

**HIGHER EDUCATIONAL PROGRAMMES IN THE DEVELOPMENT OF UGANDA
CASES OF DEVELOPMENT STUDIES PROGRAMMES OF
UGANDA MARTYRS AND MAKERERE
UNIVERSITIES**

BY

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A thesis submitted to
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in fulfilment of the requirements for
the award of the degree of
DOCTORATE OF PHILOSOPHY

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Certification

The undersigned certify that they have read and hereby recommend for acceptance by Uganda Martyrs University a thesis entitled:

HIGHER EDUCATIONAL PROGRAMMES IN THE DEVELOPMENT OF UGANDA

CASES OF DEVELOPMENT STUDIES PROGRAMMES OF UGANDA MARTYRS AND MAKERERE UNIVERSITIES

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I am grateful to Kyambogo University (KYU) for the sponsorship and employment opportunity as a Tutorial Fellow of Development Studies, which has been a turning point in my career from Theology to Development Studies. This job compelled me to enrol for MA Development Studies and Ph.D at Uganda Martyrs University (UMU), where I am grateful to the School of Postgraduate Studies, the lecturers, and the Director, Professor Peter Kanyandago for their instructional guidance and support.

I am indebted to all my respondents, some of whom by consent are listed in appendix VII, for their cooperation and hospitality, which they so freely extended to me, in particular, Professor A.B.K Kasozi Director National Council for Higher Education (NCHE) for his materials on Higher Education (HE) in Uganda.

My gratitude is due to my classmate Tabitha Naisiko for the discussions and moral support; colleagues-Hannington Mutebi, J.K. Katigo, Godfrey Bakaira, Rosemary Nabadda, Gloria Geria, Abel Baguma, Florence Asiimwe, Douglas Opio and Margaret Lubega for moral support; friends- Paul Isiko, Solomon Kirunda, Godfrey Aleko, Joshua Wanyama, and Robert Waiswa for the moral support and encouragement

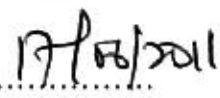
Lastly, I am extremely grateful to my parents, the Rev. Nathan Lubaale and Mrs. Margaret Lubaale who sacrificed their earnings to educate me. Their spiritual, financial, and moral support plus encouragement remain my greatest sources of inspiration; my brothers; Dan, Paul, Michael, and sisters; Miriam, Ruth, Justine, and Naume and Dr. Moses Lubaale. Finally, special credit to my wife Clare, daughters Joanna and Abigail for the support and being considerate at times when I was absent.

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Dedication

I dedicate this book to my beloved father and mother, Rev. Nathan and Mrs. Margaret Lubaale, who are responsible for my existence on earth and for sponsoring my education, informal and formal, up to this Doctoral level. Your company and unfailing holistic support remain my greatest source of inspiration throughout my academic odyssey hence my infinite gratitude to both of you.

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Acronyms /Abbreviations

BDS	Bachelor of Development Studies
CAO	Chief of Administrative Officer
CBO	Community Based Organisation
CDS	Center for Development Studies
CUs	Credit Units
DCs	Developed Countries
DS	Development Studies
EFA	Education For All
FBOs	Faith Based Organisations
FDGs	Focused Group Discussions
HE	Higher Education
HIV/AIDS	Human Immune Virus/ Acquired Immune Deficiency Syndrome
ICT	Information Communication Technology
IDPM	Institute for Development Policy and Management
IDS	Institute of Development Studies
IEDS	Institute of Ethics and Development Studies
IGR	Inspectorate of Government Report
IMF	International Monetary Fund
ILT	Impact and Learning Team
KIU	Kampala International University
KYU	Kyambogo University
LC	Local Council
LDCs	Less Developed Countries
MA	Master of Arts
MADS	Master of Arts Development Studies
MADSDL	Master of Arts Development Studies Distance Learning
MADSFT	Master of Arts Development Studies Full Time
MADSPT	Master of Arts Development Studies Part Time
MDGs	Millennium Development Goals
MOES	Ministry of Education and Sports
MUK	Makerere University Kampala
MUST	Mbarara University of Science and Technology
NCHE	National Council for Higher Education
NGOs	Non Government Organisations
NIS	National Integrity Survey
NU	Nkumba University
OB	Old Boy
OG	Old Girl
PGDDS	Post Graduate Diploma in Development Studies
Ph.D	Doctorate of Philosophy
POLIS	Politics and International Studies
QE	Quality Education
RAE	Research Assessment Exercise
SAPs	Structural Adjustments Programmes

SED	School of Environment and Development Studies
TEIs	Tertiary Education Institutions
UACE	Uganda Advanced Certificate of Education
UBOS	Uganda Bureau of Statistics
UDES	Uganda Development Studies Association
UK	United Kingdom
UMU	Uganda Martyrs University
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Education Scientific and Cultural Organizations
UNHS	Uganda National Households Survey
UPE	Universal Primary Education
USA	United States of America
USE	Universal Secondary Education
USSR	Union of the Soviet Socialists Republic
WB	World Bank

Abstract

The study is on the Higher Educational programmes in the development of Uganda. This is because in recent years, Higher Education (HE) has received considerable attention from major development agents like the World Bank, governments, public and private sector agents plus families having been underrated for some time yet vital in the area of training human resource and research. In Uganda, enrolment in HE has increased more than 1000 % in the last three decades with more than 200 programmes in the 28 universities by 2008. The study specifically focuses on the Development Studies (DS) programmes of UMU and MUK whose graduates are meant to propel development in Uganda yet gaps in the development process are still evident. Therefore, the study aimed at examining the curriculum, pedagogy, assessment, contributions, challenges and opportunities of DS programmes in the development of Uganda.

Both qualitative and quantitative approaches were employed so as to provide the necessary triangulation for getting a more composite data to articulate better the findings. Further, a descriptive research design specifically a case study was adopted in order to secure in-depth data regarding DS programmes and graduates. The study used a sample size of 245 respondents using research instruments of a semi-structured questionnaire, interview guide, discussion guide, and check list.

The study found out that graduates are making contributions to the development of Uganda partly because of HE. However, there are still gaps in the development process which graduates have not been able to close because of the limitations in the curriculum, pedagogy and assessment techniques, and the existence of internal and external challenges affecting them.

The study identified the following opportunities for DS programmes as; a new area of study, able to attract sponsorship, wide range of employment opportunities, and increased number of applicants. The study made the following recommendations; improve on the inputs-process-outputs of education, scholastic materials, establish a development Think Tank, tighten admission criteria, academic staff, and tutor-students mentoring. The study concludes by recommending for curriculum review which will reflect the cognitive, affective and psychomotor domains in order to produce more competent graduates for the development of Uganda.