and information services to the higher education community, in Uganda and peripheral research communities.

3. Development Aid Analysis

3.1 Development strategy with focus on poverty reduction⁸

Uganda was the first country to prepare a comprehensive, participatory, and country owned national development strategy in 1997, creating the model for the Poverty Reduction Strategy Paper. The 1997 Poverty Eradication Action Plan (PEAP) received international praise. It was revised and updated in 2000 (PEAP II) and 2004 (PEAP III). PEAP III was extended for two years, to June 2010, due to delays in preparing its successor.

In February 2010, the government finalized a new five-year (FY2011-2015) National Development Plan (NDP). The NDP's main theme is "Growth, Employment and Socio-Economic Transformation for Prosperity," marking a broadening of the country's development strategy from poverty reduction, the focus of the PEAPs, to structural transformation to raise growth and living standards. It is the first in a series of six plans intended to transform Uganda over thirty years into a modern and prosperous country.

The NDP has eight objectives. These are: (i) increase household income and promote equity; (ii) enhance the availability and quality of gainful employment; (iii) enhance human capital development; (iv) improve the stock and quality of economic infrastructure; (v) increase access to quality social services, (vi) promote science, technology, innovation, and information and communications technology (ICT) to enhance competitiveness; (vii) strengthen good governance, defence and security; and (viii) promote sustainable population and use of the environment and natural resources. In addition, the NDP identifies four priority areas for investment: infrastructure development; human resource development; critical production inputs; and science, technology, and innovation. The NDP identifies fifteen "national flagship projects" intended to address binding constraints to growth.

The NDP includes analysis of cross-cutting issues crucial to sustained growth, such as gender. It highlights gender inequalities, commits to mainstreaming gender-responsive development, and proposes strategies to address gender gaps. Other cross-cutting issues include: governance, urbanization and decentralization, climate change, and regional cooperation. The NDP also includes a detailed discussion by sector, including a situational analysis, constraints, objectives, and planned interventions.

3.2 Actors⁹

In 2009, 10 Belgian NGOs were active in Uganda the leading being Trias, Vredeseilanden en Broederlijk Delen. Their interventions are mainly in the field of rural development.

⁸ Taken on August 18th, 2011 from http://siteresources.worldbank.org/UGANDAEXTN/Resources/Uganda_CAS.pdf

⁹ Taken on August 18th, 2011 from <http://www.ngo-openboek.be>

2009	Development Support (EUR)
Trias	789.744
Vredeseilanden	777.896
Broederlijk Delen	515.860
Memisa	341.697
PROTOS	222.950
Plan België	185.524
Enfance Tiers Monde	131.881
Rode Kruis VL	44.088
Tearfund	16.386
DMOS-Comide	10.104
TOTAAL	3.036.130

3.3 Donor Aid

3.3.1 Overview¹⁰

Uganda is highly dependent on development assistance. Official Development Assistance (ODA) increased from US\$192 million in 1986 to US\$1.7 billion in 2007¹¹. Relative to GDP, total ODA to Uganda stood at 5 percent in 1986, peaked at 25 percent in 1992, and averaged 14 percent from 2004 to 2008. On-budget donor support amounted in FY08 and FY09 to about US\$800 million per year; thus, donors finance around 30 percent of the government's budget.

More than 40 bilateral and multilateral development partners (DPs) provide aid to Uganda; but only three DPs account for almost half of total ODA. The World Bank, the single largest financier, accounted for 19 percent of the US\$7.3 billion disbursed from 2004 to 2008. The United States accounted for 18 percent; and the European Commission accounted for 10 percent. The number of small donors creates a challenge for lowering the transaction costs of donor assistance: 12 DPs accounted for 90 percent of ODA over the period; while 30 DPs accounted for the remaining 10 percent.

There have been efforts since the 1990s to improve donor harmonization. The government and DPs signed a set of Partnership Principles in 2003, which emphasized the government's preference to use

¹⁰ Taken on August 18th, 2011 from

http://siteresources.worldbank.org/UGANDAEXTN/Resources/Uganda_CAS.pdf

¹¹ ODA is measured by donors as expenditures that have as their main objective the promotion of the economic development and welfare of developing countries. What is classified as ODA to Uganda will not equal the amount received by the Government of Uganda.

budget support as an aid modality. Over the last decade, in line with government preferences, DPs have shifted increasingly from project support to budget and sector support. In 2007, 66 percent of disbursed aid was provided as either general budget support or within program-based approaches, up from 50 percent in 2005.

In 2005, seven DPs joined together to elaborate a Uganda Joint Assistance Strategy (UJAS) to support the government's 2004 PEAP. Five additional DPs joined the UJAS framework in 2006, bringing the total number of UJAS partners to twelve¹². It was the first joint assistance strategy of its kind, representing a commitment among DPs to improve harmonization and aid effectiveness.

A review of the UJAS concluded that transaction costs were not reduced¹³. The development of a joint assistance strategy was well intended, but in retrospect was neither a necessary nor sufficient condition for more effective aid. For example, while the UJAS outlined joint development partner commitments and aspirations to work more effectively towards the achievement of the PEAP goals and objectives, the UJAS was not effective as an operational tool during implementation. Consequently, UJAS partners and other DPs decided to engage with government on the development of on-the-ground mechanisms to improve aid coordination and alignment with national priorities, rather than on developing joint strategic documents.

See overview of donor intervention per thematic area on www.vliroos.be < *Country Strategy Uganda*.

3.3.2 Cooperation Belgium-Uganda and the Indicative Development Cooperation Program (IDCP) 2009-2012¹⁴

Uganda is a partner country of the Belgian bilateral cooperation since 1995. A General Agreement on Direct Bilateral Cooperation was signed in February 2005. The total Belgian ODA to Uganda in 2007 was 10.82 mio Euro, of which 5.8 mio Euro was direct bilateral cooperation. This does not include non-earmarked contributions to the EDF and multilateral organizations.

The first Joint Commission on Development Cooperation took place in Kampala on 31 January and 1st February 2005. It agreed on a IDCP of 24 mio Euro for 3 years.

Uganda benefits from Belgian development cooperation through the following channels:

- the direct bilateral cooperation;
- the indirect bilateral cooperation, via NGOs and Universities;
- the multilateral cooperation;
- the projects and programs funded through the Belgian Survival Fund;
- conflict prevention & peace building activities;
- the Belgian Investment Company for Developing Countries (BIO).

¹² The initial seven UJAS partners comprised: the African Development Bank, Germany, the Netherlands, Norway, Sweden, the United Kingdom, and the World Bank Group. Five DPs signed up to the UJAS in 2006: Austria, Belgium, Denmark, Ireland, and the European Commission.

¹³ "Review of the Uganda Joint Assistance Strategy – Current and Future Prospects," January 2009, by Dr Alison Evans, Overseas Development Institute, London, and Peter Ssentongo, Centre for Performance Management and Evaluative Research, Kampala. The evaluation was financed by DFID and carried out in collaboration with UJAS partners and other DPs.

¹⁴ Taken on August 18th, 2011 from <http://diplomatie.belgium.be>

In November 2008, Uganda and Belgium signed a new Cooperation Programme (2009-2012). Following the successful implementation of the first Cooperation Programme (2005-2008), Belgium committed a budget of €64 million, raising Uganda to the fourth-ranking partner country of Belgian Development Cooperation. Belgium is paying special attention to the cross-cutting issues of gender equality, the environment, social economy and the rights of the child.

Belgian Development Cooperation's programme is focussing on the following two sectors:

- primary healthcare, especially building the decentralised health services' leadership and management capacity;
- education, in particular institutions offering business, technical, vocational and health-related training.

With an annual budget of €750,000 allocated to local scholarships, Belgium is running by far the most extensive scholarship programme in the country.

Belgium is officially co-chair of the group of donors in the education sector and will take the lead from 1 January 2012 onwards (for 1 year)¹⁵.

¹⁵ Information obtained from Mr. Ludo Rochette, Head of Development Cooperation, Embassy of Belgium, Uganda

4. University Development Cooperation

4.1 VLIR-UOS Activity in/with the Country

Until now, the VLIR-UOS cooperation with Uganda is limited to individual South and Own Initiatives with different institutions in the country. Apart from these projects, Ugandan students participate in the VLIR-UOS scholarship programmes and Flemish travel grant students are hosted at different institutions in Uganda.

See also www.vliruos.be < [Country Strategy Uganda](#) for an overview of past and present VLIR-UOS investments and active programmes (REI, BTP & Zuid) and scholarships. Also other scientific cooperation of Flemish universities has been integrated in the same overview. See www.vliruos.be < [Country Strategy Uganda](#) for an overview of thematic areas in which VLIR-UOS university development cooperation actors are active.

4.1.1 Own Initiatives

Since 1998 five Own Initiative projects have been running. Three projects are still running. The main research areas are medicine and soil management/ land use; the main partner institutions are Makerere University, Kawanda Agricultural Research Institute (KARI) and Mbarara University of Science and Technology (MUST). The total budget amounts 1,7 mio EUR. These projects are:

- Creation of a reference centre for congenital facial cleft and benign jaw tumors in Uganda (prof. H. Vermeersch, UGent - Prof. Dr. F.B. Nozmo-Mukliibi & Dr. D. Bitariho, Mbarara University of Science and Technology & Dr. George Galiwango, Comprehensive Rehabilitation Services for Uganda), 2010-2015;
- Capacity building in clinical research in infectious diseases (Prof. R. Colebunders, UA - Moses Kanya, Infectious Diseases Medical Institute, Medical School, Makerere University), 2007-2012;
- Diagnosis and remediation of land degradation processes in the riparian zone of Lake Victoria (Prof. S. Deckers, K.U.Leuven – Dr. M. Isabirye, Kawanda Agricultural Research Institute), 2006-2011;
- Development and quality assurance of post-graduate medical training in family medicine/primary health care in Southern and Eastern Africa: a contribution to the realisation of quality and equitable healthcare through a South-South Network (Prof. J. De Maeseneer, UGent - Prof. N. Sewankambo, Makerere University & Dr. V. Batwala, Mbarara University of Science and Technology & other partners in Southern and Eastern Africa), 2006-2009;
- Architecture and building technology to establish a faculty of Architecture and Building Technology, including undergraduate degree and installation of research facilities (Prof. F. Mees, UGent – Uganda Martyrs University), 1999-2004.

4.1.2 South Initiatives

Since 1998 three South Initiative projects have been running. Two projects are still running. The research areas are agriculture, social medicine, mental health and law & development; the partner institutions are Makerere University, Gulu Regional Referral Hospital and the Centre for Children in Vulnerable Situations (CCVS), a locally registered NGO. The total budget amounts 150.000 EUR. These projects are:

- Development of a training curriculum in psychotherapeutic counselling in Uganda (Prof. E. Broekaert, UGent – Dr. James Okello, Gulu Regional Referral Hospital), 2011-2013;
- The legal dimension of development: a partnership between the refugee law project (Makerere University) and the Research group on law and development (University of Antwerp) (Prof. S. Vandeginste, UA – M. Crispus Okello, Makerere University), 2011-2013;
- Transfer of PARCHED-THIRST Model for selection best rain water harvesting practices in the Lake Victoria Basin (Prof. G. Wyseure, K.U.Leuven – Makerere University), 2004-2005.

4.1.3 VLIR-UOS Scholarship Programmes (KOI, ITP, ICP, ICP-PhD)

Since 2006, 154 Ugandan students from more than 50 different source institutions participated in the VLIR-UOS Scholarship Programmes (KOI, ITP, ICP, ICP-PhD; 66 training, 85 MSc and 3 PhD scholarships). The main source institutions are Makerere University (11 students), Kyambogo University (6 students) and Uganda Debt Network (4 students).

4.1.4 Flemish travel grants

Since 2006, 107 Flemish travel grant students went to 19 different institutions in Uganda. The main host institutions are Kagando Rural Development Centre (19 students), Makerere University (18 students), Kawanda Agricultural Research Centre (KARI) (10 students), Gulu University (8 students), the International Institute of Tropical Agriculture (IITA) (7 students) and Mbarara University of Science and Technology (MUST) (7 students).

4.2 Focus of other university development cooperation donors

Other donors active in the field of university (development) cooperation with Uganda are among others Ireland, Germany, Denmark, UK, the Netherlands, Norway, Sweden, the USA, Austria, Italy and Japan:

<i>Donor</i>	<i>Organisation</i>	<i>Partner institution(s)</i>	<i>Theme</i>
Ireland	Irish Aid	Makerere University	Health
		University of Kyambogo	Water resources management
Germany	GIZ – DAAD		Teacher education
Denmark	Danida	Uganda Management Institute	Procurement management
		International Law institute	Good governance

<i>Donor</i>	<i>Organisation</i>	<i>Partner institution(s)</i>	<i>Theme</i>
UK	DFID – DeIPHE	Makerere University	Governance and human rights Education Health Business & experience Agriculture & veterinary
		Mbarara University of Science and Technology	Health
		Ugandan Christian University	
Netherlands	NUFFIC	Nsamizi Training Institute of Social Development	Justice, law and order
		Government Analytical Laboratories, Forensic Service Department of the Uganda Police Force and Regional Center for Quality of Healthcare	
		Uganda Prisons Service and the Uganda Police Force	
		Uganda Management Institute	Education
Norway	SIU – NUFU	Makerere University	Women and gender Medicine Arts Agriculture
	SIU – NOMA	Kyambogo University	Educational sciences
		Makerere University	Law Health Mechanical engineering Environmental technology Urban development Economics Mathematical sciences Political sciences History Philosophy
	SIU – ACE	Makerere University	Ethnomusicology

<i>Donor</i>	<i>Organisation</i>	<i>Partner institution(s)</i>	<i>Theme</i>
Sweden	SIDA	Makerere University	Health science Natural sciences Social sciences & humanities
U.S.A	USAID – HED	Makerere University	Health science Agribusiness Teacher education Rural development
		Martyrs University/Islamitic University in Uganda	Political Sciences
		National Agricultural Research Organization (NARO)	Biotechnology
Austria	APPEAR – ADC	RUFORUM/Makerere University	Climate change Water management
		Makerere University/Kyambogo University	Gender
		Makerere University	Social Work
Italy		University of Gulu	Health
		Makerere University	Technology
Japan	JICA	Makerere University	

Apart from the above mentioned donors, Ugandan institutions are financed by private funds as there are the Carnegie Corporation of New York, the Bill and Melinda Gates Foundation, the Rockefeller Foundation, Wellcome Trust, the Ford Foundation, etc.

From the Belgian side, the Institute of Tropical Medicine is carrying out a project in collaboration with the Institute of Public Health of Makerere University aiming at capacity strengthening for health system research and health policy development (2008-2013).

A notable structure in the Uganda's higher education landscape is RUFORUM, the Regional Universities Forum for Capacity Building in Agriculture:

RUFORUM is a consortium of 29 universities in Eastern, Central and Southern Africa established in 2004. The consortium had previously operated as a program of the Rockefeller Foundation beginning in 1992. RUFORUM is registered in Uganda as a Not-for-Profit limited company and is currently in the process of registering as an International Non-Governmental Organisation (NGO). It has a mandate to

oversee graduate training and networks of specialization in the Common Market for Eastern and Southern Africa (COMESA) countries.

Specifically, RUFORUM recognizes the important and largely unfulfilled role that universities play in contributing to the well-being of small-scale farmers and economic development of countries throughout the sub-Saharan Africa region.

Institutionally, RUFORUM aims to:

- strengthen the capacity of locally based researchers who are responsive to farmer needs and opportunities for agricultural innovation within a context of national development;
- promote the retention of this capacity through farmer and employer demand;
- develop collaborative research and training facilities that achieve economies of scope and scale, and thus, make graduate education more “affordable”;
- enhance the participation and voice of women in agricultural research, production and marketing;
- encourage the application of research training and outreach to the reform of policy and development practice.

The overall guiding principle to achieve above aims is proactive engagement with stakeholders in graduate training, research and development processes¹⁶.

At this moment, the African Development Group is preparing a project to support the higher education sector in Uganda, with a focus on the public universities in the sector of science and technology. A preparation mission following a successful project identification mission has been conducted from 15 August to 2 September 2011.¹⁷

¹⁶ Taken on August 18th, 2011 from <http://www.ruforum.org/>

¹⁷ Information obtained from Mr. Jan De Ceuster, Education Advisor, Belgian Development Agency, Uganda

List of Resources and interesting Links

Overall:

- <http://ntwk.esaanet.com>
- <http://go.worldbank.org>
- <http://www.ibe.unesco.org>
- <http://www.sacmeq.org>
- <http://www.ngo-openboek.be>
- <http://diplomatie.belgium.be>
- Uganda National Development Plan 2010-2014, Republic of Uganda
- Uganda Poverty Reduction Strategy Paper 2004-2007, Ministry of Finance, Planning and Economic Development
- Country Strategy Paper and National Indicative Programme 2008-2013, European Commission-Government of Uganda

On education:

- <http://go.worldbank.org>
- <http://www.ibe.unesco.org>
- <http://www.ruforum.org/>
- <http://www.renu.ac.ug/>
- <http://www.iucea.org/>
- <http://www.cuul.or.ug/>
- <http://www.unche.or.ug/>
- <http://www.entwicklung.at/en/>
- <http://www.dfcentre.com/>
- <http://www.britishcouncil.org/delphe.htm>
- <http://www.irishaid.gov.ie>
- <http://www.ickamp.org/english/indexen.htm>
- <http://www.jica.go.jp/english/index.html>
- <http://www.norad.no/en/>
- <http://www.nuffic.nl/>
- <http://www.sida.se/English/>
- <http://www.usaid.gov/>
- <http://www.muni.ac.ug/>
- <http://www.busitema.ac.ug/>
- Government White Paper on Report of the Visitation Committee to Public Universities in Uganda
- Education Sector Strategic Plan 2004-2015 , Uganda
- The State of Higher Education in Uganda 2005: A Report on Higher Education Institutions, the

National Council for Higher Education, Uganda

- World Data on Education, VII Ed. 2010/11, UNESCO, International Bureau of Education
- Uganda Tertiary Education Sector Report, Xiaoyang Liang, World Bank
- Uganda National Development Plan 2010-2014, Republic of Uganda
- Uganda Poverty Reduction Strategy Paper 2004-2007, Ministry of Finance, Planning and Economic Development
- Country Strategy Paper and National Indicative Programme 2008-2013, European Commission-Government of Uganda
- Uganda Education Sector Policy Overview Paper, Katerina Syngellakis & Elly Arudo, IT Power UK

ANNEXES

ANNEX A - RECOGNISED UNIVERSITIES IN UGANDA

A. PART A: PUBLIC UNIVERSITIES (6)

N°	Name of Institution	Founding Body	District	Commencement Date
1	Makerere University	Government	Kampala	1922
2	Makerere University Business School	Government	Kampala	
3	Mbarara University of Science and Technology	Government	Mbarara	1989
4	Gulu University	Government	Gulu	2002
5	Kyambogo University	Government	Kampala	2002
6	Busitema University	Government	Busia	2007

B. PART B: PRIVATE UNIVERSITIES (25)

N°	Name of Institution	Founding Body	District	Commencement Date
1	Islamic University in Uganda	Organization of Islamic Conference	Mbale	1988
2	Ndejje University	Church of Uganda	Luwero	1992
3	Uganda Martyrs University	Catholic Church	Mpigi	1993
4	Bugema University	Adventist Church	Luwero	1994
5	Busoga University	Church of Uganda	Iganga	1999
6	Nkumba University	Private	Wakiso	1999
7	Uganda Christian University	Church of Uganda	Mukono	1997
8	Kampala University	Private	Kampala	2000
9	Kampala International University	Private	Kampala	2001
10	Aga Khan University	Private	Kampala	2001
11	Kumi University	Private	Kumi	2004
12	Kabale University	Private	Kabale	2005
13	Mountains of the	Private	Kabarole	2005

N°	Name of Institution	Founding Body	District	Commencement Date
	Moon University			
14	African Bible College	Private	Wakiso	2005
15	Uganda Pentecostal University	Private	Kabarole	2005
16	Fairland University	Private	Jinja	2005
17	Bishop Stuart University	Private	Mbarara	2006
18	St. Lawrence University	Private	Kampala	2007
19	Lugazi University	Private	Mukono	2007
20	Muteesa I Royal University	Private	Kampala	2007
21	All Saints University, Lango	Private	Lira	2008
22	International Health Sciences University	Private	Kampala	2008
23	African Rural University	Private	Kibaale	2011
24	Islamic Call University	Private	Kampala	2011
25	Livingstone International University	Private	Mbale	2011

C. PART C: PRIVATE UNIVERSITY COLLEGES (1)

N°	Name of Institution	Founding Body	District	Commencement Date
1	Bishop Barham University College (Constituent College of Uganda Christian University)	Church of Uganda	Kabale	2006

D. PART D: PUBLIC DEGREE AWARDING TERTIARY INSTITUTIONS (1)

N°	Name of Institution	Founding Body	District	Commencement Date
1	Uganda Management Institute	Government	Kampala	1969

ANNEX B - RECOGNISED PRIVATE AND PUBLIC TERTIARY INSTITUTIONS IN UGANDA

PART A: PRIVATE TERTIARY INSTITUTIONS (39)

N°	Institutions Name	District	Commencement Date
1	Pearl Crest Hospitality Training Institute	Kampala	2004
2	Uganda Baptist Seminary	Jinja	2006
3	Makerere Institute of Social Development	Kampala	2006
4	Kampala Evangelical School of Theology	Kampala	2006
5	Skills Resource Centre	Kampala	2006
6	Psychological Training Institute	Arua	2006
7	Kabale Institute of Health Sciences	Kabale	2006
8	Ernest Cook Ultra Sound and Educational Centre	Kampala	2006
9	Team Business College	Kampala	2006
10	Makerere Business Institute	Kampala	2006
11	Management and Accountancy Training Co. Ltd	Kampala	2006
12	The College of Professional Development	Kampala	2007
13	International School of Business and Technology	Kampala	2007
14	Multitech Accountancy Programme	Kampala	2007
15	Datamine Business School	Kampala	2007

N°	Institutions Name	District	Commencement Date
16	St. Joseph Polytechnic Institute		2007
17	Nyamitanga College of Business Studies	Mbarara	2007
18	African College of Commerce	Kabale	2007
19	Uganda Institute of Bankers	Kampala	2008
20	Nile Institute of Management Studies	Arua	2008
21	Uganda Bible Institute	Mbarara	2008
22	Ankole Western Institute of Science and Technology	Bushenyi	2008
23	Uganda Martyrs Seminary, Namugongo	Kampala	2008
24	Institute of Advanced Leadership, Uganda	Kampala	2008
25	Michelangelo College of Creative Arts	Entebbe	2008
26	Nagenda International Academy of Art and Design	Kampala	2008
27	Kabalega College, Masindi	Masindi	2008
28	YMCA Comprehensive Institute	Kampala	2008
29	Great Lakes Regional College	Kanungu	2009
30	Mildmay Centre	Entebbe	2009
31	Medicare Health Professionals College	Kampala	2009
32	Hospice Africa, Uganda	Kampala	2009

N°	Institutions Name	District	Commencement Date
33	YMCA Training Institute, Kampala	Kampala	2009
34	Zenith Business College	Kampala	2010
35	Mbarara Institute of Social Development	Mbarara	2010
36	Artfield Institute of Design	Kampala	2010
37	Gaba Bible Institute	Kampala	2010
38	Makerere Business Training Centre	Kampala	2011

PART B: PUBLIC TERTIARY INSTITUTIONS (37)

N°	Institutions Name	Address	Commencement Date
Agricultural Colleges			
1	Bukalasa Agricultural College	Wobulenzi	1956
2	Arapai Agricultural College	Soroti	1957
Colleges of Commerce			
1	Uganda College of Commerce Aduku	Apac	1983
2	Uganda College of Commerce Kabale	Kabale	1983
3	Uganda College of Commerce Pakwach	Pakwach	1983
4	Uganda College of Commerce Soroti	Soroti	1983
5	Uganda College of Commerce Tororo	Tororo	1984
Communication Technology			
1	Uganda Institute of Information and Communications Technology	Kampala	1965
Cooperative College			
1	Uganda Cooperative College Kigumba	Kigumba	1954

N°	Institutions Name	Address	Commencement Date
	Fisheries College		
1	Fisheries Training Institute	Entebbe	1968
	Forestry College		
1	Nyabyeya Forestry College, Masindi	Masindi	1948
	Health		
1	School of Hygiene, Mbale	Mbale	1958
2	School of Clinical Officers, Mbale	Mbale	1958
3	School of Clinical Officers, Gulu	Gulu	1984
4	School of Clinical Officers, Fortportal	Fortportal	1969
5	Medical Laboratory Technician's School, Jinja	Jinja	1986
6	Butabika School of Psychiatric Clinical Officers	Kampala	1979
7	Masaka School of Comprehensive Nursing	Masaka	
8	Soroti School of Comprehensive Nursing	Soroti	1972
9	Ophthalmic Clinical Officers Training School	Jinja	1989
10	Health Tutors College Mulago	Kampala	1960
	Management		
1	Management Training and Advisory Centre	Kampala	1965
2	Nsamizi Training Institute of Social Devt	Mpigi	1952
	Business		
1	Makerere University Business School	Kampala	
	National Teachers College		

N°	Institutions Name	Address	Commencement Date
1	National Teachers College, Mubende	Mubende	1984
2	National Teachers College, Kaliro	Kaliro	1985
3	National Teachers College, Kabale	Kabale	1984
4	National Teachers College, Unyama	Gulu	1984
5	National Teachers College, Muni	Arua	1985
Technical College			
1	Uganda Technical College, Elgon	Mbale	1931
2	Uganda Technical College, Lira	Lira	1945
3	Uganda Technical College, Bushenyi	Bushenyi	1984
4	Uganda Technical College, Kicwamba	Fortportal	1983
Tourism			
1	Uganda Wildlife Training Institute Kasese	Kasese	1991
2	The Crested Crane Hotel and Tourism Training Centre	Jinja	1994
Aeronautical			
1	East African School of Aviation, Soroti	Soroti	
Meteorological			
1	National Meteorological Training School	Entebbe	1990